









DEPARTMENT OF  
HEALTH, EDUCATION, AND WELFARE

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THE  
EDUCATIONAL RECORD

OF THE  
PROVINCE OF QUEBEC.

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

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**Articles: Original and Selected.**

FORM STUDY AND DRAWING,

By MISS HICKS, BOSTON.

1862<sup>6</sup>  
It seems to be not unfitting to present to a body of thoughtful and earnest teachers a view of the evolution of form study and drawing, showing to some degree how it has been developed, before proceeding to a consideration of some of the methods now employed in teaching form study and drawing in the public schools.

It is within the memory of many of us that drawing was formerly merely an accomplishment, fitted only for the rich who could pay for special instruction, who could allow to their children the extras of education, or special masters, or of the specially gifted whose talents demanded these masters. This may be called the first stage of drawing in education, appealing to but a small class.

The professor of drawing at Rugby said even as late as 1856: "In England Art has hitherto occupied a lower position in our public schools than in most parts of the Continent; *here* it has been treated as an agreeable pastime, or trifling accomplishment; *there* it takes rank at once as a study, contributing largely to the cultivation of the taste and the improvement of the mind."

But at this very time great forces were at work in England

impelling the prosecution of drawing in a different spirit. The English Government school of design established by public spirited men in 1837 had gradually progressed far beyond the original institution. The English people, aroused by the exhibition in 1851, which showed the need of art training in connection with their industries, and which showed the advantages gained by other nations through art training, considered seriously how to bring the influence of art to bear upon the industries of the nation, and as a result the government school of design was located at South Kensington, and enlarged and broadened into the South Kensington School, and the Science and Art Department was established, which has done so much to develop science and art throughout England. The influence of English industries was marked, and a French writer says, "In 1856 the English came to us for art manufactures, but now the tables are turned and we go to them."

Through the Science and Art Department, drawing was carried to the skilled workmen of England and proved a most valuable adjunct to industry. Then industrial drawing began to be recognized as a fit subject for general education. Thus drawing passed from its first stage in education as an accomplishment for the wealthy or gifted few, to its second stage as a valuable accessory in industry fitted for the large body of workers, to increase their wage-earning powers and to add to the material prosperity of the nation.

The influence spread to America; industrial drawing found acceptance in the public schools, and schools were established for the training of teachers for this work. This industrial drawing tended mainly to mechanical drawing and design.

Meanwhile, general educational theories and practice were changing very much. The seeds sown by Comenius, by Locke, by Rousseau, by Pestalozzi, were springing up and bearing fruit. Memoriter methods of instruction decreased and methods of education through observation increased. Form was recognized as one of the properties of objects worthy of study, but for a long time this study was mainly that of two dimensions only—of geometric figures. These were to be studied, not as a basis for industrial drawing, but as a means of mental development through observation. In connection with this educational study of plane figures through observation, given by Pestalozzi, there arose a school of so-called inventive drawing which was advocated because it gave opportunity for the inventive powers of children, and thus tended to quicken all the mental powers. But although the inventive drawing proceeded, in a certain

sense, from the study of plane figures, yet there seems to have been very little idea of using drawing as a means of expressing ideas gained through observation.

Froebel was the next great educational leader; he was a pupil of Pestalozzi, but to him came that insight into the nature of the child that Pestalozzi never attained. He saw that the child longed for realities and not for abstractions, that the sphere, cube and cylinder were infinitely more to the child than the circle, the square, and the oblong. He saw that solid form was more than mere figures, and that form must be observed through touch as well as sight. So gradually the appreciation of form was growing. The drawing of the kindergarten retained the characteristics of the inventive drawing of the Pestalozzi school, classified into forms of knowledge, forms of life and forms of beauty. The kindergarten drawing thus shows an advance through this classification toward the connection of drawing with the observation of form, and toward making drawing a means of expression. But it will be noted that the kindergarten drawing of Froebel, like the inventive drawing of Pestalozzi, tends more toward the use of the inventive faculties than toward using drawing as a means of expression. Froebel has given in his *Kindergarten Wesen* a wonderful description of the power of drawing as a means of mental and spiritual development. His kindergarten drawing shows, however, that he was hampered by his Pestalozzian training in drawing. He says, himself, with regret, that he had no art training.

Following the lead of Froebel in recognition of the child in his recognition of form as one of the essential elements in human environment, and in his recognition of the value of drawing, many educators have been at work on the problem since Froebel.

The child has become the centre of educational thought and the secrets of his mental growth and evolution have been sought. It has been found that in the attainment of an idea there are three stages: observation, thought, expression, and that without these stages, the formation of an idea is incomplete. It has been found, also, that drawing is a means of expression, of very wide and sometimes exclusive application, and open to all. Form, having been received as an essential element in education, and expression having taken its place as an important factor in the formation of an idea, it followed that drawing, the principal means of form expression, was demanded.

At the same time as one of the offshoots of the belief, that Form study and Drawing are prime factors in mental develop-

ment, comes the demand for drawing as a means of expression in other studies, in language, number, nature study, etc. This latter movement has been somewhat erratic and fitful, but it has become an important force in the promotion of Form study and Drawing, for educators are coming to see that drawing in other studies can have no solid foundation without the regular development of Form study and Drawing.

This brings us to the third state in evolution, the introduction of form study and the presentation of drawing on educational grounds. This stage is now commanding universal attention, and all progressive educators give Form study and Drawing an important place in the school curriculum.

But, having now passed through the three stages of, first, drawing as an accomplishment for the few; second, industrial drawing for workers; third, form study and drawing as a means of mental development; there remains another stage on which we are just entering. This stage concerns the spiritual value of art and hence the cultivation of form study and drawing for all on the æsthetic side. This movement has been foretold and heralded and is now beginning to make itself felt in general education.

The great English artist, Fusell, said, "A genuine perception of beauty is the highest degree of education, the ultimate polish of man, the master-key of the mind; it makes us better than we were before."

We have a further testimony in a history of the South Kensington movement from which I quote the following:—

"To Sir Henry Cole is justly attributed much of the success of the Great Exhibition of 1851; while the successful founding and development, both of the 'South Kensington Museum,' and of the 'Science and Art Department,' are conceded as the triumphant results of the far-seeing public spirit, and the indomitable energy and perseverance of this remarkable man. . . . He pictured an England whose toilers, admitted to participate in the benefits of civilization, found relief in refined enjoyments from the depression resulting from the minute division of labor into dreary, monotonous tasks without variety. . . . Like the great English reformer who vowed that he would make things plain for a ploughman which had been reserved for the understanding of a cultivated few, Henry Cole lived to make the poor sharers in the best benefits of modern civilization. He set himself to make common those refining agencies which tend to cheer and sweeten the dull monotony of excessive toil and hopeless poverty. Hence his efforts to stimulate the

creative faculties of the nation, to make known our art treasures, to cheapen specimens of art and to call out the dormant sense of delight in the beautiful, so as to reach and raise men through their higher faculties of enjoyment."

This stage of the recognition of the art impulse as belonging to every human being, and their right to its cultivation, is the stage upon which we are now entering.

Here is the evolution :

First, art for the gifted few or as an accomplishment ;

Second, industrial art for industrial workers ;

Third, form study and drawing educationally considered as a means of mental development for all ;

Fourth, art culture as a means of spiritual development for all.

The movement for art culture for all is now making itself felt in various ways ; the organized efforts for the decoration of school rooms with good works of arts, the promotion of art exhibitions in all quarters, poor as well as rich, the selection of beautiful forms for models in form study and drawing, and the presentation of good examples of pictorial and decorative art for study in the public schools are all telling signs for the times.

All passes. Art alone  
Enduring stays to us ;  
The bust outlasts the throne,  
The coin, Tiberius.

And now having traced the evolution of art education in elementary schools, we come to a consideration of its present methods. Form study is made its basis. Why ? Because form concerns all tangible things from the worsted ball of the infant to the terrestrial globe ; from the smallest crystals to the hugest block of stone ever quarried by the Egyptian workmen ; from the slender stem of the flower to the massive column of the temple ; from the pebbles that lie at our feet to the everlasting hills ; all nature, all manufactures, all art have form. Form, being then so universal a property, is inseparable from corporeal and material existence, and is an essential of our environment ; it is a constant factor in all our earthly life ; form must be considered in all things ; our habitation, our furniture, and our dress, all possess form, good or bad as the case may be ; our roads, bridges, monuments, all possess form ; all our industries, whether in cloth, wood, or metal, deal with form ; all science must take cognizance of form.

Our fields, trees, hills, valleys, clouds, mountains, all have form. All nature has form ; all art has form.

And when we lift our thoughts above material things we find

that language, in order to express these thoughts, has recourse to form and figure, which is but an abstract of form.

Think of it a moment; take first the descriptions of language itself, and see how phrases and terms are borrowed from form. Listen to the following, and see how dependent language is on the terms of form: we hear of well *rounded* periods, a *round-about* description, a *square* speech, a *one-sided* statement, a story that is about as *broad* as it is *long*. We say words are used with a great deal of *latitude*. We hear of a *blunt* remark, an *acute* argument, a *straightforward* tale, reasoning in a *circle*, a *well constructed* sentence, a *direct* address, the *declension* of a word (to decline meaning originally, to bend down) the *roundness* of an assertion, he affirms everything *roundly*, I will a *round* unvarnished tale deliver.

Leaving the description of language and taking up action, the following expressions meet us: we play a *round* or two and then we will have a *round* dance, and perhaps we will sing a merry *round*, and perhaps get a *round* of applause, or a *round* of ammunition. That will make us *square*; otherwise, we will *square* off, and stand ready for a *round*. Then we read of *square* and *crooked* dealings, and of *squaring* accounts, and of a *round* sum as well as *round* numbers. We speak of *cross* purposes (meaning simply that they cross each other), and we sometimes give a *cross* answer. We have a *line* of descent, a *line* of march, a *line* of kings, a *line* of operation. Some of these terms have become so familiar to us in their figurative meaning that we may be at first inclined to say that those are not terms of form, that they are only the ordinary use and signification of the words. It is true that we know them well, but none the less true that their significance is based on their meaning as terms of form.

We say a man acts according to his *bent*; his desire *biases* his judgment. We find a *corner* in wheat and a *margin* in stocks very expressive terms, and we estimate most frequently the *calibre* of a man, not to speak of hearing him called sometimes a *bore*, and sometimes an old *screw*.

Then there are the whole line of words derived from *right*. Right is from *rectus*, meaning straight, and from this we term an action *right*, a character *upright*, a man *righteous*, and we speak of the paths of *rectitude*. When we put a man in the *straight*, or *right* way for a thing we *correct* him.

Then there are many words relating to the forming of mind or character: inform, deform, perform, conform, transform, reform.



Heaven itself is thus described by St. John in the book of Revelation: "That great city, the holy Jerusalem, lieth foursquare, and its length is as large as the breadth. The length, the breadth, and the height of it are equal." This is given in no irreverent spirit, but to show that the perfection of the heavenly city was described through the perfection of its *form*. "The length and the breadth, and the height of it are equal"—a perfect cube.

Form and color naturally present themselves first to the observation of the child, and, therefore, are the first means of mental development, and the first means by which the attention may be gained. The question, whether form or color awakens the attention first, is not a question to be discussed here, for, whichever is considered first, form must still stand in the front rank, for color can be perceived by but one sense, while form appeals to the two senses. However much the child may be attracted by the color or glitter of an object, the color or glitter do not seem to be all-satisfying to him; he is not happy unless he grasps the object in his hands. The pleasure of grasping may perhaps be considered to lie somewhat in the sense of possession that it gives, but this can hardly be considered the whole: beyond the pleasure of possession seems to lie the pleasure of investigation, the delight of learning, for while grasping the object ideas of form are growing in the mind through the sense of touch. As the impressions of form are received the little brain begins to work and soon the desire for expression comes and, later, any means of expressing those ideas is a delight if opportunity is given. The little fingers will model the clay and mould the sand with the keenest delight, and thus the child will express what he has observed. Undoubtedly, modelling and moulding were the first expression of form by the race. After modelling, building and arranging, which lead him to express his ideas of form in three dimensions, comes drawing, which is more difficult as it expresses three dimensions on a surface having but two dimensions; but although more abstract than modelling, drawing becomes a means of more universal expression, because its material is more simple. Last in the expression of form comes language. For this order of drawing before language we turn to the history of the race, the first development of written language, we find it beginning with the pictographic, passing from that to the hieroglyphic, and from that to our own conventional written language. You can imagine the development of spoken language by noticing the intercourse between two persons who do not understand each

other's tongue. The first communication is made by presenting objects, then by imitative sounds and descriptive gestures, which are in a measure drawing, and then by shortening—therefore by conventionalised signs and words.

Form study and drawing, then, furnish the means of mental development, through growth of ideas; first, by observation of form; second, by thought concerning form; third, by expression of form ideas; by modelling, by building, arranging and making, and, later, by drawing and language. A drawing will give often a more perfect idea of form than the most perfect language.

Still farther; as a means leading to the love of the beautiful, form demands the broadest recognition. Some will ask, have we any need to make provision for art education? Should we make any provision for that in our everyday schools? I would answer, that if we believe that there is anything in human life higher than food and clothing, higher than industry and wage-earning, higher than manufacture and trade; if we believe that there is in human life anything higher than facts and knowledge, higher than dictionaries and encyclopedias, higher than digests and compendiums, higher than knowledge of science and of history; if we believe that there is in every human life a longing for the ideal, which, if cultivated, would bear wonderful fruit; if we believe that in every human life there are emotions and aspirations toward the true, the good, and the beautiful, then we must make room for art in all education; art which is a recognition of the enjoyment and the expression of the highest thoughts in their most beautiful form.

Froebel, by his almost divine thought, gave to the world the foundation of form study on type forms—that is to say, forms of perfection; thus he gave to be ever-present, the perfect, that which should always remain, the ideal. He began with the sphere, so firmly self-centered, absolutely unchanging, always appearing the same, and around this ideally perfect form he clustered all the forms of nature that approach this type. With the sphere he took the cube, which, like the sphere, was equal in its three dimensions, but unlike the sphere, had varying phases, now showing but one face, now two, now three.

After some eight years of study he added to these two forms the cylinder, thus making the three that remain as his monument: the sphere, the cube, and the cylinder.

*(This paper, which was read before the last Teachers' Convention held in Montreal, will be concluded next month.)*

### Editorial Notes and Comments.

The Carnival idea, which the people of Montreal have already confessed to be "too much of a good thing," and which the citizens of the ancient capital are at present anxious to see developed to its fullest fruition, is but the culmination of athletics run mad in our midst. And our educational system is not without feeling its influence in more ways than one. The victory of the hockey club or of the football team is received with shouts by nearly everybody in the community. The prowess of this leader or of that champion is heralded in the press with the same eclât that haloes the achievements of our statesmen when they return from the motherland after the accomplishment of some treaty or trade negotiation; and when there is something on in the skating or curling rink, in the racket court, the golf field, or the lacrosse ground, other matters, however important they may be *per se*, must wait until "the athletic event is off," either one way or the other. In such recreation, it is not easy to say where the line should be drawn. There is a very thin partition between the extreme of good and the beginning of evil, though any one, who has seen the "cloud of witnesses" and their madness of partiality on the grounds during the progress of events, and the exhausted condition of those who have been dancing to the piping of the screaming multitude, must confess that it is not so difficult to distinguish after all between the athletic exercise that is legitimate and the athletic contests that are prejudicial not only to a true physical development but to a moral one as well. We have referred to this matter before. Our sympathies are against this match-making in athletics. It is the old story of making the means to a good thing the end in itself and not in the good thing—the same running to seed that is to be seen in so many of our educational processes. The tide, however, seems to be on the turn, notwithstanding the press glorification of the carnival idea, and the popularity which some of our gray-headed politicians seek in the snow-shoe club. Our contemporary the *Teacher* in its last issue says:—

"It seems that the press of the country, and the people, too, have at last come to one conclusion in regard to the evils of inter-collegiate games, particularly to the brutality of the public fights which some persons are pleased to term "foot-ball." It looks very much as if the college which persists in tramping its students over the country, bruising, maiming and murdering other college boys, will soon be without patronage from think-

ing parents who value the safety and lives of their sons. It is hoped that our colleges will take timely warning and listen to the voice of humanity, reason and public opinion."

—The feeling seems to be most strongly expressed against the rough play of foot-ball, but who will say that the hockey match and the lacrosse contest is not accompanied with the elements of the prize-fight which is denounced in foot-ball. The *Educational News* in speaking of the latter says:—

"College foot-ball steadily seems to be growing into disrepute, the attacks on it coming from both the secular and the religious press. Yale has found it necessary to issue the following: 'It has been decided to allow the Thanksgiving Day foot-ball game to be played this year on the assurance from the foot-ball management that there is an overwhelming sentiment among the Yale students and graduates against such disorders as have occurred after the games in former years, but with the understanding that no further games on Thanksgiving Day in New York city will be allowed if the result this year shows that these disorders cannot be checked. We are glad to see that Yale on her own account sees the vicious example her students have set for the smaller colleges in the matter of foot-ball rowdyism. It is almost impossible for the smaller colleges to keep their students under proper discipline if the larger institutions permit undue license.'

In this connection a Methodist Conference in the south has adopted the resolution that as they believe inter-collegiate games of base and foot-ball to be dangerous to the health of young men, and as many people have refused to patronize institutions where such games are played, they earnestly request that schools and colleges refrain from the same. Even a student is to be found writing in this strain:—"To all of us who welcome the day when the *brutal* and *demoralizing* game known as foot-ball (which should be more appropriately termed *legalized prize fighting*) shall be no more tolerated by conservative and law-abiding citizens, not to speak of college trustees and faculties, the present status of affairs here is very gratifying. Popular disapproval of the game has gained ground rapidly during the past season, and the probability now is, and a very strong one too, that our hopes will be realized, and that the *ungentlemanly* game will not be tolerated here next season and thereafter. It is to be hoped that the trustees will give it a death-blow at their next meeting, as it seems the faculty has not the backbone to do so."

In view of such an expression as this, it is possible that the

higher civilization may become less of a stranger in our athletic circles and amid the legitimate tendencies of the age towards a true physical culture.

—The people of Glasgow, convinced of the necessity of having more trained teachers, as Chicago has lately done by taking steps to remedy the defect, and the Province of Quebec does without taking any action in the matter, has asked the department of education to make room for more students at the Normal School. “Glasgow and Govan School Boards had asked the department to do this, other authorities had made the same request, and the department had said No, again No, and yet again No. Yet the request has been granted—the department, vowing it would ne’er consent, consented, and more. You no doubt observed that in reply to a friendly question the Scottish secretary quietly annexed for the department the whole credit of the concession, speaking not as if the department had been driven to take that step, but as if, in sheer goodness of heart, it had done a gracious act. The Roman Catholics are hard at work to get national support for their training colleges. The Parker Commission reported with regard to training colleges, ‘That, on the same principle, should any other body equally well qualified and equipped, and willing to take similar financial responsibility, come forward to undertake this training of teachers, a share should be assigned to them in the work.’ Dundee University has taken advantage of this recommendation, and it applies equally, of course, to Roman Catholics. Sir George Trevelyan will probably give the petitioners what they ask, and we shall see what Protestant Scotland says to his action!” Can we see in the success which has attended the persistency of the people in the west of Scotland any hope for an improved system of training for our elementary teachers in the Province of Quebec? We are almost afraid to say that we do, in case some one should say that we are making an attack on our Normal School or on some member of its staff.

—A city editor of Quebec once remarked that it would soon be difficult to know, by listening to what the doctors said, what foods were not poisons. The evil of having school books in common, on the system of purchase by the Commissioners, has been found, at least so the scribe thinks who wrote this:—“Among the difficulties growing out of the free supply system is the danger arising from the promiscuous use of books and pencils by different pupils in the same school. So important is this question regarded by the health commissioners of

Minnesota that they have prohibited the exchange of lead pencils among the school children. They say that diphtheria and other diseases are often transmitted by putting the pencil in the mouth, which is a very common habit, not only with children but with adults as well."

—To understand the question which the conferences between Quebec and Ontario have lately discussed, the following explanations of the Hon. Mr. Hall, which were made at the closing of the Legislature, have to be read:—The Province of Quebec, as he said, is, in common with the Province of Ontario, interested in a fund called the Common School Fund, which originally consisted of one million acres of public land situated in the Huron tract in the Province of Ontario. At the time of Confederation a large portion of these lands had been sold and partly realized upon by the late Province of Canada, and the proceeds are still in the possession of the Dominion, to which they were passed, to the credit of the provinces. Since Confederation the Province of Ontario has sold all the remaining portion of the said land, except a small quantity, collecting both on the price of such sales and on account of the balances remaining unpaid of the price of the sales made prior to Confederation. By a certain deed of agreement of submission dated April 10, 1893, passed and approved under an act respecting the settlement by arbitration of accounts between the Dominion of Canada and the Provinces of Ontario and Quebec, the arbitrators were authorized to ascertain and determine the amount of the principal of the fund, taking into account the amount now held by the Dominion, the amount for which Ontario is liable and the value of the land at present unsold. No provision was made, however, for the payment to the province of the principal of the fund or for the sale and transfer to the Province of Ontario of the moneys remaining uncollected and of the lands remaining unsold. The resolutions, therefore, propose that the Lieutenant-Governor of Quebec in Council be authorized to agree with the government of the Province of Ontario upon the price to be paid by the latter for the acquisition by it of the uncollected balance upon the lands first sold, and for the payment by the Province of Ontario of the value of the unsold land, also to give a receipt and discharge and a transfer of the said unsold lands to the province. The resolutions also propose that the Lieutenant-Governor may enter into an agreement with the governments of the Dominion and of the Province of Ontario for the purpose of effecting a final distribution and payment of the principal of the fund,

according to the distribution ordered by the arbitrators or agreed to by the province. In the event of the government of Ontario failing to agree on the proportion of the division, distribution and payment, the question is to be referred to the arbitrators.

### **Current Events.**

The *Witness*, in referring to the sale of the British and Canadian school house in Montreal, says that while welcome enough to hundreds of children, who have been handicapped by its gloom and positive unfitness, it can hardly fail to arouse in the minds of many Montrealers thoughts of a day that is dead and can never return except on mention of the boys of old times. In that day the school house was very unfit. In 1853 the school was in charge of the late Mr. Minchin. It was full of boys who were destined to form the advance guard of Canadians, along with the National, under Mr. Arnold, now dead, the Colonial, under Mr. Hicks, afterwards principal of the Normal, and Phillips's, the High, Dunton's Academy and many others that since have given way to the commissioners' public schools. Tales have been told of this old school building to sons and daughters of the men who once were boys in it. It is doubtful if any other building in the city has for so long a time remained a school house, unless some of the friars' school houses, and when the children are removed from it into the fine new structure which looks rearward into Dufferin square, there will be cause for general rejoicing among them. There is hardly any portion of the world that has not among its residents one or more Canadians who received their education in the old building on the corner of Côté and Lagachetiere streets, which now is to be used as a spice factory. Dr. Robins, now of the Normal, once wrote a history of this school which appeared in the RECORD.

—It is gratifying to note that the students of three of the Universities of the United States, Yale, Harvard and Princeton, have become aware that there are other fields of competition as well worthy of their attention as athletics. A schedule of inter-collegiate debates has been arranged, to consist of three contests, one at each college, so that the students of each institution will take part in a contest of brain instead of muscle with men from both of the other. The Undergraduates' Literary Society of McGill has decided to accept the invitation of Toronto University, for an inter-collegiate debate.

—The *Kindergarten News* has changed owners, and the old

owner, Mr. Louis H. Allan, in a letter to his former readers, some of them teachers in the Province of Quebec, says:—

“For two years I have devoted myself to the establishment of the “Kindergarten News,” and my efforts have been dictated solely by a philanthropic and missionary desire to advance the Kindergarten cause. It has been at a sacrifice of other interests which have finally led me to dispose of this publication to the Milton Bradley Company, of Springfield, Mass., who have been instrumental in developing the Kindergarten in this country. They are actuated by the same desire to educate parents, and carry the Kindergarten into the homes of America, and they are eminently able and fully determined to maintain the *News* on the highest possible basis, and under their control greater and broader results may be expected.”

—The Teacher’s profession suffers much from the large number of those who enter it merely as a temporary make-shift. Professional pride and *esprit de corps* are often entirely wanting, and very little interest is manifested in the means for improving the condition of the great company who give their lives to teaching. This fact gives added attractiveness to measures akin to those taken in an Oregon county of late, where a committee of five, with the county superintendent as executive officer, was appointed as a Teachers’ Bureau of Information. This committee was authorized and given full power to buy or otherwise procure books and periodicals bearing on the subject of teaching, said books and periodicals to form a free circulating library for all teachers who shall enroll their names for this purpose. In order to entitle any teacher to the benefits of this bureau he shall place his name on a roll to be provided for that purpose, and pay an annual fee of one dollar. Properly conducted, this bureau ought to prove a helpful institution, and do much toward elevating the profession in that particular locality. An attempt of this kind has been made in the Province of Quebec.

—In looking over the *Canada Educational Monthly* we find the record of an interesting educational meeting which lately took place in the Normal School of Toronto. Men differ in their opinions in Ontario as they do elsewhere, but in looking over the list of those present we cannot find that any of the educationists of the sister province have been ignored because of their opinions on educational questions.

—We are glad to hear that some of our superior schools are about to receive diplomas from Chicago for the specimens of school work sent to the World’s Fair. As the Superintendent



says in his report, so may many others who are loyal to the educational enterprises of our province, notwithstanding seeming personal neglect. "The results obtained by our school exhibit at Chicago prove better than any arguments I could advance that our school system is far from being as faulty as some people are pleased to say; and I am glad to acknowledge that the flattering praises of important organs of both the Canadian and foreign press are largely due the intelligent initiative of Canon Bruchesi, to whom the government entrusted the organization of this important department."

—The kindergarten idea is evidently drawing near to its term of "running to seed" also, if faith is to be put in such accounts as the following:—"A visit to the domestic training school for colored children on Margaret street, Indianapolis, last month, was a revelation to those who were not familiar with the extraordinary work done by Mrs. E. A. Blaker and her assistants. The school is a large, light, airy domicile built after the most approved modern methods. Down stairs the modern kitchen garden was in session, where visitors were ushered in and given a chance to see the kindergartners at work, playing at keeping house. Up stairs larger boys and girls were busy at work in various departments, doing every phase of actual housework. Tables decorated with pink roses were placed in the two dining rooms, and four guests were served at each, the boys doing the work on one side of the house and the girls on the other. A regular breakfast was served, the *menu* being poached eggs on toast, breaded veal with Mayonaise potatoes, biscuit and coffee. Out in the kitchen little cooks were measuring, pasting and working with a will. In the front part of the house, girls were learning how to make a bed, and the work was carried on through all departments. Miss Cooper, principal of the building, has seventeen teachers who work with her in the domestic training school Saturdays."

—Here is another way in which the "cloud of witnesses" is drawn around kindergarten results. "Miss Cheney, a teacher in the kindergarten department of the Normal school at New Britain, Ct., recently conducted an exhibition by her class that was instructive and entertaining. For six weeks the children had been studying Holland, and the representations showed domestic and rural life in that country. Twenty of the children were dressed as Dutch women. Part of the classroom was partitioned off and furnished so as to represent the interior of a Dutch house, with open fire-place and long, low

benches without backs. Old-fashioned chinaware was used. Dutch cheese was given the place of honor on the table. Beds resembling ship "bunks" showed how the Dutch children could sleep comfortably in narrow beds without falling out. The children were "at home" to their friends, and treated their visitors to delicious chocolate poured from an old china pot. Mr. James Cheney of South Manchester furnished the class with a United States and a Dutch flag. These were displayed during the procession of the children. In the other part of the classroom the outdoor representations of life in Holland were shown. The large dikes which kept out the sea that is continually threatening to inundate the country were made of sand, and the representation showed the children that the country was lower than the surface of the sea. Windmills, which are seen on all sides in Holland, quaint Dutch houses, trim little churches, and the canals which run through the country were shown. Ungainly looking storks in marshes were also represented, and, taken altogether, the exhibit was a very instructive object lesson."

—Professor George D. Shepardson, of the Department of Electrical Engineering in the University of Minnesota, is offering some very attractive lecture-studies in connection with the University Extension work of his institution. One course of six or twelve lectures is a popular and non-technical one, which shows in its many illustrations some of the "Uses of Electricity in Modern Life." A second course is an illustrated and experimental one, especially designed for car-men, engineers and others who handle electrical apparatus, treating of dynamos, motors, electric lights, and the transmission of power. A third is given to consideration of the methods of measuring electricity. Professor Shepardson has had a good deal of correspondence about his courses, and the demand for them is likely to prove greater than he can supply, with the limited time at his disposal, outside of his regular University work.

—The difficulties which have been found in carrying out some of the most important provisions of the Irish Education Act of 1892 do not appear easy of solution. On the 5th of December, Mr. Bryce, acting for Mr. Morley, in answer to a question put in Parliament by Mr. Sexton, stated that in forty-six municipal boroughs, towns, and townships the local authorities had made the necessary regulations for providing school attendance committees in order to carry out the compulsory clauses of the Act. In nineteen other cases regulations had been submitted to the Commissioners of National

Education, seven of which had been approved. In thirty-three instances the regulations had not yet been submitted, but the local authorities had intimated their willingness to assist in carrying out the provisions of the Act. This makes ninety-eight places which may be considered as ready to commence work on the 1st of January.

—The small way of thinking is on its dignity in New Zealand in regard to Professor Aldis, who has been trying to improve the educational affairs of that colony. *The Christ Church Press* takes this view of the situation, and it seems to be a sensible one:—

“It is a very striking feature of our colonial life that it seems pervaded by the same spirit which makes a colonial Liberal Government coercive and paternally tyrannical. We are inclined to think that our colonial Boards of Governors suffer from this all-engrossing desire to interfere too freely with the conduct and growth of the institutions under their charge. A College Council without strict authority over its professors and lectures would be a futile absurdity. But the constant exercise of authority is irritating and dangerous. There is a form of inactivity which has been often and well described as “masterly.” The world, more particularly the University world, would have gone on much better here if governing bodies had occasionally taken refuge in this form of conscientious strategy. We do not advocate uncontrolled liberty for any public servant; but when a man of such wide and well-established fame as Professor Aldis is persuaded to cast in his lot with this young and still growing colony, we ought, first of all, to rejoice greatly; then we ought to decide to keep him as long as possible, and to give his abilities the best possible chance by allowing him absolute freedom of action within the limits of his professional duties. We are of the opinion, when Professor Aldis stated his views as to the number of classes required for his subject, and gave proof of the success of his students under this system, his decision should have been received as final. The case might have been different if, instead of being a first-class specialist and a successful teacher, he had been an inefficient failure. But we have said enough about the Professor’s reputation; and as a man he is, if we may say so, notoriously conscientious in the discharge of his duties. The Council, without compromising its dignity, might easily have decided that they knew less than he knew about the details of higher mathematical training. As it is, we repeat that Sir George Grey’s step is in the right direction. We

sincerely hope that the difficulty will be solved by some compromise that will allow this distinguished teacher to remain with us, and that the education system of the colony may thus be spared, both directly and indirectly, a most serious loss."

—The following item may be of interest to those of our teachers who desire to learn of the educational movements in other parts of the empire. "There were over two hundred teachers at the last conference of teachers in South Africa. They came from all parts of the colony, from Free State and Transvaal. Some of these South African teachers braved a journey of nine hundred miles, occupying about as much time as is required to reach Constantinople from London. Among the most important subjects discussed was a Registration Bill. The scheme brought up by the sub-committee provides for the establishment of an Educational Council, the duties of which shall be (a) the registration of teachers; (b) the drawing up and publication of such regulations and the performance of such acts as may be deemed necessary in respect of such registration. The Council is to consist of (a) two persons nominated by the Governor of the Colony of the Cape of Good Hope; (b) two persons elected by the Convocation of the University of the Cape of Good Hope; (c) two persons nominated by the Department of Education; (d) six persons nominated in the first instance by the Committee of the South African Teachers' Association, but subsequently to be elected by the general body of registered teachers; (e) the Superintendent-General of Education, who is to be *ex-officio* chairman of the Council. The register is to consist of two parts—the permanent register and the provisional. No person shall be qualified to be placed on the permanent register except on the following conditions:— (1) That he, or she, is twenty-one years of age; (2) That he is a graduate of the University of the Cape of Good Hope, by examination or admission *ad eundem gradum*, or a graduate by examination of some British, colonial, or foreign University, approved by the Council, or holds a certificate recognised by the Council; (3) That in every case he satisfies the Council as to his practical experience in teaching according to such by-laws or regulations as the Council shall draw up for its own guidance and publish for the information of persons interested. No person shall be qualified to be placed on the provisional register unless he, or she, satisfies either (2) or (3) in the above conditions, and is at least eighteen years of age; and no person shall remain on the provisional register for a period of more than four years."

—Johns Hopkins University has enrolled among its students this year a rather remarkable woman in the person of Mrs. Arthur Davis. Before her marriage she graduated with high honors from Columbian University in Washington. She passed a perfect examination for the nautical almanac office, gaining 100 per cent., while her competitors, all men, and all college graduates, retired from the examination room early in the day, unable to solve the problems presented. She invented a Washington-Greenwich table which is now in observatory use. She will study for the degree of Doctor of Philosophy.

—In the death of John Boyd, New Brunswick loses a warm friend of education. For many years he was Chairman of the St. John School Trustees, and took an active part in maturing the free school system there. As the *Educational News* of New Brunswick says:—"The career of Governor Boyd is an example of what may be accomplished by faith and energy. He rose from one position to another, mainly through his own resources, until he occupied the highest position in his adopted country. His unflinching purpose, strict integrity and punctuality in business, his hopefulness in every cause in which he was enlisted furnish a stimulus to every youth in the province."

—Chicago people had a rich treat during the first part of October in the form of a series of lectures by Professor Henry Drummond, given under the direction of the University Extension Division of the University of Chicago. The lectures were announced with some fear that the combined attractions of the World's Columbian Exposition and the presence of world-famed actors might interfere with their success. All such fears were soon dissipated, however, and Mr. Drummond found his way quickly to the hearts of the people. While in the city he delivered the University Convocation Address, and gave quite a number of Chapel talks, besides taking an active part in various World's Congresses. His lecture subjects were as follows:—The Evolution of the Body. The Evolution of the Mind. The Evolution of Language. The Evolution of the Mother. The Evolution of the Father. The Evolution of Christianity.

—University Extension workers should not forget the announcement made in the October number of the *University Extension World* about the Oxford Summer Meeting Scholarship. This was established by the Americans who were present at the Oxford Summer Meeting of 1892, who, with other friends of the work on this side, subscribed to a scholarship of the amount of \$150.00. It is the intention to award

this, under the following conditions, to enable some American student to attend the Summer Meeting of 1894. Mr. Sadler, in fixing the conditions of competition, has determined that each candidate must hold on April 1st 1894, two University Extension certificates granted by some recognized body, both obtained on subjects lying within the field of history and economics or literature. Any candidate with these qualifications is free to enter in the competition, which will take the form of an essay on one of the subjects mentioned last month. The essays must be sent addressed to the General Secretary of the American Society, Fifteenth and Chestnut Streets, Philadelphia, on or before April 1st, 1894. They will be judged by a committee, and the best five will be forwarded to Mr. Sadler for final decision.

—We have been requested to insert the following paragraph which lately appeared in a Montreal paper as part of the report of the proceedings of the Board of School Commissioners of that city:—"A certain young girl spends a year under the Commissioners learning and teaching kindergarten. Then she goes to the Normal School to get a diploma for this kind of work. She fails, and is therefore put back a year. She now asks for a free term in the Senior School. Archdeacon Evans points out that if the marks in the Normal School are fifty, and the pupil gets thirty-nine and three-quarters, she is plucked. 'They do slaughter them there,' said Dr. Shaw. 'But it was not the fault of the Board that she failed,' said the chairman. 'We are sorry she failed, but we cannot revise the judgment of the Normal School.' 'True,' said Dr. Shaw, 'there may be a dozen in this position in a year.' Archdeacon Evans and Ald. Thompson supported the claim, and it was finally granted." In reply to the above the principal of the Normal School has written a letter which has been inserted in our Correspondence department.

### **Literature, Historical Notes, etc.**

Our teachers may find some insight into the waywardness of our humanity as seen in children by reading the following article on genius, which is mainly historical. We are often at a loss to account for the peculiarities of childhood.

Nisbett, we are told, holds that genius and insanity "are but different phases of a morbid susceptibility of, or a want of balance in the cerebro-spinal system." "Whenever a man's life is at once sufficiently illustrious and recorded with sufficient fullness he inevitably falls into the morbid category." Huxley says:

“Genius, to my mind, means innate capacity of any kind above the average mental level.” From a biological point of view I should say that a “genius” among men stands in the same position as a “sport” among animals and plants, and is a product of that variability which is the postulate of selection.

As an introduction to the biographical study of genius it will be interesting to give the opinions of geniuses themselves. Aristotle says that under the influence of a congestion of the head, there are persons who become poets, prophets and sybils. Plato affirms that delirium is not an evil but a great benefaction when it emanates from the divinity. Democritus makes insanity an essential condition of poetry. Diderot says: “Ah, how close the insane and genius touch; they are imprisoned and enchained; or, statues are raised to them.” Voltaire says: “Heaven in forming us mixed our life with reason and insanity: the elements of our imperfect being; they compose every man, they form his essence.” Pascal says: “Extreme mind is close to extreme insanity.” Mirabeau affirms that common sense is the absence of too vivid passion; it marches by beaten paths, but genius never. Only men with great passions can be great. Cicero speaks of the *furor poeticus*: Horace of the *amabilis insania*; Lamartine of the mental disease called genius. Chateaubriand says his chief fault is weariness, disgust of everything, and perpetual doubt. Dryden says: “Great wit to madness is nearly allied.” Schopenhauer confessed that when he composed his great work he carried himself strangely, and was taken for insane. He said that men of genius are like the insane, given to continual agitation. Tolstoi acknowledged that philosophical scepticism has led him to a condition bordering on insanity. George Sand says of herself, that at about seventeen, she became deeply melancholic, that later she was tempted to suicide; that this temptation was so vivid, sudden and bizarre that she considered it a species of insanity. Heine said that his disease may have given a morbid character to his later compositions.

However paradoxical such sayings may seem, a serious investigation will show striking resemblances between the highest mental activity and diseased mind. As a proof of this, we will give a number of facts, to which many more might be added. Socrates had hallucinations from his familiar genius or demon. Lucretius was attacked with intermittent mania. Bayle says this mania left him lucid intervals, during which he composed six books, “*De rerum natura*.” He was 44 years of age when he put an end to his life. Charles V. had epileptic attacks

during his youth; he stammered. He retreated to a monastery, where he had the singular phantasy of celebrating his own funeral rites in his own presence. His mother, Jane of Castile, was insane and deformed. His grandfather, Ferdinand of Arragon, died at the age of 62 in a state of profound melancholia. Peter the Great, during infancy, was subject to nervous attacks which degenerated into epilepsy. One of his sons had hallucinations; another convulsions. Cæsar was epileptic, of feeble constitution, with pallid skin and subject to headaches. Raphael experienced temptations to suicide. Pascal, from birth till death, suffered from nervous troubles. At one year of age he fell into a languor, during which he could not see water without manifesting great outbursts of passion; and, still more peculiar, he could not bear to see his father and mother near one another. In 1627 he had paralysis from his waist down, so that he could not walk without crutches; this condition continued three months. During his last hours he was taken with terrible convulsions in which he died. Walter Scott, during his infancy, had precarious health, and before the age of two was paralyzed in his right limb. He had a stroke of apoplexy. He had this vision on hearing of the death of Byron: Coming into the dining room he saw before him the image of his dead friend; on advancing towards it, he recognized that the vision was due to drapery extended over the screen.

Some men of genius who have observed themselves describe their inspiration as a gentle fever, during which their thoughts become rapid and involuntary. Voltaire, like Cicero, Demosthenes, Newton and Walter Scott, was born under the saddest and most alarming conditions of health. His feebleness was such that he could not be taken to church to be christened. During his first year he manifested an extraordinary mind. In his old age he was like a bent shadow. He had an attack of apoplexy at the age of 83. Michael Angelo, while painting "The Last Judgment," fell from his scaffold and received a painful injury in the leg. He shut himself up and would not see anyone. Bacio Routini, a celebrated physician, came by accident to see him. He found all the doors closed. No one responding, he went into the cellar and came upstairs. He found Michael Angelo in his room, resolved to die. His friend the physician would not leave him. He brought him out of the peculiar frame of mind into which he had fallen. The elder brother of Richelieu, the cardinal, was a singular man; he committed suicide because of a rebuke from his parents. The sister of Richelieu was insane. Richelieu himself had



attacks of insanity; he would figure himself as a horse, but afterwards would have no recollection of it. Descartes, after a long retirement, was followed by an invisible person, who urged him to pursue his investigations after the truth. Goethe was sure of having perceived the image of himself coming to meet him. Goethe's mother died of an apoplectic attack. Cromwell, when at school, had a hallucination in his room; suddenly the curtains opened and a woman of gigantic stature appeared to him, announcing his future greatness. In the days of his power he liked to recount this vision. Cromwell had violent attacks of melancholic humor; he spoke of his hypochondria. His entire moral life was moulded by a sickly and neuropathical constitution, which he had at birth. Rousseau was a type of the melancholic temperament, assuming sometimes the symptoms of a veritable pathetic insanity. He sought to realize his phantoms in the least susceptible circumstances; he saw everywhere enemies and conspirators, frequent in the first stages of insanity. In addition to his fixed ideas and deliriant convictions, Rousseau suffered from attacks of acute delirium, a sort of maniacal excitation. He died from an apoplectic attack. Jeanne d'Arc was a genius by her intrepid will; she had faith in her visions. Jeanne was of the peasant class and uneducated. According to her statement, she first heard supernatural voices when she was 13 years old. Mohammed was epileptic. He persistently claimed to be a messenger from God, receiving his first revelation at the age of 42. His revelations began with visions in his sleep. He used to live alone in a cave. He had interviews with the Angel Gabriel. Henry Heine died of a chronic disease of the spinal column. Lotze was often melancholic. Molière suffered from convulsions; delay or derangement could throw him into a convulsion.

Mozart's musical talent was revealed at three years of age; between four and six he composed pieces with expertness. Mozart died at 36 of cerebral hydrophy. He had a presentiment of his approaching end. He was subject to fainting fits before and during the composition of his famous "Requiem." Mozart always thought that the unknown person which presented itself to him was not an ordinary being, but surely had relations with another world and that he was sent to him to announce his end. Cuvier died of an affection of the nervous centres; the autopsy showed a voluminous brain. He lost all his children by a fever called "cerebral." Condillac had frequent attacks of somnambulism; he sometimes found his work finished in the morning. Bossuet suffered from a

disease from which he once lost speech, knowledge, and even the faculty of understanding. Dumas says: "Victor Hugo was dominated by the fixed idea to become a great poet and the greatest man of all countries and times. For a certain time the glory of Napoleon haunted him." Chopin ordered by will that he be buried in a gala costume, white cravat, small shoes, and short trousers. He abandoned his wife, whom he loved, because she offered another person a seat before she offered it to him. Giordano Bruno considered himself enlightened by a superior light sent from God, who knows the essence of things. Comte considered himself the "Great Priest" of humanity. Madame de Stael died in a state of delirium which had lasted several days, according to some authors several months. She was afraid of being cold in the tomb: she desired that she be enveloped in fur before burial.

English men of letters who have become insane, or have had hallucinations and peculiarities symptomatic of insanity, are Swift, Johnson, Cowper, Southey, Shelley, Bryson, Goldsmith, Lamb and Poe. Swift was also cruel in conduct, but he was hardly responsible, as his insanity was congenital. His paternal uncle lost speech and memory and died insane. Swift was somewhat erratic and wild as a university student. He suffered at times from giddiness, impaired eyesight, deafness, muscular twitchings, and paralysis of the muscles on the right side of the mouth. He had a bad temper, was called "mad person," actually feared insanity, saying once on seeing a tree that had been struck by lightning, "I shall be like that tree, I shall die at the top." Later in life he came a violent maniac. Shelley when young was strange and fond of musing alone, and was called "Mad Shelley;" he suffered from somnambulism and bad dreams, and was excitable and impetuous; these symptoms increased with age; at twenty he constantly took laudanum for his nervous condition; he had hallucinations; he saw a child rise from the sea and clap his hands, a vision which it was difficult to reason away. Much eccentricity existed in the immediate antecedents of Shelley. Charles Lamb was confined in an insane asylum. Johnson was hypochondriacal and apprehended insanity, fancying himself seized with it; he had convulsions, cramps, and a paralytic seizure depriving him of speech: he had hallucinations of hearing. Carlyle considered Southey the most excitable man of his acquaintance. Southey's mind failed and he became an imbecile and died; a year before his death he was in a dreamy state, little conscious of his surroundings.

*(To be continued.)*

### Practical Hints and Examination Papers.

LEARNING THE LETTERS.—Many teachers of the word method have overlooked the necessity of causing the child to learn the names of the letters, to recognize them at sight, just as they have learned to recognize words, and to name these letters in their established order. I think it has been assumed by some teachers that all the words of the language are to be learned just as the first two or three hundred are learned—on simple authority, Chinese fashion. It should be clear to the most inexperienced teacher that in the art of reading, as in that of walking, the child must be helped, but all to the end that he may finally learn the art of self-help. The easiest and most direct means of teaching the letters of the alphabet is by causing the pupil to print words; for to print a word is to break it up into the elements (letters) and from the formation of these elements to the learning of their names, the step is direct and easy. It is often said, and no doubt with much truth, that by the means of printing the child will learn the names of the letters almost unconsciously, but here, as in the learning of words, the teacher should furnish systematic help. As these names are purely arbitrary, they must be learned on mere authority.

In the line of systematic teaching, words may be selected that contain special letters; certain words may be printed on the board, and then the letters named by the class; the letters may be arranged in their established order and then told by the class, and lastly, the pupils being provided with boxes of letters, they may reproduce words which has been assigned by the teacher. The last exercise is the characteristic employment of the pupil during this period. It should have been stated in an earlier place, that capital letters should be employed wherever proper usage requires them, so that in the printing work, here recommended, the pupil will learn the capital forms along with the ordinary forms.—W. H. PAYNE.

AN EXERCISE IN MENTAL ARITHMETIC.—1. Take any number you please; 2. Double it; 3. Add two; 4. Multiply it by two; 5. Divide by four; 6. Add the first number selected; 7. Add one; 8. Add four; 9. Subtract twice the number first selected; 10. Multiply by two; 11. Divide by six; 12. Add seven; 13. Divide by three; 14. Add one; 15. Multiply by four; 16. Add four; 17. Add five; 18. Divide by five; 19. Add four; 20. Subtract three, and you have six. All will have six, no matter what number was first selected. After a good many problems have been tried, and all see that six always results, write the questions on the board, and see if your pupils can find out why six must result.—*The Educational Journal*.

CAN YOU EXPLAIN THIS?—The following curious puzzle beats the celebrated “13-15-14,” and is well worth investigation. Take a strip of paper or cardboard thirteen inches long and five wide, thus giving a surface of sixty-five inches. Now cut this strip diagonally, as true

as you can, giving two pieces in the shape of a triangle. Now measure exactly five inches from the larger end of each strip and cut in two pieces. Take these slips and put them into the shape of an exact square, and it will appear to be just eight inches each way, or sixty-four square inches—a loss of one square inch of superficial measurement, with no diminution of surface. What becomes of that lost inch?

RECESS OR NO RECESS.—For relaxation, there is nothing that can take the place of play. Primary children should be freed from discipline once at least each session. The teacher should be present at these recesses and should endeavor to put intelligence into the play of the children, which is often aimless. It is a splendid time to study the social and artistic impulses of children. The little artists endeavor to have a perfect game; the little Vandals love to break up a game; the little sloven will leave it unfinished or destroy it with some negligence of its laws; the little crank will spoil it by some freak; the timid will watch it from the outside; the unsocial will hug the corners of the play-ground.

The last named class of children should be the teacher's especial charge. Children who play should be left to play as they list. Those who do not should be taught to play. Let the teacher gather these children together and teach them games and interest the leaders of the playground in them. Draw in the timid and repress the Vandals. The games taught should not be those already popular among the children, but something that will add to the resources of all. Do not spend this precious time in walking up and down and waiting for the bell to ring. Waiting is hard work. You can enjoy the recess if you will.

SILENT READING.—Finding that one of my classes moved their lips during silent reading I interrupted them with:

“Close your books children and watch me read this page.”

Having read the page silently, I asked:

“Did my lips move?”

“No, ma'am.”

“Did anything move?”

“No, ma'am; yes, ma'am, your eyes.”

“What did I read with, then?”

“You read with your eyes.”

“Could you do that? Try and see.”

I made no remark during the reading, but found occasion to say at its close:

“One little boy forgot. If you cannot keep your lips still, put your fingers on them, so.”

—A. A. P.

—Fractions *must* be taught objectively. Start with something familiar to the child. Show the meaning of the word. How many children have heard of a fractured leg or arm? Instantly some hands will go up. What does it mean? That some part of the limb has

been broken. Call attention to the words *fragile*, easily broken ; *fragment*, a part of something broken off. Notice that you have awakened thought, and given a new meaning to a work, which a moment before was associated only with the idea that it meant something about figures. Now take the word itself ; from *frangere*, *fractum*, to break, *ion*, the act of ; the act of breaking ; therefore a fraction must be a part of something. Take two apples ; cut from one a small piece ; a second piece a little larger ; cut the remaining portion in two. Hold up any of these pieces. What part of the apple is this ? The children will be puzzled ; perhaps some one will venture to say it cannot be named because the pieces are not *even*. Now take the second apple ; cut it exactly in half, hold up one part. What is it ? Now the hands go up. Cut it again into four equal parts—what is each part called ? Why can we speak of the parts of the second apple as we could not those of the first ? Because the second one has been cut into *equal* parts. Then you see, that a fraction must not only be a part of something, but in order to be named it must be an *equal* part. You have now developed the definition of a fraction, and you are certain the children understand what it means. The next step is to express and write quantities of fractions. The apple is cut into two equal pieces. Hold up one—name it. Ans.  $\frac{1}{2}$ . Who will express it in writing ? Cut into *thirds*, *fourths*, *eighths*, name each piece as it is held up ; write it. In this way familiarize the children with written work, and make this work mean more than bare figures. Do not attempt more than this in one lesson.

—The following are some excellent hints to teachers when visitors are in :—Don't make excuses. Don't ask visitors if they wish any certain subject taught. Don't change regular order of work unless requested. Teach as if no stranger were in the room. Don't leave your pupils and pay too much attention to visitor. There is sure to be disorder if you do. Always be ready for visitors. Never allow your pupils to get into such conditions or positions as you would not care to have visitors see. Don't try to cover mistakes of pupils. Mistakes are natural. Visitors enjoy them and delight to see children correct themselves and each other. Be natural and don't put on a "visitor's" manner or voice. The children will notice it, and, being unused to the sudden change, will not respond promptly. They will, too, set you down as a hypocrite.

—The *Educational Journal* of Toronto has the following word of advice in a late issue :—

Those who are preparing for special examinations are sometimes disposed to look about for condensations and epitomes. As a rule we have little faith in short cuts in education. Within reasonable limits the long way, or at least the broad highway, is the shortest and surest route. We advise all candidates for certificates to aim high. In educational work it is pre-eminently true that what is

worth doing at all is worth doing well. Don't confine yourself to any one book. Determine to master the subject. In nine cases out of ten you can do it if you will, and that, too, without much greater expenditure of time or effort than would be required to "cram up" somebody's digest, or manipulate somebody's skeleton. We need hardly add that not only will the results be vastly more satisfactory, but the process itself will soon become pleasurable. Thoroughness brings a sense of power and a peace of conscience to which the slave of cram will always be an utter stranger.

—A young teacher called her class in the Second Reader up; there were eleven pupils. The reading began; the piece of poetry was fairly mangled—but that was not uncommon. The teacher was fairly angry. "You are real blocks, as though you were cut out of wood." The same eleven soon went out to play. How vigorous they were! The teacher looked out of the window at them. She could not say they were made of wood now. The ball which they tossed back and forth was not to be compared in value to the power to read the English language, and yet they persisted in being more interested in it. That teacher, had she known how, might have made the reading exercise as interesting as the exercise with the ball. Those pupils for two or three, or possibly four, years had been wrongly handled. The petrification process was the result of so-called *teaching*.

—The word dollars is of German origin. In the middle ages there was a great variety of coins struck in Germany, the workmanship of some being good and of others bad, while the quantity of silver in coins nominally of the same denomination varied widely. One mint, that in Joachimsthal, turned out peculiarly good coins and attained much fame. It became the habit to make contracts payable in coins struck at this place, and these coins became known as Joachimsthalers. This subsequently was contracted to thalers, and from this to dollars the transition was easy. The origin of the United States mark for dollars is generally supposed to be as follows:—The initials U.S. were written one over the other. For convenience in writing the bottom of the U was left off, and the result was the present symbol.

—A city inspector was sent to visit a new teacher. She was at work and he made but a short stay. His report was, "She will make a good teacher," and he reserved a further visit until she had time to get acquainted with her pupils. It would be most interesting if that official could tell in a few plain words how he knew she would be a good teacher. Her manner conveyed doubtless an assurance to him that she understood herself; and is not this the first thing? The greatest study of mankind is man, and the greatest study of man is himself. To know one's self does not mean the number of bones, muscles, and organs; it means a knowledge and estimate of one's powers. Education gives a person this knowledge. A good teacher every day causes a pupil to know himself better.

—Here is a curiosity that will interest the class in higher arithme-

tic : Multiply a number composed of the nine digits, 123,456,789, by 45, and the product is 5,555,555,505. Reverse the figures in the multiplier to 54, and the product is 6,666,666,606. Reverse the multiplicand to 987,654,321, and multiply by 45, and the product is 44,444,444,445. Reverse the multiplier to 54, and the product is 53,333,333,334. The first and last figures are the multiplier.

Use half the multiplier, or 27, and the product is 26,666,666,-667. The first and last figures are the multiplier. Reverse the figures of the multiplier to 72, and the product is 71,111,111,112, the first and last being the multiplier.

BENJAMIN WEST.—In Pennsylvania, nearly a century ago, there lived a painter named Benjamin West. When this artist was a very, very little boy, only seven years of age, he proved to his family that beyond all doubt he was to be some day a great man. His mother had left him to watch over the baby in her cradle. “If I only had a picture of baby,” said the little fellow, as he watched her asleep. “I will make one,” said he a second later. And creeping to a table near by, he seized the pens and ink and began to draw. “Bless my heart?” cried his mother, coming in a few moments later, and looking over his shoulder at the child’s work. “If it isn’t a picture of our baby! And it looks *like* her too?” The proud mother seizing her boy in her arms, kissed him and cried over him. “You will be a painter.” “It was that kiss,” Benjamin West used to say, when he had indeed become a great man—“it was that kiss that *made* a painter of me.”

### Correspondence, etc.

#### “STATE SALARY.”

*To the Editor* EDUCATIONAL RECORD.

SIR,—I have often been amused by the advertisements which from time to time have appeared in the newspapers, announcing vacancies for teachers in country schools. But some of them are a little more than amusing, they are an insult to those for whose benefit they are inserted and ought to be treated with contempt by members of the teaching profession. Here is a specimen of one which appeared in a country newspaper not long ago: “Wanted nine female and two male teachers for —— district. Applications will be received up to July 27th. Applicants must enclose three copies of recent testimonials, must be efficient teachers and must state salary expected.” And then comes the rub as follows: “The Board do not bind themselves to accept the lowest or any tender.”

It seems to me, sir, that this method of treating teachers is unfair to the ratepayers, unfair to the Board, and unfair to the teacher who is induced to apply for something indefinite and to undervalue his services in the keen competition for the position, which in this as in many other cases is not worth more than \$150 per annum.

The clause which states that "The Board do not bind themselves to accept the lowest tender" is in itself an insinuation that none but the lowest tender will be considered; consequently, a young girl who has just scraped through the third class elementary examination and is willing to teach (!) for \$130 instead of \$150 per annum, is able to deprive a more competent teacher of the position.

But this is not all. The successful candidate will have no knowledge of child nature or child culture; she will be quite unable to classify her pupils properly, and at the end of the year the "Board" will be disgusted; she will be discouraged and her pupils will be ruined—temporarily at any rate. Such a teacher spends her time in hearing her pupils gabble over the words of the reading book, instead of teaching them how to read; she teaches them how to string off a long list of geographical terms and names—generally without a map; and as for grammar—she can neither write nor speak correctly. She tells her pupils that they "should have come" earlier, that she "should have went," that she "seen Johnny speak," and when asked to write a letter she either copies it from a "Polite Letter Writer" or falls into the same errors as those whose misfortune it was to apply to Mr. A. G. Cross for the Lachine Model School headmastership.

Now, sir, who is to blame for this? Someone, certainly. In my humble opinion the School Commissioners or Trustees, who are willing to engage any person so long as the salary is low enough, are the primary cause of this state of affairs, for they make their schools a sort of refuge for those who could not earn their salt at anything else. By this means they lower the social standing of the teacher, whom they regard as a necessary evil.

If the salary offered were enough to live on, there would be no difficulty in obtaining competent teachers, and until it is, teachers even of ordinary ability will be scarce in the country.

Yours very truly,                      PROGRESS.

DEAR SIR,—I was always opposed to making declaiming compulsory, on account of the natural timidity of some children; therefore, I have had considerable trouble in having suitable Friday afternoon exercises prepared, as I have no doubt a great many others have had. A certain few would always have declamations, while others would never have; either from negligence, indolence, or some other cause. One boy told me last winter that he would rather spend all of his spare time at home on arithmetic. Right then I conceived a new idea, and when school opened this fall I put it in operation. One Friday evening I asked them if it would not be nice to organize the school into a literary society, to meet every two weeks on Friday afternoons, and they almost all voted for it. Then we proceeded to organize. I had written a constitution for them, explaining the objects of the society and rules to govern it, which I read, and they were all very much pleased with the idea. I acted as chairman while



they elected their officers, consisting of president, vice-president, secretary and treasurer. I also appointed a committee on programme. We took a collection to purchase a blank book for the secretary's use, each one giving a penny and some gave five cents, from which we had enough to purchase the blank book and also one volume towards a start for a school library, as they have none here. When the appointed time came for the first meeting, the president took his place and called the meeting to order with as much dignity as a man of thirty. When the programme was rendered, which was quite long enough, behold my surprise when my boy of last winter, who was too great a mathematician to spend any time in such a way, was called on, to see him walk out and recite the "Psalm of Life." The mystery may be explained by stating that he was elected secretary, and I also appointed him one of the committee on programme, and I will acknowledge here in confidence, not without an object; still I was surprised to see how well it worked. We have never had an evening without a good programme, and even the smallest ones will take a great interest in such a simple arrangement. Try it and see.

A TEACHER.

#### McGILL NORMAL SCHOOL EXAMINATIONS.

*To the Editor of the Witness.*

SIR,—I have read with much pain your report of the proceedings at the last meeting of the Protestant Board of School Commissioners of this city. I regret exceedingly that two of the reverend gentlemen who constitute so important a part of that board should have permitted themselves to indulge in a gratuitous discussion of the McGill Normal School examinations.

It is the duty of the staff of this institution, after careful examination and prolonged and sympathetic discussion, sometimes to remove pupils who show inaptitude for the work of the teacher. I protest against the offensive connotation of the word "slaughter," as applied to the discharge of this duty by the Rev. Dr. Shaw.

I am very sorry that the Venerable Archdeacon Evans, of whose self-denying labors on behalf of the Church of England teachers-in-training here I have often had occasion to speak in terms both highly appreciative and well deserved, should stand committed to a statement so utterly unfounded as that "if the marks in the Normal School are fifty and the pupil gets thirty-nine and three-quarters she is plucked." I have, indeed the greatest difficulty in persuading myself that there is not some serious mistake in the report.

May I be permitted to remind the Protestant Board of School Commissioners that a new responsibility arises from the admission of the press to their deliberations, and that it should be met by a becoming dignity and reserve.

S. P. ROBINS.

MONTREAL, January 12, 1894.

### 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 *Magazine of Poetry*, an illustrated periodical edited and published by Mr. Charles W. Moulton, Buffalo, is always welcome. At the price it is a remarkable enterprise. Goldthwaite's *Geographical Magazine* is one from which the teacher may draw that collateral information which always enables him to teach out of the fulness of his knowledge. *Education* has a prosperous look, and no magazine can be of greater service to the profession of teaching in its aim towards higher things. It is published by Messrs. Kasson & Palmer, 50 Bromfield Street, Boston, at the very low rate of \$3.00 per annum. The *University Extension World* comes to us from Chicago every month full of the progress of the movement it has been started to foster. It is published by the University Press of Chicago. The *Kindergarten News*, published by the Milton Bradley Co., Springfield, Mass., is the best magazine of the kind we have seen, and is only 50 cents a year. *The Monist* stands perhaps at the head of the magazines of America, having been raised to that proud position through the energy and ability of its editor, Dr. Paul Carus. It is published by the Open Court Publishing Co., Chicago. *The Presbyterian College Journal*, after having been out of sight for many months, as far as we are concerned, has been left with us again. The usual article from Dr. John Campbell is conspicuous from its absence.

William Briggs, of Toronto, intends to issue a volume entitled, CAPE BRETON ILLUSTRATED. We will be glad to notice it when it arrives.

OUTLINES OF RHETORIC, by John F. Genung and published by Messrs. Ginn & Co., Boston.

COMMERCIAL LAW, by J. E. C. Munro and published by Messrs. Macmillan & Co., London and New York.

PATRIOTIC RECITATIONS, by G. W. Ross, LL.D., and published by Messrs. Warwick Bros. & Rutter, Toronto.

MY SATURDAY BIRD CLASS, by Margaret Miller and published by Messrs. Heath & Co., Boston.

LABORATORY GUIDE IN GENERAL CHEMISTRY, by G. W. Benton, A.M., and published by Messrs. Heath & Co., Boston.

OBJECT LESSONS AND HOW TO GIVE THEM, 1st and 2nd series, by Geo. Ricks, B.Sc. London, published by Messrs. Heath & Co., Boston.

COMPLETE GRADED ARITHMETIC, 1st and 2nd parts, by G. E. Adwood and published by Messrs. Heath & Co., Boston.

OUTLINES OF PEDAGOGICS, by Professor W. Rein and published by Messrs. E. L. Kellogg & Co., New York.

CONTENTS OF CHILDREN'S MINDS ON ENTERING SCHOOL, by G. Stanley Hall and published by Messrs. E. L. Kellogg & Co., New York.

HORACE MANN and ROUSSEAU AND HIS EMILE, by Ossian H. Lang and published by Messrs. E. L. Kellogg & Co., New York.

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**Articles : Original and Selected.**

FORM STUDY AND DRAWING,

BY MISS HICKS, BOSTON.

*(Concluded.)*

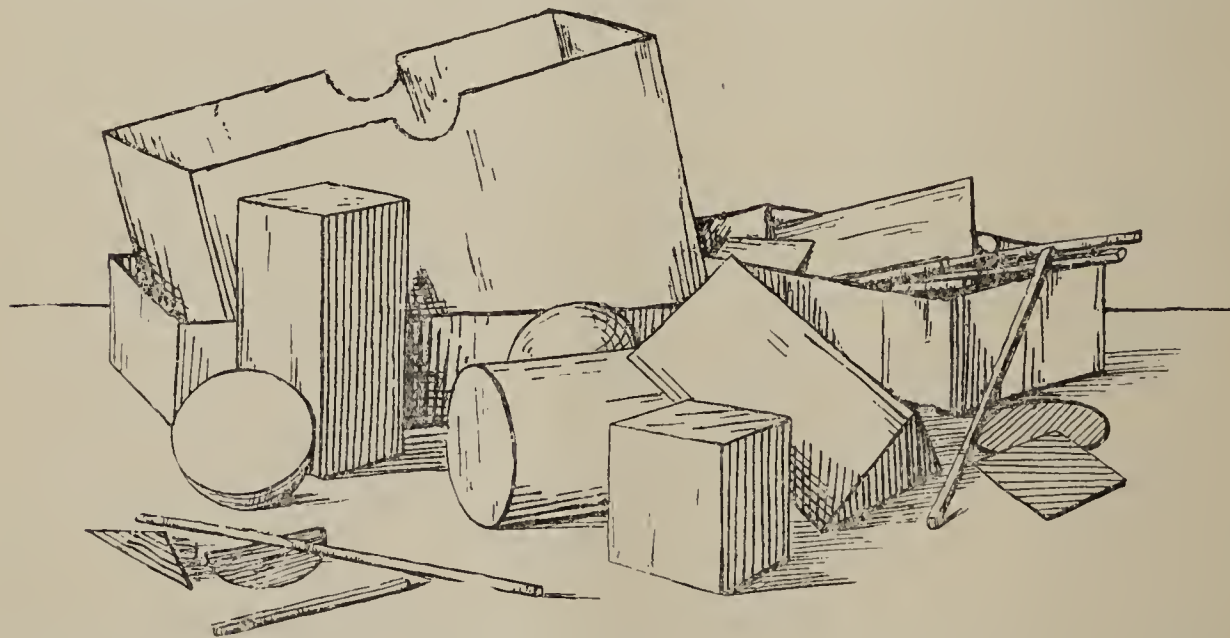
But, you may say, these type forms are the embodiment and result of the deepest thought of man; they cannot be apprehended by the child. It is true, the type forms are the embodiment and result of the deepest thought of man. They have arisen on the one hand from the closest and most profound study of nature, through which her marvellous plans have been revealed, and on the other, from mental abstractions which have been builded one upon the other into the science of geometry. And, yet, strange to say, these type forms, mediation between nature and abstract thought, stand for the ready servants of the little child, through which he may grow to the stature of a man, and with which he may himself become a creator.

Would you know how a child learns through these? Observe his methods. Observe the natural method of the child. He studies form by touch rather than by sight; he grasps, he handles, he feels the ball, he drops it, and watches it roll, he drops it again, and again he drops it and watches it; he repeats this study, almost never tiring. He parts with his little companion a moment only to grasp it again, and learns to know it well through touch. His sight does not reveal to him what he feels in his little hands.

Look at the sphere ; how much does your sight reveal to you of the sphere ? The sight can only tell of the part that is toward you, and that imperfectly, unless your sight is well trained ; touch must aid you to the rest.

This appeal to touch is made not only by the children, but by us all, also. We are not quite satisfied without handling, or at least, touching the object that we wish to examine. The sculptor does not trust to his sight alone, he frequently feels the object which he is modelling, getting through the touch the finer perception of form. The blind study form by touch, and they thus learn to appreciate form as it is, though never as it appears.

It would seem, then, that the primal study of form should be touch ; the child should himself hold, and feel, and handle the model. By degrees the sight will be trained by the touch to interpret what he has seen. Having observed the form by touch as well as by sight, and contrasted it with another form, the sphere, for instance, with the cube, he longs to show what the sphere is to him, and eagerly makes it if he has the material, thus by expression completing his idea. He then discovers something like the type ; an apple, an orange, and any other pleasant objects which are beautiful to him. From one type form he passes to another ; the group of three given by Froebel : the sphere, cube and cylinder, are followed by other groups of three. He learns of the details of form ; he

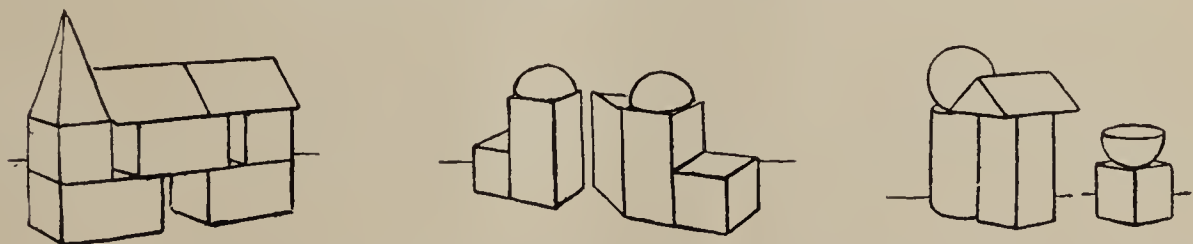


begins to express by tablet laying, by stick laying, by paper cutting, by drawing, and still his world of form enlarges. As he studies the type forms he studies all the forms about him, and in his mind are stored the images of the forms made perfect by the study of the types.

The children when coming to the primary school, and even when coming first to the kindergarten, have already done a great deal of form study of natural objects, and, wonderfully enough it seems to have been in the line of the simple primal type forms. The fruits in which the child takes so much delight are nearly all based upon the sphere. The child grasps the spheric object with pleasure, it having no edges and corners, hence the ball is a favorite plaything. To meet his constructive desire, cubic blocks are very early seen among his playthings. His study of cylindric forms and the pleasure of holding such objects seem to begin with the delightful rattle as well as with the stem of the bright flower. The child of two or three, therefore, has laid up large store of form impressions, but all are disconnected; by the representations of the type forms, those impressions are crystallized, and classification, that important result, may begin at this early stage; all spheric forms may now be studied with regard to likeness to, or difference from the sphere; cubic forms may be compared with the cube, and cylinder forms with the cylinder.

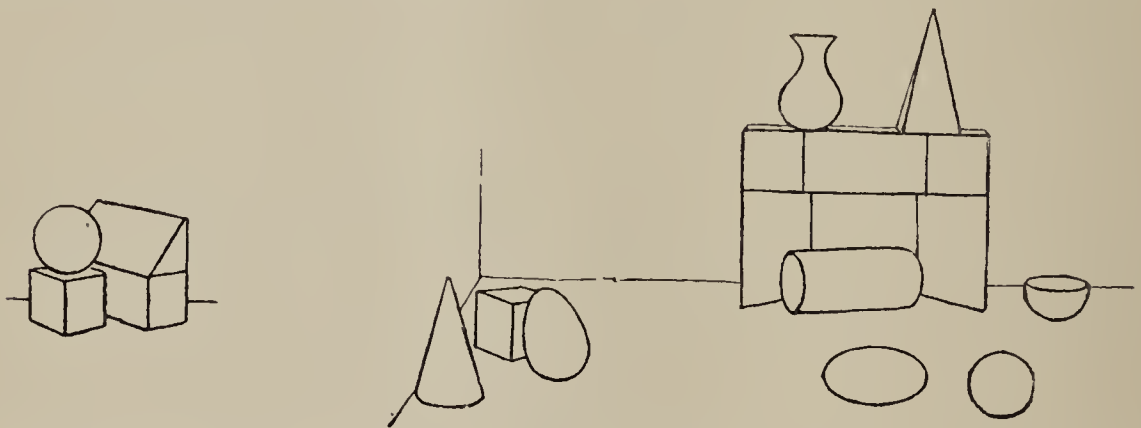
Moreover, as these types are types, they contain the essentials of form in all objects, and may stand for these objects, one type form standing for many objects. The child-mind in some way quickly seizes the essentials of form, and these essentials will readily build wonderful creations, and metamorphoses which parallel or perhaps outshine Cinderella and her wonderful coach. The sphere is not only a sphere, it is an apple, an orange, a ball; piles of these are arranged and imaginary feasts are spread; it is a kitten or a carriage, it runs so fast.

The cube may be a lump of sugar of which guests may partake to their heart's content, or a building block, firm and steady; the cylinder may be a roller for cookies or a roller for the street. The imagination will make it do for either. It may be a post, it may be a tall, tall tree, or a telegraph pole; it may be a candle, or it may be a cradle, or it may be a watering pot.



The square prism may be a brick; it may be a trunk, accompanied with all the delights of travel, of packing, or unpacking; it may be a box containing as many marvelous things as the chest of Pandora, or it is a cart, and if the horse

(the sphere) is placed before it, it goes and goes, if the cart is only pushed a little; or several make a train of cars with a most beautiful smoke stack, (the cylinder) on the first; or, adding the triangular prism, there is a lovely house in which may live many airy, fairy, spirits of fancy, or (placing the square prism vertically) a bird house, in and out of which may fly pigeons or sparrows or any bird that he cares to summon. Hidden in the ellipsoid and ovoid the fruits come in again, and here follow all the elliptic and oval shapes of leaves which cluster into ellipsoid, ovoid or conic forms of trees. From organic nature come round, rounding, and curved forms; while inorganic nature and manufacture give mainly forms of plane surface. The pyramid and cone make spires and steeples, and so a merry village grows, and the little vase form leads the thoughts to beautiful flowers, and also fosters in the childish mind the sense of beauty of form.



The following illustrative lesson will serve to show what the spirit of the exercise should be. There should be on the table about which the children are gathered several familiar objects resembling the sphere, as well as one or more spheres. The objects should be selected with special reference to their beauty and to the child's pleasure.

LESSON DEVELOPING SPHERE FROM FAMILIAR OBJECTS—TYPE INCLUDED IN THE COLLECTION.\*

Teacher.—We are to have a new game this morning. See how many things we have to play with. I'll stand so that my back is toward the table, and you must let me know everything there is on it. Will you be sure to tell me something about the thing you mention, so that I may know just which one it is when I turn around afterward to look?

Several children.—Yes, Miss Rich.

\*This lesson is taken from The Prang Primary Manual Packet, published by The Prang Educational Company, Boston.

Teacher.—Thank you. Now mention just one thing and tell me about it.

Annie.—I see a ball, a white ball. I guess it is rubber.

John.—There is a big ball with pictures on it.

Teacher.—Where is that ?

John.—Right in the middle of the table.

Teacher.—Can you play with it ?

No, it is fastened to some iron things and can only turn around.

Teacher. Oh, I see ; you mean the school globe that belongs in Mr. Porter's room. Very well, go on.

Mary.—I see a base-ball ; it is made of pieces of leather.

Lizzie.—I see a baby's rattle ; it has a round part and then a handle.

Tom.—Right side of the thing you called a globe.

Teacher.—I did not speak plainly then, it is a globe—try again to say the word.

Tom.—Globe. Side the globe, there is a chestnut-burr.

Teacher.—Can you tell me something about the burr, Jessie ?

Jessie.—It's awful prickly.

Teacher.—Very prickly indeed. Now for something else ?\*

Bessie.—I see a round, round ball ; it looks like wood.

Eleanor.—There is an orange there, too.

Teacher.—You haven't told me anything about it, you know.

Eleanor.—It is yellow.

Teacher.—Now the next one see something for me.

Philip.—I see some marbles ; they are made of glass.

Rex.—One marble has stripes on it.

Teacher.—Very well, who else will use his eyes for me ?

Children.—Everything has been told about.

Teacher.—Sure enough. Now you have told me something about each one ; can you now think of some one thing that you can tell me about all of them ?

Bessie.—They are all on the table.

Alice.—They are all round.

Mary.—The rattle isn't all round ; it has a handle.

Joseph.—But part of it is round.

Theo.—The orange isn't just all round ; it's been jammed on one side.

\* It will be observed that at this stage no formal correction of the child's expression is made. A child is easily disconcerted and his thought directed from the main point by being called upon to repeat his statement so as to conform to the teacher's standard. He soon learns, however, to detect the difference in the modes of expression, and will gradually try to speak as does the teacher whom he loves.

Teacher.—Who will come and find the very roundest one of all ?

Eleanor.—This wooden ball is the roundest one.

Teacher.—That is so. This ball or sphere is perfectly round. (Models are now rapidly distributed.)

Teacher.—Who is ready now to tell me something ?

Susie.—I have a ball or sphere and it is the roundest thing there is.

A dissatisfied Dodd, gloomily : 'Taint any rounder than any other ball.

Teacher.—Very true. This sphere is no more perfectly round than any other sphere. \*

Teacher.—Let us play the spheres are round, round sponges, and we are going to squeeze the water out of them. (Children follow action of teacher.) Be careful or we shall wet our desks.

Teacher.—Now let us play they are snow-balls, and we will make them up round and hard so as to have a great snow-ball match.

Teacher.—Now what would you like to play they are ?

Freddie.—I'd like to play they are walnuts.

Teacher.—We will, and what shall we do with them ?

Freddie.—We'll crack them and get the meat out.

Teacher.—But what can we play are our hammers.

John.—I know ; our pencils.

Teacher.—Surely. Now we'll hold them on our desks, so, and be careful not to pound our thumbs with these heavy hammers.

Teacher.—Now, let us play they are plums, oh, so ripe, and we must handle them so, just as carefully, and we will put them into boxes or baskets, and send them to the sick children in the hospital.

(This collects materials.)

So with the essentials of form in these types the child builds, and creates, and soars, seeming many times to find more delight through the activity of the imagination in investing these essentials with these minor details than if the actual object were present. Moreover, in these lie the basic principles of life ; in the sphere, which loves to roll, but which will stand, controlled activity ; in the cube and square prism, " which love to stand," stability and repose ; in the cylinder, force, growth, and aspiration ; and through their use these principles may be developed.

Again, as the years go on, the horizon of the child increases,

\* Note that the teacher's sentence corrects the faulty expression of the boy.



the great forces of the world begin to interest him. He begins to study machinery, and to learn to construct. Here he studies again the types, and he finds the world a sphere whirling through space, and the little drops of water (spheres) rolling up to be a mighty power. He finds the cylinder and curved-faced types, constant factors in machinery; the wheel and axle, the pulley and shaft, the rod, the pin, the cylinder, and the piston, the screw and matrix; in these, all cylinders, lie our great power, and in manufacture and building he finds the plane-faced types prevail, the cube, the square and oblong prism, the almost universal forms, in wall structure; while the triangular prism gives the roof covering, high or low.

And still farther, as we lead the child onward we find that in these little models lie wonderful types of the æsthetic; in their facts we study construction, in their appearance and grouping we study representation, and in their arrangement, decoration. The sphere and cube are perfect in their equal dimensions: the cube, the square prism, and pyramid suggest the Egyptian form and its square basing; the square and triangular prism, placed horizontally, and the cylinder, the low Greek; all spheric and hemispheric forms, the all-embracing Roman; the upright prism, and the cone and square pyramid, the vertical turreted, upward tendency of the Gothic. While in the ellipsoid and ovoid, and vase form rest all the lines of the most subtle beauty of that most perfect ornament, the Greek.

If we take our student to higher thought, still the type goes with him; and he learns to listen with the philosopher to the "music of the spheres."

So we find that these type forms accompany us from infancy to age; around them the fancy of the child plays with delight, through them he may be led to action, to firmness, to growth; with them he learns to analyze, to create, to construct, and, as he passes on to maturity, upon them he builds in industry, in art, in philosophy.

Once more, they are form types of the universal, they reveal nature's plans and art's ideals; through them we may grow, on the one hand, into the most inner enjoyment of nature's marvellous creations, and on the other, into accord with the greatest aspirations and achievements of art, and thus learn that these two, nature and art, are in their essence one.

I would like to close with the words of two wise men, leading to the same thought. Hear what the ancient philosopher Plato says:

“And the true order of going or of being led by another to things of love, is to use the beauties of earth as steps along which man mounts upward for the sake of that other beauty; going from one fair form to two forms, from two fair forms to all fair forms, and from fair forms to fair actions, from fair actions to fair notions, until from fair notions he arrives at the notion of absolute beauty, and at last knows what the essence of beauty is.”

Then listen to that great modern writer on art, John Ruskin :

“And now in writing beneath the cloudless peace of the snows of Chamouni, what must be the really final words of the book which their beauty inspired and their strength guided; I am able, with yet happier and calmer heart than ever heretofore, to enforce its simplest assurance of faith, that the knowledge of what is beautiful leads on, and is the first step to the knowledge of the things that are lovely and of good report, and that the laws, the life and joy of beauty in the material world of God are as eternal and sacred parts of his creation as in the world of spirit, virtue, and in the world of angels, praise.”

### **Editorial Notes and Comments.**

Another meeting of the Canadian National Society has been held in Montreal, and though the numbers in attendance were small, the topics discussed were not lacking in interest. The society, in its devotion to the fostering of a Canadian national sentiment, has hinted, through one of its members, the utilizing of the school as a means of promoting this sentiment, and whether the school is able to bear all the burdens about to be imposed upon it or not, every true-hearted Canadian sees that if there are forces at work in consolidating a broader pride of country than mere provincialism, their action is slow and their effects since Confederation all but invisible. The Nova Scotian is as much a Nova Scotian, possibly as little of a Canadian, as he was previous to 1867, and the Quebecker is, we are afraid, still more of a *Canadien* than a Canadian. In the years before Confederation, our politicians saw the hope of a unification of national sympathies among the peoples of British North America, in a political union, and now, after more than a quarter of a century of our Confederation, it seems doubtful at times whether the political union has promoted provincial sympathies or antagonisms. Sectionalism has been the canker-worm of Confederation; and it is very doubtful whether the Canadian National Society itself does not look askance at the

various elements with which our country is being filled through the continuing process of immigration. It is a little too early yet in the history of our country, to give too much of a manifestation to the "Canadian-born" idea. A large and influential minority in our country are none the less Canadians because they happen to have been born in Europe. The subsoil of the old patriotism which was theirs at their birth affords the best of nourishment to the patriotism which becomes theirs when they find themselves the heads of families in the far west; and in the aim at consolidation, the principle of "no Irish need apply" must carefully be eliminated from every enterprise that would promote a true Canadian love of country.

—Over the suggestion that a text-book should be prepared for our schools setting forth the constitution and institutions of Canada, there may be occasion for momentary applause, but surely there can be no sound reason for this multiplying of text-books. If the enterprise in favour of a new Canadian history is to realize all that is expected from it, there surely can be found space in it, as in some of our present histories, for the necessary notes on civics and on the constitution of the country. The Minister of Education of Ontario has prepared a new reader which will possibly help in this direction; and yet the Canadian National Society of Montreal, in its exclusiveness, may not be disposed to welcome a book published by an educationist of another province. Some of the people of Prince Edward Island call their neighbors from the other provinces "foreigners;" but surely in an intelligent community such as Montreal there is no room for the silly notion that would ignore the efforts of any provincial, be he English, Irish, Scotch, or British Columbian, in the cause of promoting a wider and more stable national feeling in Canada.

—In discussing the principles laid down by Froebel, a recent writer asserts:—"Froebel's system is the indispensable preliminary to all sound, scientific, technical training. Children have too little education in true liberty. They are too often the playthings of their parents, or are merely a burden. They must either be indulged in every way or suffer unmitigated neglect. They seldom learn even the wisdom and the necessity of submission to *natural* law—and no mere 'citizen' readers or primers of biology are of any great avail. Citizenship—the flower and fruit of manhood—is a growth produced by exercise, not something learnt in a book, or presented in a gilt casket. Of all this Froebel shows an ever-present consciousness from the earliest stages of his method; and experience has shown

that this method is on the whole well fitted to produce the result at which he aimed. Education in his eyes is emancipation—emancipation of the inner self from the tyranny of lawlessness and confusion.”

The text-book on civics, or a crowding of text-books in school work, is hardly to be found in the above, or in any other of Froebel's formulæ of *paideutics*. “I would like to see such and such a subject introduced in our schools” is too often followed by the query, “Which of our friends will prepare a new text-book on the subject?” and thus the change, which is but a seeming progress, becomes as satisfying as if it really were progress.

—Rev. Dr. George Dana Boardman, of Philadelphia, lectured recently on “The Proper Relation of Nationality to Internationalism.” He compared the different nations to the members of the human body, and said, in part:—

“Every nation worthy of the name of nation is also a person having at least some of the attributes of personality; that is, each nation has its own idiosyncrasies. Recall, for example, Egyptian constructiveness, Hebrew devoutness, Greek culture, Roman jurisprudence, Gothic impetuosity, Italian æstheticism, Chinese conservatism, Japanese flexibility, Indian (Asiatic) mysticism, Indian (American) nomadism, African docility, Scandinavian valor, Turkish fatalism, Russian persistence, Swiss federalism, Spanish dignity, French *savoir faire*, German philosophism, English indomitableness, Irish humor, Welsh eloquence, Canadian thrift, American versatility.”

—The death of the Rev. Dr. Douglas, Principal of the Wesleyan College, Montreal, is a loss which Canada cannot but feel. Nowadays there are so few of our Canadian publicists animated with the spirit of the true prophet, that when one of them passes away, there is all the more to lament. Dr. Douglas was a power simply because he ever refused to pander to the weaknesses that make for popularity. Had he been content to take rank with the “nice men” of his day he would probably have been as widely known as he was, for his eloquence was something that could not be hidden; but who will say that his power to do the good that is enduring would have been as great. We lately listened to a sermon in one of the Montreal churches which had about it the fearlessness that always characterized the public utterances of the old prophet of Methodism who has just been called to his reward. There was about the preacher's eloquence the true ring of the old Isaiah denouncing the cause of wickedness rather than the

ordinary pulpit coying with the personifications of wrong-doing. With him a spade was a spade, boodling was thieving, and the political ring an abomination in the eyes of God and all good men. And we are glad to think that the last of the prophets has not died with Dr. Douglas. In these times we need a phalanx of them to war against the combinations of cunning and canvassing that are to be found in more of the circles of Canada than the political circles. In a late issue of the *Illustrated American* the true function of the preacher who has the old spirit of the prophet about him is well illustrated in an article on the Rev. Dr. Tyrell of St. Louis, who, it says, has decided to throw off his coat, step down from the pulpit, and personally wrestle with the children of Satan. "Wherever crime is to be ferreted out," he says, "and evidence collected for its suppression, detective work is necessary." The reverend gentleman is the leader of the Law and Order League which purposes to follow the example set by the Rev. Dr. Parkhurst, of New York city—gather the evidence and wage relentless war against vice. When vice entrenches itself in a community, it is the duty of municipal authorities to enforce the law legislation has placed upon the statute book to control it, and these authorities should be held strictly accountable to the citizens by whose votes they are placed in office. If vice menaces a community, it is plain the law is not enforced and plainer still that citizens have lost the control of municipal government. The blame then lies with the citizens who do not enforce their rights. Throughout the country ambitious occupants of pulpits are entering the war against vice. They seek to eradicate it. However brave the work, however satisfactory the temporary results, it seems impossible that the vile and vicious turned from one quarter do not find shelter in another, for vice is as cunning as virtue is clever. In spite of all skepticism, the pulpit is the recognized source of moral guidance. The priest stands as the guide and watchman at the gate of Heaven, pointing out to man the way and calling the sinner to repentance. His influence upon the congregation, in the community in which he performs his mission, should be as leaven in the loaf. Under his teachings and influence men should turn from wickedness and, in steadfastly purposing to lead the right life, shun evil. This, and this alone, eradicates vice. Men turn to the pulpit to receive strengthening grace, and he who is the medium between God and man is best fitted to his calling who is not closely connected in the minds of his congregation with sensational exploits. What men need in

this age of low ideals is spiritual sustenance, which gives them an impenetrable armor to turn aside the barbs and arrows of sin. Let the pulpit lead men and women in the right path, and each so led leads another into better ways. The sinful man or woman may be caged as a captive beast, but when the cage is broken he or she is the same sinful man or woman. The function of the pulpit is to strengthen the weak and to raise the fallen. When this is done good has been accomplished, but nothing else is of profit. These Don Quixote charges against the windmill of vice may prove more dangerous to the authority of the pulpit than to the vicious. Let not the dark waters of vice dash against the oak of the pulpit, lest men turn their faces away and the message of divine love fail to reach the ears of men.

### **Current Events.**

—The Rev. E. I. Rexford, in the course of addressing the Canadian National Society of Montreal at its last meeting, said that there had been some difficulty in the teaching of Canadian history, which was greatly added to by the fact that in the romantic beginnings of our country the persons of the drama were all French and the great actors in the development of the present conditions were not Canadian. The defect of not having a good history was likely soon to be overcome. Sixty-five writers were at present engaged competitively in preparing a text-book which should be adapted to all the schools of the country. The best of that number should, surely, be very nearly the thing, especially as the incentive of having a royalty on the sale was a very attractive one.

—The report read at the last quarterly meeting of the corporation of McGill University showed the number of students to be 1100, divided as follows: Faculty of Law, 43; Faculty of Medicine, 349; Faculty of Arts, including students from other faculties attending lectures, 599; Faculty of Arts only, 350—men 233 and women 117; Faculty of Applied Science, 186; Faculty of Veterinary Science, 58; McGill Normal School, teachers in training, 136, making a total of 1122, or, deducting the 22 students reported in two different faculties, 1100. This is an increase of 71 over 1893, and 171 over 1892. During the year the college buildings had been extended by the opening of the Engineering and Physics buildings, and the Redpath library. New endowments and donations amounted to \$230,000, of which \$162,000 will produce additional permanent income; \$60,000 is for land and buildings,

and \$8000 for current expenditure. Three new professorships have been endowed, while the staff of professors and lecturers has been increased by five, the total number now being 77. The library staff has been increased from two to seven.

—The announcement of the death of Mr. Peter Redpath is an event which marks the history of education in our province. As the *Witness* has said, Mr. Redpath made during his lifetime many princely donations to McGill, this University being to him a special object of care and solicitude. His name, with those of the founder, the Molsons, the McDonalds and others, is intimately connected with that institution. If these names had not been written on the pages of its history it would not occupy to-day the enviable position that it does amongst the world's great universities. Founded by one citizen, it was maintained and extended by the liberality of Mr. Redpath and others. It offers its benefits to all Canada with a success which cannot but be gratifying to these gentlemen, who have striven for this end. So great an expansion of the University in a few years justifies the foresight and munificence of Mr. Redpath, who by his endowments aided in producing it. The donations of money and buildings to McGill are instances of his remarkable generosity in the encouragement of the liberal and professional studies, which cast honor on his name. Mr. Redpath donated the Peter Redpath Museum as a gift to the University in 1880, and it was opened to the public in 1882. In 1891 he gave the Peter Redpath Library Building, which was opened with so much *éclat* by the Governor-General and Lady Aberdeen in October last. He endowed the Peter Redpath chair of Natural Philosophy in 1871, granting \$20,000. He also donated \$10,000 for the expenses of the museum, and an additional sum for improvements. Several other endowments, prizes, and medals are the result of his generosity. He has presented over 3000 volumes to compose the Peter Redpath Collection of Historical Books. These volumes are invaluable and priceless. Some of them cannot be duplicated.

—The Faculty of Arts of McGill College has passed the following resolution, with regard to the death of Mr. Peter Redpath:—The members of the Faculty of Arts of the McGill College, meeting on the day when the mournful intelligence has arrived of the death of their common friend and benefactor, Mr. Peter Redpath, and remembering his many munificent, wise and thoughtful gifts to this university, and especially to this faculty, more particularly the chair of mathematics, with the costly museum and the library which bear his name, desire

to express their high appreciation of the qualities of intellect and of heart which led him to set so high a value on sound learning, both in literature and in science, and by which he was prompted in so many conspicuous ways and with such princely liberality and untiring zeal to promote the full equipment and efficiency of this faculty. His efforts in the cause of higher education have won a name and place for him among the benefactors, not of this university only, but of his country at large, and have brought him lasting and well-deserved renown. The members of the faculty further desire to give expression to their heartfelt sorrow and sympathy with her who has for so many years been his partner in life and the true help-mate and sympathizer with him in his many and varied acts of beneficence for the good of his fellow-citizens and of mankind. To the members of the family of the deceased residing in Canada the faculty respectfully desire to tender their condolence in the loss they have sustained.

—At the last meeting of the Teachers' Association in connection with McGill Normal School an address was delivered by Mr. Parmelee, of the Education Department, on the Educational Exhibit at the World's Fair, in which he took occasion to point out the defects and excellencies of the various national systems of education represented by such exhibits. In referring to the French system, he is reported as saying that the most conspicuous element in that system was the socialistic plan of school government. Local boards of instruction to prescribe subjects to be learned by the pupils were unknown. If a certain item was to be taught, the Minister of Instruction sent out the order and every school in the country had that item and it was taught. The schools were strictly secular. The grading was by pupil not by class. In France actual school work began in the very cradle and continued to the finish, and at Chicago work might be seen by pupils of two years old. The system was such that a daily record of every boy's exercise in school was kept in a book. This book was, at the end of every few weeks, carefully laid away and the whole at the end of, say, three years, or when the boy completed his schooling, was compiled into a volume. The volume, a specimen one of which (about twice the size of Lovell's Directory) Mr. Parmelee exhibited to the audience, was kept by the Government. It contained a photograph of the boy when he began school, with a short account of his family, his age and the circumstances of his entering, together with his character during his term at the school, aptitude, etc. Thus the Government was enabled to



keep an eye on every pupil that entered and went out of its schools, and on the other hand the boy could refer to his 'record' in Government possession for character at future time. Mr. Parmelee noticed that the handwriting of the French pupils as exhibited was peculiarly good. This, however, would seem to be the outcome of the French national character. He at the same time found not a few mistakes in the exercises, the teachers also having made mistakes in the corrections. The establishment of government libraries in connection with every school of any size was a very important feature in system. Invariably there were two of these: one for the pupils, generally of about six hundred volumes carefully selected to the various ages of the pupils, and one for the teachers as well selected. Strong efforts were being made to reform the system of athletic exercises. Reference was made to the paternal care exercised by the French Government for the infant classes as well as in providing food for the poorer pupils at school. 'Nurse teachers' took charge of all pupils from the age of two to six, whose business it was to see to their physical wants as well as mental instruction. In the towns a pupil could go to what was known as the "school canteen," the schools being as much as possible in groups, where he could procure a plate of hot soup and meat and vegetables for a sum of from one to three cents. Tickets were issued for these meals, and if a pupil was too poor to pay the amount he got the food for nothing.

—The matter of corporal punishment was lately brought up before the Montreal School Commissioners. The question arose over a pupil of the Royal Arthur school who, refusing punishment, was sent home and suspended. The school committee decided that as the boy had been sent home his suspension was illegal and should be stricken off the suspension list. The committee recommended that in future any boy who refuses punishment shall be sent home and not received back at the school until he consents to receive the punishment. This was agreed to by the Board.

—At the same meeting a discussion arose over the principle of announcing or not announcing the subject of an examination before the actual time of an examination. In the past envelopes have been sent to the schools announcing the subject and the time, and this, it was felt, had led to cramming. The letter containing the date and subject of examination would be received one or two weeks before the day fixed, according as the subject was early or late on this list. The committee did not object to the pupils studying up the subject at home in the

evening, but to the teacher giving three hours continuously to it the day before the test. Eventually, after several amendments had been proposed and abandoned, it was proposed by Dr. Shaw, and seconded by Ald. McBride, that notice of the subject of examination should be given as heretofore, but that the ordinary school time-table should not be departed from for the purpose of cramming. To this the Ven. Archdeacon Evans, seconded by ex-Ald. Wilson, offered an amendment, that the clause eliminating the notice of subject should stand and that Mr. Arthy report upon its effect at the end of the year. This amendment being supported by the chairman was carried. The teacher in the future, therefore, will not know the subject of examination until the hour and day of examination.

—The North-West School Ordinance of 1892 is not to be vetoed. The Minister of Justice has submitted a report to Council recommending that the ordinance be left to its operation. This, however, is against the strong opinion of a large section of the Cabinet whose advice was to listen to the protest of Bishop Grandin, Father Leduc and the Roman Catholics of the North-West Territories. As a compromise, it is also recommended in the report of the Minister of Justice, that the Council of Public Instruction for the Territories be requested by the Governor-General-in-Council to modify the school regulations, so as to make them less obnoxious to the Roman Catholic schools, by allowing the sisters to teach without qualifying with a Normal School certificate and by some other concessions. The sisters are chiefly French-Canadians sent up from the Province of Quebec and are unable to speak or teach English. There are other regulations objected to, and it remains to be seen whether Premier Haultain and the Executive of the Territories, who compose the Council of Public Instruction, will agree to mutilate their act and adopt a reactionary policy after having deliberately determined on a sweeping reform. They will be under no obligation to follow the Ottawa suggestions, unless these are accompanied by a strong hint that if the suggestions are not followed there will still be time to veto the ordinance, Feb. 7 being the date limit. How Mr. Ouimet, the Minister of Public Works, can reconcile the decision of the Cabinet with his position, as defined in his recent speech before the Club Conservateur of Montreal, is hard to see. In that speech he said the Conservatives were from principle in favor of separate schools, while the Liberals, on the contrary, were in favor of non-sectarianism in education. The school ordinance in question abolishes Roman Catholic schools in the Territories

in everything but in name, and expressly takes away from the Roman Catholics the control they formerly had by law over their own schools. Religious teaching is prohibited except during the last half hour of the day; precisely as provided by the Manitoba School act, and all text books must be approved by the Council of Public Instruction, which consists of eight members, two of them Roman Catholics, who, however, have not the right to vote in the Council. Under the new regulations of September last, the Ontario school readers are made obligatory in the Roman Catholic and French schools.

### **Literature, Historical Notes, etc.**

*(Continued from last month.)*

Southey wrote verses before he was 8 years of age. His maternal uncle was an idiot, and died of apoplexy. The mother of Southey had paralysis. Cowper was attacked with melancholia at 20, which continued a year; at another time it returned with greater force. He himself tells of his attempts at suicide; he bought laudanum, keeping it in his pocket, when later a feeling pressed him to carry it into execution; but soon another idea came to him, to go to France and enter a monastery; then the suicidal impulse came again, to throw himself into the river—an inhibitory feeling from taking the laudanum—but he would have succeeded in hanging himself, had not the thong to which the rope was fastened broken. After suicidal ideas left him, he relapsed into religious melancholia, thinking he had committed the unpardonable sin. He was confined in an asylum eighteen months. Keats was an extremely emotional child, passing from laughter to tears; he was extremely passionate, using laudanum to calm himself; sometimes he fell into despondency. He prophesied truly that he would never have any rest until he reached the grave. The attacks of critics agitated him almost to insanity. His nervousness was very susceptible, so that even “the glitter of the sun” or “the sight of a flower” made his nature tremble. Coleridge was a precocious child, self-absorbed, weakly, and morbid in imagination; this morbidity was the cause of his running away from home when a child and from college when a student; he enlisted as a soldier, and again went to Malta for no reason, permitting his family to depend upon charity. When 30 years of age his physical suffering led him to use opium. Subsequently he had a lateral curvature of the spine (De Quincey.) There were many morbid symptoms in the family. Burns says: “My constitution and

frame were *ab origine* blasted with a deep incurable taint of melancholia which poisons my existence." Dickens died from an effusion of blood upon the brain; he was a sickly child, suffering from violent spasms; when a young man he had a slight nervousness which increased with age, and finally was attacked with incipient paralysis. George Eliot suffered from melancholic moods, and from her thirtieth year had severe attacks of headache. As a child she was poor in health and extremely sensitive to terror in the night. She remained a "quivering fear" throughout her whole life. Wellington was subject to fainting fits; he had epilepsy and died from an attack of the disease. Warren Hastings was sickly during his whole life; in his latter years he suffered from paralysis, giddiness and hallucinations of hearing. During the time of his paralysis he developed a taste for writing poetry. Carlyle, the dyspeptic martyr, showed extreme irritability. He says in his diary: "Nerves all inflamed and torn up, body and mind in a hag-ridden condition." He suffered from a paralysis in his right hand. Carlyle's antecedents were conspicuously of a nervous kind. Bach died from a stroke of apoplexy; one of his numerous children was an idiot. His family suffered from nervous diseases. Handel was very irritable; at the age of 50 he was stricken with paralysis, which so affected his mind that he lived in retirement for a year.

Nisbet says: "Pathologically speaking, music is as fatal a gift to the possessor as the faculty for poetry or letters; the biographies of all the greatest musicians being a miserable chronicle of the ravages of nerve disorder extending, like the Mosaic curse, to the third and fourth generation." Newton in the last years of his life fell into a melancholia which deprived him of his power of thought. Newton himself in a letter to Locke says that he passed some months without having "a consistency of mind." He was also subject to vertigo.

Tacitus had a son who was an idiot. Beethoven was naturally bizarre and exceedingly irritable. He became deaf and fell into a profound melancholia, in which he died. Alexander the Great had a neurosis of the muscles of the neck, attacking him from birth, and causing his head to incline constantly upon his shoulders. He died at the age of 32, having all the symptoms of acute delirium tremens. De Balzac (Honoré) died of hypertrophy of the heart, a disease that can predispose one to cerebral congestion. The eccentricity of his ideas is well known. Lamartine says he had peculiar notions about everything; was in contradiction with the common sense

of "this low world." His father was as peculiar. Lord Chatham was from a family of original mental disproportions, of peculiarities almost approaching alienation. Lord Chatham did not do things as others; he was mysterious and violent, indolent and active, imperious and charming. Pope was rickety. He had this hallucination: One day he imagined an arm come out from the wall, and he inquired of his physician what this arm could be. Lord Byron was scrofulous and rachitic and clubfooted. Sometimes he imagined that he was visited by a ghost; this he attributed to the over-excitability of his brain. He was born in convulsions. Lord Dudley had the conviction that Byron was insane. The Duke of Wellington died of an apoplectic attack. Napoleon I. had a bent back; an involuntary movement of the right shoulder and at the same time another movement of the mouth from left to right. When in anger, according to his own expression, he looked like a hurricane, and felt a vibration in the calf of his left leg. Having a very delicate head, he did not like new hats. He feared apoplexy. To a general in his room he said: "See up there." The general did not respond. "What," said Napoleon, "do you not discover it? It is before you, brilliant, becoming animated by degrees; it cried out, 'that it would never abandon me;' I see it on all great occasions; it says to me to advance, and it is for me a constant sign of fortune."

It is said that geniuses lose their national type. Humboldt, Virchow, Bismarck, and Hemholtz do not have, according to Lombroso, the German physiognomy. Byron did not have the physiognomy or the character of the English. And the great thoughts of genius often come spontaneously. Socrates says that poets create, not by reflection, but by natural instinct. Voltaire said, in a letter to Diderot, that all manifestations of genius are effects of instinct, and that all the philosophers of the world together could not have given "Les animaux malades de la peste," which La Fontaine composed without knowing even what he did. According to Goethe a certain cerebral irritation is necessary to poets.

So, too, geniuses are inclined to misinterpret the acts of others and consider themselves persecuted. These are well-known tendencies of the insane. Boileau and Chateaubriand could not hear a person praised, even their shoemaker, without feeling a certain opposition. Schopenhaur became furious, refused to pay a bill, in which his name was written with a double "p." Unhealthy vanity is also common in the ambitions of monomaniacs.

## Practical Hints and Examination Papers.

THE THREE KINGDOMS.—There are three kingdoms,—the Animal Kingdom, the Vegetable Kingdom, and the Mineral Kingdom. Everything that you can mention, that is matter, belongs to these kingdoms.

The Animal Kingdom includes all animals,—everything of animal growth, as fur, feathers, hair, horn, wool and silk, and all articles manufactured from animal substances.

The Vegetable Kingdom is made up of plants and their tissues and products,—as wood, grain, cotton, linen, rubber, etc. Articles manufactured from these materials also belong to this kingdom, as a handkerchief, rubber doll, or sheet of paper.

The Mineral Kingdom includes all rocks, minerals, precious stones, ores, and everything made of the metals, as knives, pens, pins, needles, nails and screws.

Pick up various familiar objects from the desk, as a pen, pencil, crayon, tablet, knife, string, etc., and let the children tell to what kingdom each belongs, and give the reason for their answers; for example—“The tablet belongs to the Vegetable Kingdom; for it is paper, and the paper was made of rags and the rags were made of cotton which grew on a plant.”

Decide to which kingdom all the things in the room belong. Many will belong to more than one, as for instance, the desk which is made of wood (vegetable); put together with screws or nails (mineral); and covered with felt or leather (animal).

Let each child in turn hold up some article from his desk or pocket and tell to which kingdom it belongs. The boy's pockets will prove mines of inexhaustible treasures, and the exercise will bring to light buttons of brass, vegetable ivory, and horn,—representative of the three kingdoms,—marbles, coins, apples, candy, nuts, nails, fish-hooks and perchance a grass-hopper, frog or other living subject of the Animal Kingdom.

Having made the subject thoroughly understood, develop it into an exercise for cultivating attention and quick thinking.

Mention the name of some familiar object, and calling on some child to tell what kingdom it represents, give him five seconds for the answer. Mark the time by counting the seconds aloud. If he fails to answer, call upon others in rapid succession, and have your monitor write on the blackboard the names of all who fail to answer.

Beginning with easy objects, work up to more difficult ones, each of which may be developed into a little lesson by itself, if deemed practicable by the teacher. In this way, much information can be given in a short time, for little minds absorb eagerly and quickly when thoroughly aroused.

The following list of objects is given as a sample :—

1, Tea ; 2, Coffee ; 3, Silver Dollar ; 4, Paper Dollar ; 5, Lard ; 6, Olive Oil ; 7, Cotton Thread ; 8, Linen Thread ; 9, Silk Thread ; 10, Scissors ; 11, Basket ; 12, Mustard ; 13, Mosquitoes ; 14, Walnuts ; 15, Leather Shoes ; 16, Silver Fork ; 17, China Plate ; 18, Butter ; 19, Diamonds ; 20, Oranges ; 21, Eggs ; 22, Cider ; 23, Stove ; 24, Pepper ; 25, Amethyst ; 26, Rice ; 27, Muff ; 28, Chalk ; 29, Black-board ; 30, Bread ; 31, Figs ; 32, Mirror ; 33, Peppermint Drop ; 34, Crackers ; 35, Coal ; 36, Cheese ; 37, Pearls ; 38, Broom ; 39, Bee's-wax ; 40, Strained Honey ; 41, Bee-Bread ; 42, Queen Victoria's Crown ; 43, Needles ; 44, Hemp Cord ; 45, Rubber Cord ; 46, Carpet Tacks ; 47, Sardines ; 48, Pea-nuts ; 49, Teapot ; 50, Ostrich Plumes ; 51, Chocolate ; 52, Tapioca ; 53, Oysters ; 54, Oyster-shells ; 55, Opium ; 56, Ruby ; 57, Chamois Skin ; 58, Steel Pen ; 59, Quill Pen ; 60, Coral ; 61, President of the U.S. ; 62, Velvet ; 63, Velveteen ; 64, Door-knob ; 65, Salt ; 66, Nutmeg ; 67, Gelatine ; 68, Kid Gloves ; 69, Thermometer ; 70, Dried Beef ; 71, Water melon ; 72, Washington's Monument ; 73, Foot-ball ; 74, Lacquer-box ; 75, Varnish ; 76, Rubber Comb ; 77, Tortoise-shell Comb ; 78, Soda ; 79, Wine ; 80, Water ; 81, Satin ; 82, Muslin.

GEOMETRY AND EUCLID.—The difficulty in the way of the Drawing Society is that thousands of English parents have an indistinct idea that geometry has something to do with Euclid, and that the study of Euclid forms an integral part of a classical, and consequently costly, education. So it undoubtedly does, and should do; only so far as the art education of the great army of school children is concerned, it would have been far better if the elements of Euclid had never struggled out of the Cimmerian gloom of the dark ages, or had never been filtered into the schools of the West by the Arabian mathematicians of Spain. In Continental schools Euclid is never heard of; but practical geometry based on the Euclidian postulates, axioms, and propositions is taught to the poorest child in the humblest school, precisely as the rules of spelling and the first four rules of ciphering are taught. The simple problems which a French, or German, or Italian juvenile has to solve before he is set to make freehand drafts of barrels and jugs and chairs are not a whit more difficult than the multiplication table, and are a great deal pleasanter, since practical geometry has the property of becoming, as the student progresses, as enchanting as the "Arabian Nights." Let training in practical geometry be concurrent with the practice of freehand drawing, and the result, we should say, to the National Drawing Society, as well as to the cause of education in general, will be brightly successful.

A NEW HISTORY METHOD.—Those who have read Thos. Hughes' familiar story of college life,—Tom Brown at Oxford—will, doubtless, notice the origin of this novel and comprehensive plan. For it is not original, being borrowed from the "servitor" Hardy, Tom Brown's sterling friend. Being more applicable to the history of wars, I shall

illustrate by using a few of the historic incidents of 1777. Draw a large map of the disputed territory on a spare corner of the board, and see that the pupils are each supplied with a sheet of paper, mounted on cardboard, a dozen pins with different colored heads and inks of corresponding shades. To represent Washington and Howe at Boston, stick a blue-headed pin on Dorchester heights, and a red-headed one within the city. When the latter General evacuates, remove his pin representative to Halifax, and trace his course thither with red ink or crayon. At that place also, stick another pin of similar shade, to represent the Admiral who here joined General Howe with reinforcements from England. Then, as the war proceeds with the attack on Ft. Moultris, with another pin represent Gen. Clinton, and trace his course by sea to his new position off New York. Thither also bring the two pins from Halifax, and Washington from Boston, tracing his line of march with blue, and theirs with red. Thus proceed with the entire account, taking care to have only similar colors on a side. Black, and shades of blue and purple for American leaders, and reds and browns for the English. Use the board map at times of recitation, moving the pins and tracing movements as the recitation demands. Have the pupils reproduce this work, from memory, upon their individual maps, drawn by themselves upon the sheets of mounted paper, but of course, always subject to your criticism and correction. The colors, pins and large maps furnish a more stimulating study, and better knowledge of the geographical positions of armies than do the tiny black and white maps crowded into their text-books. For intermediate grades this is especially commendable, as it gives the heroes an air of reality and inspires the pupil with a desire to see how the game will end.

This work once well begun, demands no more time or elaborate attention than any conscientious teacher is willing to give in making easy this study, which is so difficult for so many. When possible have bright side-matter with these recitations. Short "pointed" stories illustrating the strong characteristics of leaders or their men, are best. The writer is confident that those who try this method will be more than pleased with its success, and thank Hardy, the servitor, and his imitator for putting the plan within their reach.

A FIRST LESSON ON MINERALS.—*Introduction.* To the mineralogist, as he looks at a mineral, certain questions present themselves: What are its form of crystal, its hardness, cleavage? The sole object of the questions is to identify the mineral. These questions become with him a working instrument by which he classifies his collection. With young children we may employ such questions to develop the faculties of observation, discrimination, and description. With older pupils, whose knowledge of qualities is somewhat well established, the questions, in addition, become a means to the acquisition of knowledge. That is to say, with lower grades we must make the instrument; with older grades use it mainly.



To select the qualities that shall compose a scheme of questions so as to touch the entire field, we must make use of several minerals. I would therefore advise the teacher to have these upon his table :

Steatite, gypsum, calcite, fluorite, apatite, feldspar, quartz, topaz, corundum, hematite, magnetite, pyrite, galenite, azurite, serpentine, graphite, coal, rock salt (halite), mica, zincite.

Let these specimens be two or three inches in diagonal measurement, so as to be clearly seen.

If pupils become ambitious to own their minerals, the teacher can furnish them with cubic-inch specimens at a cost of about a cent apiece. They should be taught to keep their minerals nicely labeled in a box with compartments : the making of a box to hold them is to be encouraged for many reasons.

As just said, with young children the first lessons are devoted to making a list of test questions to be afterward used in studying the minerals. The following lesson is given as a suggestion ; it is not to be followed absolutely, but to be varied according to class and teacher, and to the knowledge the pupils already possess in related sciences :

*The Lesson.*—(The pupils are assembled before the teacher ; the minerals are lying upon the table.) Now, children, what have I said we shall take up for our study to-day ? “ Minerals.” Yes ; I see your eyes are upon the minerals I have here ; you want to know more about them, I am sure. I will hold them up so you can see them clearly. I will pass some of them down this row and down this. Do not hold them too long ; take them in your hands, look them over a little, and pass them on. Think what you see, so that you can tell me afterward. I will give you a few moments to make observations. Everyone must try to see at least three things to tell me about them.

(These pupils of whom I am speaking are not novices in this kind of work. In any public school it would be difficult to find any who are. They know they are to look for descriptive qualities. And soon their bright eyes and willing hands have scrutinized and tested the several objects and they are ready to report. There are some qualities, such as color by eye and weight by hand, which all will at once notice. Others are not so apparent. When all the qualities are brought out the teacher will re-arrange them in logical order.)

Well, now, pupils, we are ready. Master George may rise and tell us what he has observed. “ They are hard and heavy and of different colors.” Instantly several hands are raised. What is it, Charles ? ” “ This mineral that I have seems to be soft.” Why do you think it is soft ? “ It comes off on my hands and on my clothing. I can scratch it with my finger nails.” Several others declare the same thing. (Evidently George has not seen all the minerals.) Charles, you may pass your mineral to George and let him examine it.

Soon another hand is raised. “ This mineral does not look like that one, and does not come off on my clothing, but I can scratch it.”

Ah, indeed! hold it up so we can look at it. No, it does not look like the other. This is of what color? "White." Yes, snowy white. What color is the other? "Gray." Yes, gray or greenish gray. Are there any other soft minerals? "I have one here; it is black and soft enough to come off on my fingers." Yes, indeed that is what we call graphite. Have you any others that we may call soft? Similarly a piece of serpentine is classed with the soft minerals, though a little harder than any of the other soft minerals, and this is a green mineral.

Now what may we say of the others? "They are hard." Are they equally hard? This is not so easy to settle by methods yet tried, but at suggestion of teacher, using point of knife and drawing one mineral upon another, it is settled that they vary in hardness. A pupil responds. "Some are softer, some are harder, and they are of different colors."

Tell me what colors you see? "I see white, gray, black, blue, green, red, brown, and yellow." A hand is raised. "What is that one that looks like brass?" That is what we call pyrite. It has iron in it. You will learn more about that by and by. Another hand. "Please, will you tell us what the names of the others are?" Certainly! This blue one is azurite; it has copper in it. This green with smooth sides is fluorite, and the deeper green and this brown are apatite. "What, sir?" Apatite. "Apatite?" (A general smile followed by a laugh as the teacher continues.) Ah, I see, you are thinking of a different kind of appetite from what I mean (that which you have in the morning and occasionally through the day); this is a very different affair, and is spelled differently. This white is topaz; this glassy-looking is quartz; this black is magnetite; this brassy-looking is pyrite. But we will not stop longer on that. What shall we say that these minerals differ in, softness or hardness? After some discussion the term hardness seems to be more applicable, and after bringing out the weight to which George referred, the teacher writes upon the board:—

hardness  
color  
weight.

Now see if there is anything else you can tell me about your mineral. Try to find one thing, each, to mention. A hand is raised; you may tell me. "This mineral which I have has straight smooth sides and sharp corners." Exactly. I thought some one would notice that. Let me look at it. Yes, this which we call calcite has smooth sides all about it. See, all of you; look closely. Now let me compare it with that one. Hold it up, that piece of quartz. Has that one flat, smooth sides like this? No; it has not. Now there is something peculiar about minerals in this respect. Some, when you strike and break them with a hammer, will split off with these flat smooth surfaces and some will not. We will have to learn a name for that. Where minerals split with smooth flat surfaces we

call it *cleavage*. What is it? "Cleavage." Yes, because it cleaves or splits thus. And the other, where it does not break with a cleavage face we call by a name you already know—*fracture*. Now we will write these words under the others on the board.

Who can mention something we have not yet spoken of? You may tell me. "This soft mineral feels slippery, the others do not." It is agreed to put the word *feel* in our column. Other opportunities are given and here are some of the answers. "I can see through this one." "This brassy looking one seems to shine." "Mine breaks off easily." The teacher tries words suggested by pupils and finally arrives at *transparency, luster, tenacity*.

He crumbles a piece of the dark hematite with a hammer to show that its powder is red while its surface is nearly black, and of the yellow pyrite to show that its powder may be colorless. Then he draws the two minerals across a piece of white unglazed porcelain, to show the powder in that form, for which he uses the word *streak*. He brings a magnet near the piece of black iron ore; the needle is attracted, hence the name magnetite. The teacher shows also a few crystals such as the collection may happen to contain and explains how, when found thus in the earth with smooth faces, the forms are called *crystals*. Finally he arranges the qualities the class have designated in a column, thus:

|          |                    |
|----------|--------------------|
| weight   | streak             |
| hardness | luster             |
| cleavage | transparency       |
| fracture | feel               |
| tenacity | form of crystal    |
| color    | magnetic property. |

We have now in the list of qualities something more than a lesson on physical properties in general. We have made a test-list of properties for minerals, by which to study and identify them. A mineral that has a certain form of cleavage and degree of hardness will be calcite. A mineral with cleavage in three directions, but cubical, with a certain hardness, weight, metallic lustre, will be galena. The study will bring, besides mental training, special knowledge of the science.

### **Correspondence, etc.**

#### GRAMMAR FOR THE JUNIOR CLASSES.

*To the Editor of the EDUCATIONAL RECORD:*

DEAR SIR,—The study of elementary English grammar is one which many teachers find most difficult. Grammar is often regarded with a certain amount of dread and the subject is very frequently shirked.

Many persons, teachers included, ask what such young children can learn of grammar? They anticipate a great difficulty, and very seldom make any attempt at clearing it out of the way. How often we

teachers forget that Rome was not built in a day. We expect too much from the little ones, and instead of getting the information out of them by questions we tell them the whole thing, usually beginning at the definition and ending in a fog.

Let us suppose that we have a class of little ones in the second grade, that is, between the ages of eight and ten years, and that we are about to teach them how to distinguish a noun from any other part of speech.

Shall we tell them that a noun is the name of any person, place, or thing, or give them any other suitable definition and make them recite it? Remember, it is our duty to educate, not to cram our pupils. The question then for us to decide should be—what shall we make our pupils tell us, rather than what shall we tell them. In dealing with these very young children I have always been able to secure attention and interest by making them do the work for themselves, and even the dry, much abused grammar lesson has been interesting.

Of course the pupils must have something told them, but I usually begin by asking a question which every one can answer.

Perhaps I may take up a piece of chalk and ask what it is, and thus I shall elicit the fact that chalk is the name of the substance I am holding. The same can be done with many articles familiar to the class, who will all be pleased to tell the *name* of anything I touch. The next step follows naturally, viz., point out the fact that it is the name and not the thing that is the noun. This can easily be explained by telling them some story, such as that of the boy who said he had a *noun* sticking into him—he meant a pin of course. To some this kind of teaching may seem very ridiculous, but we must remember that little ones will always remember a story, and this will help them to understand its application. What we have to do is to make them understand, and if telling them a ridiculous story will help them, we are justified in telling it.

The children will now comprehend that it is the *name* and not the *thing* that is the noun, and we can proceed to tell them that whatever is a *name* is a *noun*, and that they must always ask themselves “Is this word a name?” and satisfy themselves that it is before they parse it. I think too that every child should be compelled to parse in this way.

The word book is a name. Therefore the word book is a noun. This method teaches them to reason for themselves, and it also shows them that only those words which are names can be nouns.

When they have mastered this they will be able to go on to the distinction between different kinds of nouns.

This will be a little more difficult, and the teacher will have to be very careful indeed when explaining the meaning of the word “common” as applied to nouns. But the first step must be thoroughly mastered by all the pupils before attempting to go further.

Example after example should be given, using every kind of noun.

For instance, *walking* is a healthy exercise, *to be honest* is my desire, the boy said *good night*, etc.

My advice to young teachers is, teach thoroughly, don't teach too much at one time. Do not be discouraged, if one half of your class fail to understand your first lesson. We must expect that always. Remember, anyone can teach a sharp pupil, but it requires a teacher to educate a dull one, and not unfrequently the dull pupils do the school the most credit. Above all, study your pupils, and study your subject thoroughly; both need your attention all the time.

An honest teacher never has any time to kill, the days are all too short. Only those teachers who waste their time in hearing their pupils "say their grammar" or "read their lesson," are killing time, and this the true teacher never does.

PROGRESS.

### DR. SHAW AND THE NORMAL SCHOOL.

*To the Editor of the EDUCATIONAL RECORD:*

SIR,—In the January issue of the RECORD there is a report taken from a Montreal daily paper of a recent meeting of the Protestant School Commissioners, at which a reference was made to the Normal School, which requires a word of explanation. At a meeting of the Board some weeks ago Archdeacon Evans sought some favor for a young woman who had failed in the Christmas examinations in the Normal School. Alluding to the severe thoroughness of examinations there, he remarked, "If a student get  $49\frac{3}{4}$  out of 50 he would be plucked." Sitting next the Archdeacon I added in an undertone, "Oh, they slaughter them down there." Alas, the newspaper man was at hand, and my remark made in conversational pleasantry and with no evil intent, was published to the world in a most matter-of-fact style, as a most serious and deliberate utterance, and the Principal of the Normal School takes offence and indicates his work in a letter to the *Witness*, which reappears in the RECORD.

Let me say, first, that both the Archdeacon and myself meant our remarks to be complimentary and in no degree derogatory to the Normal School. We might make the same remarks, say, about the civil service examinations in London, and only mean thereby what would be to their credit. Second, the figurative language in which I meant to be complimentary I wish to retract, if for no other reason than that it causes offence. Third, I need scarcely say that in the Normal School, to which I am very directly related, I have, with educationists generally in this Province, the greatest satisfaction and positive pride. I am satisfied with both the thoroughness and impartiality of its work, and that the victims—no, I mean those who fail, deserve their fate.

WILLIAM I. SHAW.

### VERTICAL HANDWRITING.

[As a subject which is full of interest to many of our teachers at the present moment, the following has been sent to us for insertion in the

RECORD. We trust that its appearance will lead our correspondent to put in "black and white" her own opinion about the matter.]

*To the Editor of the EDUCATIONAL RECORD :*

SIR,—Will you please insert the following article taken from the *Educational Journal*, and oblige, yours, &c.,  
D. M. A.

There is perhaps some ground for the complaint that the art of penmanship is neglected or badly taught in many of the schools of the day. Not infrequently we hear newspaper growls from parents and business men who cling to the old-fashioned notion that one of the uses of the art is to enable the writer to convey ideas on paper to the party addressed, and that to this end it is desirable that in addition to any other excellencies it may have it is well that one's handwriting should be legible. Editors and printers may perhaps be excusable if they share largely in the prejudice in favor of legibility. We live in a busy and practical age, and no doubt speed and a business-like look are very desirable qualities in a written communication; but there is, nevertheless, some ground for the opinion that unless the communication can be deciphered without too great an expenditure of time and effort, its usefulness is a good deal impaired.

In the field of penmanship, as in every other department of human activity, the iconoclast and the innovator are at work. A determined assault is just now being made on the old-time and most sacred dogma, that the true and only artistic penmanship is that which slants gracefully to the left at a certain uniform angle. Who that has left his school-days behind by a score or half-score of years can recall without a tremor the scoldings and sarcasms and perhaps flagellations which used to be the penalty of a failure to give his letters the orthodox slant? No matter how much easier and more natural it might seem to be to make his down strokes and the axes of his curves at right angles to the lines which formed their bases, he was taught that no one but a dunce or an idiot would ever form his letters in that way.

And now, lo, and behold! a race of innovators has sprung up, who declare that the old slant is all a mistake, and an unnecessary weariness to the eye and the muscles of the wrist and arm, and that the upright or vertical method is the only natural and easy way in which to combine speed with legibility in writing. In our own columns, some months ago, Mr. Newlands demonstrated to his own satisfaction, and we dare say to that of a good many of our readers, that the vertical system effects a real saving in space, time, and effort; that it is almost a guarantee of legibility; in a word, that it is, *par excellence*, the natural, easy, and speedy mode of writing. In the current number of the *Popular Science Monthly* the same view is boldly endorsed and advocated by a clever writer, from whom we learn that this system is already in use in many places, and that in particular the reform is meeting with great favor in England. We are even told that, in view of its superior legibility, the examiners in all

branches of the Civil Service require the use of the new style by the candidates, and that many English schools have adopted it to the exclusion of the old slanting style. On the continent, too, Austria and Germany are taking up the innovation, many of their schools having adopted it with great success and satisfaction.

It is easy to be wise after the event. Now that our attention has been directed to the matter, cannot we distinctly recall the fact that the most legible of the letters and other manuscripts we receive are written in unpretentious vertical characters. Do not we remember, too, that in many cases at least, those within our observation whose business requires much and rapid penmanship, as in the case of writers for the press, have fallen undesignedly into the use of an upright system. Certain we are that the most legible MSS. we receive for the printer are written in the vertical style, though probably in the great majority of cases the writer has never given the matter a thought, or, if he has, has—not without some qualms of conscience—back-slidden into the habit almost in spite of himself and in violation of all the teachings of his boyhood.

We commend this question to the careful and experimental consideration of our readers. Perhaps we should add, in these days of suspicious newspaper puffs, that, though our attention has been called to the matter by the advertisement which appears in our columns, the advertisers have asked no commendation or comment from us, and this article is written without their knowledge, as a spontaneous expression of the views we have reached, without any profound investigation or expert knowledge of the subject.

#### PRAYER FOR SCHOOLS.

*To the Editor of the "Witness":*

SIR,—A considerable number of years ago it was the custom to observe annually in Montreal a day of prayer for schools and colleges on the same day that was chosen for the purpose in the United States. In those days it was not unusual—indeed, one may say that it was quite the expected thing, for the prayers of that day to be answered in American colleges by speedy revivals in which the zeal of Christians was quickened and the unconverted were led to give themselves to God. In Montreal, if I remember right, the day was observed at first with enthusiasm, but afterwards with so much formality that the custom of holding services upon it died a natural death. I do not remember that any special effort was made at that time to hold meetings among students, but I remember attending meetings held by ministers in the old American Church at the corner of Victoria square and St. James street, or in old Zion, for the purpose of praying for students. Montreal now educates ministers for the province, for the Dominion, and for the world. Not less important for the coming of the kingdom, it is training doctors, scientists, engineers, literary and business men and women who, if they are to

use their influence for God effectively, must, statistics tell us, be converted before they become involved in the business of life. The experience of the ages tells us that God does answer prayer, and I am sure that if an annual day of prayer was appointed, say by the Ministerial Association, prayer would ascend from many earnest hearts, even though schools and colleges did not observe the day by formal meetings.

Special prayer might at this time be made that God would raise up an earnest Christian principal for McGill, whose influence would be all for righteousness.

IN EARNEST.

### 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 *Scientific American* is a paper which no progressive household with boys in it can be without. It is a perennial report of the engineering progress of the times. The *Magazine and Book Reference* issued by the New York Society of Pedagogy is specially prepared in the interests of the teaching profession. *The University Extension World* should be read by every student who seeks help in the process of self-teaching. *Current History* is sustaining its reputation as a teacher's compendium of the world's events. Report of *Los Angeles Public Library* has been received. *Education* for January is one of the best that has been issued. *The Strike at Shanes*, as a sequel to *Black Beauty*, recommends itself to every member of the Society for the Prevention of Cruelty to Animals; the report of the American Humane Society, which accompanies it, should be widely spread. The January number of the *Presbyterian College Journal* sustains the character of its predecessor. *The Kindergarten News* improves with every issue; the February number must have a good effect among our kindergartens. *The Student* comes all the way from Portland, Oregon, and is highly creditable to its editress and publisher. *The Magazine of Poetry* has issued a syllabus for a series of prize poems. With the October number it completed its fifth year of publication.

PROGRESSIVE FRENCH READER, edited by Messrs. Curtis and Gregor, and published by Messrs. Drysdale & Co., Montreal, as a sequel to their former work, cannot but meet with commendation from those engaged in the teaching of the French language. We believe that the compilation will be of the greatest service in making the study of French more and more interesting to the English youth of our country.

THE ELEMENTS OF SOLID GEOMETRY, by Dr. Arthur Latham Baker, of Rochester University, and published by the Messrs. Ginn & Co., Boston. The main object of this volume has been to unify the subject and to improve its notation. The diagrams are an



improvement on those of former text-books, while the practical examples which follow the various theorems make the text-book a practical one.

THE BEGINNER'S GREEK COMPOSITION, by Messrs. Collar and Daniell, and published by the Messrs. Ginn & Co., Boston, Mass. This text-book, with its examples mainly based on the text of Xenophon's Anabasis, is one of the best little works on the subject we have seen. The Natural Method applied to the study of Greek Composition would be a better title for the book, and the character of the work involved in such a title is the highest recommendation to be bestowed upon it. The classical master is sure to take to it, as a necessity long felt in the school. The discovery of Bryce is further developed by the editors to the benefit of our classical schools, and they deserve the praises of our teachers.

THE FOOD OF PLANTS, by A. P. Larue, M.A., B.Sc., Fellow of King's College, Cambridge, and published by the Messrs. Macmillan, London, England. A text-book of sixty pages is something unusual, and yet, as an introduction to agricultural chemistry for beginners, this is all that the best of our farmer's boys would need to learn in school. Written by a practical scientist, who feels that science can be taught only in the laboratory or the field, the book bears its own recommendations in every page.

UN MARIAGE d'AMOUR, by Ludovic Halévy, edited by Professor Solial, A.M., of Chicago, and published by Messrs. Maynard, Merrill & Co., New York. The editor of this work is a gentleman well fitted for the task of an editor. His book is one which the student of the French language will highly appreciate. To find anything more concise than his notes on the prepositions *à*, *de* and *pour* would be difficult. The editor may be assured that his "little help" will prove useful and profitable to all lovers of the language of "la belle France."

FIRST YEAR AT SCHOOL, by S. B. Sinclair, B.A., of the Normal School, Ottawa, and published by Messrs. Warwick & Sons, Toronto. There are hints in this book which our elementary teachers would highly prize. Mr. Sinclair is a practical educationist, and there is nothing advocated in his book which has not been "tried in the fire" of an everyday experience in school. It would be an excellent *vade mecum* for our teachers to have, especially those who have not had the advantage of a Normal School training.

MODERN PURE GEOMETRY, by R. Lachlan, Esq., M.A., Fellow of Trinity College, Cambridge, and published by the Messrs. Macmillan & Co., London, England. There is not much demand for a text-book of this character in the ordinary B.A. course of this country, where Euclid and Galbraith and Haughton is as far as the graduate goes. The student for honors, however, would find this book an excellent incentive toward the study of pure mathematics. In this work are to be found in the concisest form of reasoning all that a student need

ask for in regard to the properties of lines and circles, and of conic sections treated geometrically. The method of projections is not neglected, while reciprocation, harmonic properties, and curvature receive due attention. The theorems and problems introduced as examples are excellent, and the book as a whole is worthy the highest commendation

LA PRISE DE LA BASTILLE, by Michelet, edited by Prof. Jules Luquiens, Ph.D., of Yale University, and published by Messrs. Ginn & Co., Boston, Mass. With Carlyle and Michelet, the teacher can hardly fail to make the taking of the Bastille an interesting topic to the most listless student, and with Prof. Luquiens and his little book, there is sure to be the deepest interest provoked in a class studying the opening scenes of the French Revolution.

SEMITIC PHILOSOPHY, by Mr. Philip C. Friese, and published by Messrs. Griggs & Co., Chicago. This book as a treatise showing the ultimate and scientific outcome of original Christianity in its conflict with surviving ancient heathenism, must be welcomed by the reader who would understand the doctrine of the Kingdom of God. The author is a writer who speaks from an inner experience, and his interpretations are the outcome of the most careful investigation. This is a book that will help the thinking world.

PRIMER OF PHILOSOPHY, by Dr. Paul Carus, and published by the Open Court Publishing Co. No one may waver in purchasing anything which Dr. Carus writes; and his primer is sure to have a welcome from the student who seeks recreation and self development in the realms of thought. The college student cannot fail to find this text-book an excellent helpmate. There is nothing obscure, nothing that is sought to be obscured. Next to Masson comes Carus, is sure to be the verdict of the student of philosophy after he has read the introductions of both, and higher praise cannot be given to either author.

OUTLINES OF RHETORIC, by Prof. John F. Genung, of Amherst College, and published by Messrs. Ginn & Co., Boston, Mass. We know of no text-book that would meet our wants in this subject as Prof. Genung's does. The principles of the art are not only carefully laid down in unmistakable English, but the illustrations are selected in the most judicious and unbiased spirit. With a text-book such as this in hand, there need be no apprehension that the English, pure and undefiled, of Addison may deteriorate in these latter days when everything is accused of deterioration.

COMPLETE GRADED ARITHMETIC, by Mr. George E. Attwood, and published by Messrs. D. C. Heath & Co., Boston, Mass. The teacher who would utilize arithmetic as a power to promote intellectual worth should procure a copy of this work and adopt some of the methods it suggests. With the minimum amount of labor, the results are all but sure to be commensurate with the maximum results of careful explanation.

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**Articles : Original and Selected.**

GRAMMAR.\*

BY MISS M. INGHAM PEEBLES, MONTREAL.

In presenting this subject one is forcibly reminded of the old adage, "There is nothing new under the sun," and Grammar, an old, familiar subject and thought, perhaps, by some to have received sufficient attention in papers, discussions at our yearly conventions has by no means exhausted the general interest, but with never ceasing claims on our attention presents itself, every now and then, to be viewed from the standpoint taken by Meiklejohn, Smith, Morell, Swinton, Mason, Bullion and many others. Under all the different aspects and varied shades of light and meaning, we recognize our trusty, long-tried friend, Grammar. I appear before you to-day in this paper, not even with the recommendation of originality, inasmuch as the method, which I desire to advocate presently, has been before the Convention ere this, and although I am positive that the subject would be abler set before you by those who have done so on former occasions, still it is possible that the additional testimony of one who has experienced the invaluable efficiency of this method will lead to the attainment of this object and of this paper.

Dr. Robins' method in teaching Grammar has, among other valuable recommendations, two, that may be mentioned at this point, viz., simplifying terms and the unification of other

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\* A paper read by Miss Peebles at the last Convention of the Association of Protestant Teachers, held in Montreal.

methods, and it is the desire of the writer and the aim of the present paper that this method should ere long take the form of a text book and then be given a place among the authorized systems of this Province.

The general teaching of this method throughout our schools, I am convinced, would tend to a more intelligent understanding of Grammar and further to a love of the subject which generally does not exist among children. Such were some of the thoughts in my mind when I ventured to bring the matter before the Executive Committee for consideration at this Convention, and to my surprise it seemed to be a recognized axiom of all such committees, that he or she who barely suggests the advisability of certain subjects being treated must be the one to do the treatment. Since this system of teaching Grammar is familiar more or less perfectly to a great number, especially to those who have received training in the McGill Normal School during the past few years, it does not lie within my province to enter into an explanation of this system itself (that, I trust, will be found in the new text-book); rather would I show how teaching English Grammar by this method removes many difficulties which beset the teacher in the duty of explanation and which puzzle the comprehension of the pupil, and to show, as I have mentioned before, how it fosters in those committed to our care a love of their native tongue. This surely is a strong point in its favor, for however much we may admire "la belle française" and desire a thorough acquaintance with its rhythmical cadences, polished sentences and idiomatic phrases, still our sturdy Anglo-Saxon "that has braved the battle and the breeze" should be our first care, and the language which has spoken to us since infancy of home, country and heaven, of love, justice and truth, possesses the power of awakening the innermost fibre of our being to patriotic zeal and loyal devotion. In order to make the meaning and scope of this paper as clear as I possibly can, I have arranged it under several heads, setting forth in order some of the many virtues which I have found this system possessing above others; not that I wish any one to misunderstand me and think that in my strong advocacy and affection for this method, I therefore see no points of recommendation in others; far be it from me; the more text books on a given subject the teacher can become acquainted with the better.

1. The quality this method possesses of being adaptable to the instruction of the lower grades.

As soon as a child begins to learn the parts of speech, by means of the symbols and types, he can be taught to formulate

sentences, with this special recommendation ; an intelligent arrangement of the various parts. In Chart I. the symbols and several types for simple sentences may be seen, and it is difficult to imagine how a child could write sentences for these types unless he intelligently knew that the article, adjective, noun or pronoun in the possessive case, a noun in apposition and phrase must be joined to a noun or its equivalent as subject or the object of a transitive verb or preposition ; that the adverb must be joined to a verb, adjective or other adverb and the other various relations, which are perfectly familiar to all of you.

Every teacher knows how often the making of sentences by younger pupils seems like a perfect farce. The child can go on forming sentences, as : The sun shines, The dog barks, The fire burns, or again, The bright sun shines, The black dog barks, The big fire burns, to an astonishing extent ; but how monotonous they become ! And how much intelligence or ingenuity did the child manifest in elaborating these sentences is a query which sooner or later will beset the teacher. If this system be new to any one present, it is possible that the novel peculiarity of the symbols and types may appear at first sight very puzzling. They would be, if the material on Chart I. were given in a wholesale manner to the child ; but no judicious teacher would follow such a course as that, and allow me to assure you that if the instruction be given gradually, one type being built on a previous one, the mind becomes in no way burdened, but the intelligence awakened.

2. The variety within the grasp of the teacher in using these types.

To have the characteristic of variety is essential for successful teaching in all grades, but especially so with younger pupils. You may call upon your class to make any number of sentences, no two of which will be alike, by writing down on the black-board types similar to those in Chart I. or combinations of them. Or, again, the teacher may write down the various sentences to which the pupils are to assign the corresponding types. Still a third variety, direct the scholars to write on small slips of paper, sentences for some type specified by the teacher ; have these slips changed among the members of the class, so that the slip of any pupil may be far removed from its owner ; then cause the pupils to criticize the sentences.

3. The interest aroused in the pupils by this variety mentioned in Point 2.

Interest, of course, necessarily follows from well directed variety and a teacher of many resources ; one who prevents a

lesson becoming monotonous will be sure to give instruction of incalculable value. Interest is akin to love, and the bright eyes and glowing faces which invariably appear when a lesson is conducted by this method prove with striking effect that the subject, be it called Grammar, Analysis, or Composition, is decidedly loved by the pupils.

As the use of the symbols and types enters more distinctly into a lesson in Analysis than into one in Grammar, it justifies to an extent a remark made by one of my own pupils last year, given with all the effusion of girlish enthusiasm: "Oh! I love Analysis, but I hate Grammar."

4. Making sentences by this method induces the children to use language of their own creation, not as is so often the case, following the beaten track of a previous model. If in the course of our system of instruction we are enabled to cultivate a spirit of independence of speech in our pupils, we have made great strides towards the education of that child.

5. The avoidance of grammatical terms, the tendency of which is to puzzle the pupil, and for which the various authors of English Grammar give conflicting definitions.

This quality is especially noticeable when we pass to the instruction of higher grades; when the pupil is called upon to form sentences containing several predicates or consisting of several members, dependent and independent. An example will better explain my meaning,—how often it is difficult to determine if a sentence is Compound or Complex. Take the sentence, "The wicked flee when no man pursueth, but the righteous are as bold as a lion." Bullion considers *that* a Compound Sentence, because it consists of "single sentences, united to express several related propositions." He makes a distinction between single and simple sentences, calling, "I shall go if the sun shines" a single sentence, because it contains one proposition. But to return to my first sentence, "The wicked flee, etc.," Meiklejohn says a Compound Sentence consists of two or more simple sentences packed into one.

Undoubtedly by him our example cannot be a Compound Sentence, neither does it by him fulfil the conditions of a Complex Sentence, which should contain, as he says, one principal sentence and one or more subordinate sentences. Note, that all these members, dependent or independent, and the union of them, also, are all styled sentences. True, Meiklejohn makes a note to the effect "that subordinate sentences are sometimes called clauses," but the distinction does not extend further than the note, and it seems to me that the independent mem-

ber of a complex sentence should be called a clause of that sentence just as much as the dependent member. It may be advanced here, with a certain amount of propriety, that the teacher is not expected to instruct the pupils in several Grammars, but to follow one of the authorized text-books and to stand or fall by what the author of that book is pleased to decide. That course of action may suit a few, but it will not be agreeable to the teacher who desires the members of the class to inquire into the "why and the wherefore" of the subject presented, and, further, to such a teacher the aim is not so much to follow the system of an authorized text-book as it is to grapple with the same question presented in a different light perchance by some other author. Such teaching "gains in honor, in grace, in all true magnificence, by its regard to things that are to come." If time permitted, additional examples might be given to illustrate the difficulties mentioned, but sufficient, I think, has been said to justify me in asserting that in following this method the structure of sentences is made much clearer to the pupil, and the teacher has not every now and then the unpleasant task of explaining examples which he knows perfectly well do not fulfil the conditions of a definition previously learned by the class.

## CHART I.

| SYMBOLS. |                       | TYPES.                           |
|----------|-----------------------|----------------------------------|
| n        | noun.                 | I. n                             |
| n—n      | " in apposition.      | Birds fly.                       |
| n'       | " " possessive case.  | v                                |
| n"       | " " objective "       | II. n <sub>a</sub> <sup>ar</sup> |
| np       | pronoun.              | The large bird does              |
| n'p      | " in poss. case.      | not fly.                         |
| n"p"     | " " obj. "            | vn                               |
| v        | verb.                 | III. np                          |
| vc       | " of command.         | He strikes it.                   |
| vq       | " interrogative.      | v—n"p"                           |
| vn       | " negative.           | IV. (np)                         |
| vp       | participial adj.      | Come here.                       |
| vg       | gerund.               | vc—d                             |
| vi       | verb infinitive.      | V. n—n—ar                        |
| ( )      | something understood. |                                  |
| p        | preposition.          | vq—n"                            |
| pn"      | " and a noun.         | Does Smith the baker sell        |
| pn" p"   | " " " pronoun.        | bread ?                          |

| SYMBOLS. |            | TYPES. |                                      |
|----------|------------|--------|--------------------------------------|
| a        | adjective. | VI.    | n <sup>ar</sup> <sub>pn</sub>        |
| d        | adverb.    |        |                                      |
| ar       | article.   |        | v attributive.                       |
|          |            |        |                                      |
|          |            |        | n                                    |
|          |            |        | The Queen of England is<br>Victoria. |
|          |            | VII.   | vg vi                                |
|          |            |        |                                      |
|          |            |        | v v                                  |
|          |            |        |                                      |
|          |            |        | vg vi                                |
|          |            |        | Seeing is believing.                 |
|          |            |        | or                                   |
|          |            |        | To see is to believe.                |
|          |            |        | (and so forth.)                      |
|          |            |        | [To be concluded next month.]        |

### Editorial Notes and Comments.

In a late issue we had something to say about the *furor* to be found in many of our communities over athleticism, and the encouragement which our young men are receiving from the public press to excel in what ought only to be a pastime. The following sensible remarks from one of our most sensible journals, as an introduction to the advice lately given by the Rev. Dr. McCosh, ex-president of Princeton College, are well worthy the consideration of our college authorities in Canada. "Athletics," says the *Scottish American Journal*, "have attained such a prominence at most colleges in this country, that the professors generally perceive that steps must be taken to restrain indulgence by the students within due bounds. Success in an inter-collegiate or other match has become a greater object of the students than winning a first prize, or even graduation. So great an interest is taken in the match, both by the students who actively participate and those who are merely onlookers, that study generally is neglected. While the colleges may be turning out young men with fine physical frames, it is noticed that they have ill-plenished heads and are ill-fitted for the business of life. That is evil enough, without taking into account the gambling and other bad practices so often indulged in. The evil has become so rampant that



several principals and professors of colleges have been obliged to take cognizance of it, who otherwise would no doubt, like their brethren in the Old Country, rightly consider that it was a matter beyond their proper province and might well be left to the students themselves. In his last report President Elliot of Harvard strongly condemns the undue indulgence in athletics there, and our countryman, the venerable Dr. McCosh, ex-president of Princeton College, has been giving his views of the subject. The Doctor is of opinion that, kept in their proper place, athletics at college are a good thing. While he agrees with Dr. Elliot in thinking that students ought to be restrained, 'as far as is consistent with their perfect liberty,' he does not think he has taken the wisest course, and so does not agree with him altogether. The evil of athletics, Dr. McCosh considers, is that one student in ten neglects his studies in order to give too much attention to his bodily exercise, and most of the other nine neglect such exercise. What is needed, he says, is something to make all the students get exercise enough, and not more than enough. At present the strongest men, who need physical development least, get the most, while the weak ones, who need it most, get none.

—In order to regulate due indulgence in athletics at colleges, and to correct all the existing evils, Dr. McCosh suggests that a convention of representatives of all the colleges should be called for the purpose of framing and agreeing upon uniform rules. Formerly, on three different occasions, the Doctor called such a convention, but the proposal fell through because two of the colleges refused to take part. He, however, is still of opinion that it is the proper course to adopt, and he thinks that there is sufficient wisdom in all the colleges to make the necessary rules. Dr. McCosh is also of opinion that each college should have a perpetual body of men to superintend the department of outdoor sports, to restrain excesses, and to encourage liberty and activity among all the students. This body, he thinks, should consist of the President of the college and two or three of the faculty; and he would not object to the students themselves having one or two representatives on it. He does not care to lay down any code of rules as to football, or any other game, in advance of the action of the proposed convention; but he has no hesitation in saying that some of the games are too rough as now played, and that no outrageous play or neglect of study should be allowed. He is further of opinion that professional students should be excluded from inter-collegiate contests, but which, he thinks, cannot be

confined to college towns as proposed. All that, however, he says, had better be left to the convention to consider and settle."

—In our school work the place of physical culture also requires to be specially defined. Such culture ought not to take rank with the subjects of the curriculum. It is to be considered more as a means to an end—the end being the improvement of the discipline within. With a few physical exercises and half-a-dozen national songs or movement rhymes, the teacher will find the task of governing an ordinary school by having regulated amusement between times, much easier than it is under the hard and fast plan, with the frown of the rules and regulations against the outcome of child-*ennui* ever present. If there be a gymnasium attached to the school it ought never to be put in rivalry with the school-room, but used as an adjunct to improve the order and attention of the pupils when present in the school-room, as well as the order of gathering together and dismissing.

—The following from President Harper, of the new Chicago University, cannot but startle some of our old university men. "Until the founding of Johns Hopkins University," he says in his late inaugural address, "there was but one type of college in America. No institution doing real university work existed. With the establishment of the University of Chicago another type, it is believed, has been introduced, differing essentially from the college of the historic character and just as essentially from the type of the Johns Hopkins. Why a century or more should have passed with no effort other than to duplicate efforts already made, it is difficult to understand. The field for experiment in educational work is as vast as any that may present itself in other departments of activity. If only those who experiment will be quick to discard that which shows itself to be wrong, the cause of education has nothing to fear from experiment. No one can fail to see that our institutions of learning are as much trammelled by traditions embodying ideas which have been dead for decades, as the Church is trammelled by dogmas of which the real meaning has been forgotten."

—The question of the school undermining the health of the rising generation has lately been discussed by Stanley Hall, who says, (whether in fun or in earnest we cannot say):—"The modern school is now the most widely extended institution the world has ever seen, and it was never so fast-extending as at present. North Africa, New Zealand, Egypt, Finland, and many, till lately, barbarous lands, under the present colonial

policies, have developed elaborate school systems. The juvenile world now goes to school and has its brain titillated and tatoored, and we have entirely forgotten that men have been not only good citizens but great, who were in idyllic ignorance of even the belauded invention of Cadmus. Now, if this tremendous school engine, in which everybody believes now with a catholic consensus of belief perhaps never before attained, is in the least degree tending to deteriorate mankind physically, it is bad. Knowledge bought at the expense of health, which is wholeness or holiness itself in its higher aspect, is not worth what it costs. Health conditions all the highest joys of life, means full maturity, national prosperity. May we not reverently ask, what shall it profit a child if he gain the whole world of knowledge and lose his health, or what shall he give in exchange for his health? That this is coming to be felt is seen in the rapidly growing systems of school excursions, school baths, school gardens, school lunches, provisions for gymnastics of the various schools, medical inspection, school polyclinic, all of which have lately been repeatedly prescribed and officially normalized.

—There was never a system of school organization against which there could not be raised a ready argument. Mr. A. W. Rankin, in the *Wisconsin School Journal*, has found something to urge against the graded school, and this is it:—"One evil resulting from our graded system is the exclusive association in school work of children of the same age. A shrewd man once told me that he wanted his children always to be in the lower of the two classes in a room. The younger children of a family generally develop more rapidly than does the oldest one. There is somewhat of ambition in the mind of a child, which makes him emulous of accomplishing the work of those next him in age or strength. I have noticed that a high school is more likely to get pupils of the eighth grade if the two departments sit in one room. Do you not remember how the little ones in the country school determine to stick to school long enough to find out what their big brothers could see in X and Y, in circles, squares or parallels? When our modern city eight-year-old is kept busy with shoe pegs, the old time boy might be listening to find out what became of Washington after he started out with Braddock. (Of course, you say, he might, and again he might be causing as much disaster to the recitation as the Indians brought to the expedition.) Xenophon tells us that one of the excellencies of the ancient system of education among the Persians was that of allowing the young pupil to

spend a portion of each day in the presence of his elders, learning of them lessons of wisdom, and being by their achievements incited to heroic deeds." Would Mr. Rankin undertake to tell us how much evil counsel the little folks escape in not associating with their seniors?

—"I don't want to be lifted," said a young teacher, lifting her nose very high at the suggestion that a certain article in an educational paper would do her good. This is not true. There is no human being of average intelligence and morality that doesn't want to lift and be lifted. This very teacher is known to have little ways of her own by which she attempts to lift her children to better forms of behavior. If she will turn her eyes in the right direction, and accept the help and inspiration Heaven sends her, she will become a lifting teacher; but while she even thinks she 'doesn't want to be lifted,' her efforts to lift will avail very, very much less than they ought to." So says the *School Journal*, of New York.

—"After all that has been done, and well done, no one but a most wilful optimist can be blind to the lamentable defects of our schools. The censure for these defects usually falls upon teachers, but does not primarily belong there. *Teaching* acquires insight into and sympathy with child-life, a condition spontaneous in but few adults, requiring in most laborious and sustained effort to gain and to maintain it; and a constant effort to advance in scholastic and professional attainments to escape slipping back into the abyss of slothful indifference. *Teaching* is, of all the professions, the most useful for the public welfare, as it is one of the most laborious and skilled, and should be paid according to its deserts. *Recitation-hearing*, however, is one of the easiest, least skilled, and most useless of all occupations. In this field, as in others, the public gets the kind of work it pays for. The wages of the rank and file of public-school teachers average less than those of skilled mechanics. As long as the public continues to pay for *recitation-hearing*, it will not get much *teaching*; for educational missionaries to work without the ordinary inducements are too few to supply the demand, and will probably continue so until the millennium." Are there any sensible people who will not agree with the above, which comes from one of our most prominent educationists?

—Under the caption of "Turn the Rascals Out," an American schoolmaster mourns the deterioration of our country boys, alleging that they are seldom to be found in our schools nowadays, and that they "have no ambition beyond a life of 'plod-

ding,' diversified by that recreation known in rustic parlance as *sparkling*. The energy of their sisters presents a striking contrast. The girls, we are told, 'hustle around,' going from high school to normal institute, preparatory to entering the public school service. All honor to the enterprising girls. Our admiration for this earnestness of purpose is not lessened upon finding that the 'book-learned women' rather scoff at the advances of ineligible suitors, actually 'laughing at their simpleness,' and coldly rejecting the heart and hand backed by a monthly income of 'twelve dollars.' But this state of things appals the 'Village Schoolmaster.' He argues from the degeneracy of the boys and the independence of the girls that 'the women of the next generation will be the leaders.' Such a reversal of nature's divine law appears to him especially calamitous, because 'some one has said that the males of a race constitute the race,'—a startling discovery in natural history. It is fortunate that the 'Village Schoolmaster' is able not only to point out the exact cause of a distressing social condition, but to unhesitatingly prescribe the remedy; else we will be in a sad plight, and the precious 'race' threatened with extinction. Happily, this catastrophe may be averted. Since it must be obvious to any one not hopelessly imbecile that the enervation of the youth is due to the exclusively feminine influences of the schoolroom, it only needs a change from women to men teacher, our schoolmaster assures us, to turn the tide of ruin and restore our young manhood to intellectual and moral activity. In support of his ingenious theory, the 'Village Schoolmaster' tells us that 'boys who study under male teachers have a more manly walk and a more manly and broader way of looking at truth,' which modest proposition may possibly require demonstration. 'Some school boards will not employ lady principals. and this is right. Our schools should be dominated by men,' and so on, for two pages. This unique article concludes with an appeal to some indefinite party to 'save' the boys by 'surrounding them with what they crave—strength and manliness in a teacher.' Now, we all know the high grade of 'strength and manliness' wandering around, knocking at the doors of country schools. It is hoped, then, that those entrusted with our educational interests will lose no time in securing enough of such talent, at the regulation price of \$40 per month, to 'save' the rising generation from the evils of petticoat government. Nature, it seems, has made a mistake in giving the care of children to women. This is a blunder that must be rectified without delay, and at any cost. Let our

spirited schoolmarns realize the harm they are doing, in dwarfing the intellects of their pupils, and we feel sure they will not wait for public sentiment to demand their removal, but will gladly resign in favor of 'strength and manliness.' It is singular, by the way, that the pernicious effects of their teaching should be purely local, confined, seemingly, to a comparatively small area. Many of our women are making brilliant records in school work, the strength and manliness of our section being largely engaged at present in farming and in clearing timber land. Perhaps the ill wind of disapproval that sweeps others from their fairly-won chairs may bring them compensating honors in wider fields of usefulness.

In reading the above, the responsible person, who, as may be seen, is not a little sarcastic, must be identified as one of the ladies who knows her duty, and, in doing it, frowns upon all odious comparisons between the sexes in their qualifications as teachers. If the boys are neglecting their education at present, the mothers of the future will not be likely to allow their children to follow their fathers' example, and thus the law of compensation may come to the rescue of the race as it does the "chores," and at the same time makes the most of this world of growing intelligence.

### **Current Events.**

—The Manitoba School case has lost its prominence in the School Case of the North-West Territories. The "key" of the situation is said to rest with Premier Haultain, and he is said to be a man as likely to err under the stress of political weathering as the Supreme Court of Canada itself.

—There is surely a lesson to be learned in our schools from the story of the late Dr. Douglas's life as lately told by his brother, Mr. James Douglas of Minneapolis. The father of the late orator was a man of good position and good descent in Scotland. He was owner of the Ashkirk Mills and other milling interests in Scotland and traced his descent in a direct line from Douglas, the head of the clan. A series of commercial misfortunes overwhelmed him, and he came to Canada in 1831, preceding his family one year. In Canada he took employment of a clerical character, and was afterwards for some years employed as clerk in the customs. The late Dr. Douglas was in his seventh year when he came to Canada and Montreal, and with his brothers immediately commenced to attend the British and Canadian school, then under Mr. Minshall, a gentleman of high attain-

ments. Here he commenced the study of special subjects and was certainly better informed than the average boy when he left the school. He afterwards was instructed in the rudiments of Latin by the Rev. Dr. Black of Laprairie, and was proficient in algebra and to a large extent in geometry. As a draughtsman and artist, too, his attainments were by no means small, and in geometrical drawing he excelled. But George Douglas was ever extremely diffident and self-depreciatory, and his attitude towards his early life in this regard often conveyed an extreme impression. "Those who have assumed because of his later appearance that George Douglas was not a prepossessing lad are very much mistaken," says Mr. Douglas; "he was indeed unusually good-looking, both as a boy and young man." George Douglas never intended to be a blacksmith, but an engineer, working through the various grades from the lowest to the highest with all his well-known thoroughness; but his conversion turned his thoughts to the ministry. It has been said that he studied medicine before becoming a minister, but that is not so. After he left Bermuda suffering from fever and hemorrhage, and not expected to reach New York alive, he came to Montreal, and it was in the interim of that time and resumption of the ministry that he made no small progress in medicine and surgery, attending clinics, dissecting classes, etc. It speaks volumes for the pluck of the man that all this time he was very ill; when he got a little better he resumed his active ministerial work. Dr. Douglas's correspondence was vast and his interests wide, and by means of Mrs. Douglas and his daughters' eyes and voices he kept in touch with the various interests of his time. All through his life he was one of the poor, always ranging himself by their side; they had his sympathy and among them were to be found his dearest friends. In this he was heartily in accord with his wife. "I consider him," says Mr. Douglas, "the most wonderful man of whom I have heard or read. Thirty years ago Dr. Brown-Sequard, the eminent London specialist, the first doctor who correctly diagnosed his disease, gave him five years to live at the outside. Yet for those many years he has been living on, sightless and without feeling of any kind in his extremities, neither hands nor feet. A part only of what he was and what he has done was known to the world, but that part has made him one of the best and most honored men of his generation."

—At the last meeting of the Canadian National Society of Montreal, Mr. J. R. Dougall laid before the society a design for a Canadian flag, the present one, overloaded as it is with per-

plexing heraldry, having for various obvious reasons entirely failed to evoke national enthusiasm. A device for a flag should be one easily made, easily discerned at a distance, and one about which national sentiment could cling. Mr. Dougall discussed the rival merits of the beaver and the maple leaf as a device for the flag. With great respect for the beaver, he preferred the maple leaf, and had reason to believe that the preference would be general. He explained why the maple leaf would need to be in yellow.

—The Rev. R. D. Mills, M.A., of Cowansville, has sent in his resignation, which was accepted. He has started for Berthier, where he has accepted the dual position of rector and principal of the school. The following resolution was passed at the vestry meeting: "That this united vestry desires to place on record its appreciation of the faithful and efficient manner in which the Rev. R. D. Mills had discharged his duties as rector of this parish."

—*La Minerve*, referring to the action of the Dominion Government in refusing to disallow the North-West Territories Ordinance relating to separate schools, denies that the new law does away with any separate schools now in existence. These continue to exist as in the past. The Catholics, it says, claim that they are not given justice in the composition of the Council of Public Instruction. It hopes that the authorities there will take into consideration the pressing representations of the Federal authorities and see that justice is done.

—The new engineering laboratory of the Heavilon hall of Purdue University, just completed, has been destroyed by fire. The fire was started by escaping natural gas exploding in the boiler room. A second explosion of air-accumulated gas blew out the south wall of the machine shop and the room adjoining, which was in the south-east corner of the building. The facilities for fighting the fire were poor and the flames spread to the other shops and main building, which were all destroyed. Only the wood shop was saved. The building cost \$100,000 and contained apparatus valued at \$80,000, all of which is a total loss. The insurance is believed to be light. The disaster will seriously interfere with the school work, and be a severe though temporary blow to the university, as new facilities were greatly needed.

—Dunham Ladies' College will re-open next September. This institution, after a great deal of self-denying effort on the part of the committee appointed at the last Synod to undertake the collection of funds, has now been placed upon a satisfactory



financial basis, and the strong hope is expressed that this college will now do a good work. The building is charmingly situated. From every point the eye looks upon inspiring landscapes. There are lawns and tennis courts and orchards, and the whole environment has a home-like feeling about it. It has been a complaint that Protestant education for young ladies is so dear that parents have to resort to the convent. The corporation intend to remove this by offering the young ladies tuition, which includes academy diploma, and leads up to the university, board, washing, and all home comforts, for the sum of \$15 per month. Music and painting will be a little extra, just enough to cover the expense of the additional teachers. The Principal has not yet been decided on, but, as the Rev. Mr. Bourne, rector of Dunham, has said, he will be a clergyman, whom they intend to appoint about June, thus giving him time to make effort to obtain pupils. Young ladies will receive a first-class education, with the advantage of religious teaching, and the Christian influences of a clergyman and his wife. The religious teaching will be of such a character that any Protestant can accept, being confined to the fundamental truths of the faith. Mr. Bourne thinks that with the advantages of situation, the excellence of the teaching contemplated, and the Christian influence of the place, Dunham Ladies' College should now enter upon an era of great prosperity and become the favorite institution of the daughters of the Church.

—The question "has higher education a tendency to alienate men from the masses," came up for discussion at the Montreal Presbyterian College lately, in which the leader of the affirmative argued as follows:—He commenced by defining higher education. It was "the pursuit of advanced branches of study in an intellectual way according to scientific and philosophic principles." He did not speak of ideal higher education but of the higher education as it actually existed, when he argued that it had an alienating tendency. Further, he did not mean to say that higher education caused a man to be diametrically opposed to the masses. Alienation simply meant a feeling of intellectual superiority on the part of those who had been educated, and a feeling of intellectual inferiority on the part of those who had not. That was all. He proceeded to point out how in all times there had been a gulf between the learned and the unlearned. Society in ancient Athens had been divided between *hoi polloi*, "the many," *hoi charientes*, "the educated." Aristotle had said that only a portion of mankind possessed a rational soul; the others had merely a higher kind of animal

soul and were only fit for slavery. Horace, again, in ancient Rome, had "loathed the vulgar crowd." In India the Brahmins, on account of their superior education, were completely cut off from the other three castes, the merchants, the farmers and the slaves. In Germany, the speaker contended, there was ample evidence in support of his case. There was there a wide breach between higher education and Christianity. Higher education in Germany tended toward cold rationalism, materialism and infidelity. All this, Mr. Cooper contended was true of the higher education of to-day; but he looked forward to the ideal higher education which would carry no evils in its train, which would be, as it should be, a means to an end, not an end in itself.

—The leader of the negative side of the question said by way of reply that the fact that they were met there, in the hall of an institution devoted to the advancement of higher branches of education, to discuss a question of such vital interest to the masses was enough to provide a negative answer to the resolution. They should not look at specific cases of abuse and misuse; they should look at the inner tendency and the inner nature of the subject. It was the abuse of higher education that alienated men from the masses. That was the case in India and Germany, and elsewhere. Higher education, after all, had for its aim to enable a man to answer these three questions: "What can I do; what ought I to do, and what must I do?" A man who knew his limitations and his powers might be said to be on the way to a high education. Higher education could not be divorced from religion. The growing tree was in vital union with earth, air and sun; the stunted, withered plant was separated from all three. So a man whose powers were being developed, was brought into contact with his fellowmen, and he whose faculties were stunted and dormant was separated from them. The study of literature, ancient and modern, brought a man into contact with the hopes and the fears and the aspirations of the past and the present. The master-pieces of art were those that depicted the homely scenes of common life. Local, sectional and racial prejudices had always flourished most among the ignorant. The spread of higher education tended to make clearer every day the principle of the brotherhood of mankind. Higher education was a preparation for service, and, therefore, not unselfish. As clergymen and in the lay professions men were brought into intimate contact with their brethren. Politicians, too, were seized with a burning zeal for the masses, especially at election times. (Laughter.) It was a mistake to assume, as

the speaker on the opposite side had assumed, that the representatives of higher education were very learned and the masses densely ignorant. Mr. McKenzie appealed to any undergraduate there—to this conscience. (Laughter.) He also pointed out that the connecting links between the various stages of education were very close. The common school was the daughter of the University.

—Rev. Father McGlynn, in an interview not long ago, insisted that he had not retracted one word of his opinions on parochial schools, which led to ecclesiastical censure being placed on himself. Now he goes still further, and declares that it is not the province of priests, monks and other ecclesiastics to teach anything but religion. The public schools, when properly conducted, are all that could be desired. Parochial schools are improper, for reason that the children who attend them are isolated in a manner. Religion should be taught only in churches, Sunday-schools and at the mother's knee.

—Among those lately honoured by the *Schoolmaster* in its notices are Dr. Forsyth and James Paterson, Esq., of Edinburgh. Of the latter that paper says:—Mr. James Paterson, South Bridge Public School, is a native of Kilkerran, Ayrshire. He served as a pupil teacher in the Milton School, Glasgow, moving into the Glasgow E. C. Training College in 1864-65. For two years subsequently he served as second master in the Gorbals Youths' School, being then promoted to the headmastership of the Carron Company's School, Carron. Here he worked for twelve and a half years, being appointed in 1880 by the Edinburgh School Board head master of the North Canongate School. In 1886, Mr. Paterson was transferred to his present school. He has been chairman of the Stirling and Edinburgh branches of the Institute, and is at present a member of several special committees of the Institute.

—The sale of the old British and Canadian school property, corner of Cotte and Lagauchetiere streets, to Messrs. S. H. & A. S. Ewing, spice manufacturers, is reported. J. Cradock Simpson & Company were the agents, and the price realized is understood to be somewhere in the neighborhood of \$20,000. The purchasers are to obtain possession on the first of May. This was the oldest school building in Montreal, having been designed by the architect of Notre Dame Church.

—The need of a Union Club for the McGill boys is being felt every day, and it seems that in another year such an institution will be inaugurated.

### Literature, Historical Notes, etc.

—Of the old schoolmasters of the northern section of our Province, two familiar personalities have passed away within the school year. Mr. Scott, of Pontiac County, has passed away after a lifetime spent in school work in the neighborhood of Shawville and Coulonge, as has also Mr. Gosselin, whose name was familiar to everybody in the same neighborhood. The *Educational Record* has at times been able to give the experiences of the latter, and now that his familiar form has disappeared, those who have heard of him, as one of our oldest schoolmasters, may be interested in reading the last words he ever wrote. The following brief sketch of his life, as the *Pontiac Advance* remarks, is published in compliance with one of his latest requests. "I was born," says the old man, "in Odelltown, near the Province lines, about six miles from Rouse's Point, in the State of New York. My father was one of the pioneer settlers in that part of Canada. In the war between England and the United States, he and his family were turned out of doors, and the family reduced from comparative comfort to absolute poverty. In this state of things I was born June 18, 1821. One of our English poets speaks of Adversity as a stern, rugged nurse. We bore her nursings and teachings as best we could. Books were less abundant then than now. Elementary schools are not now, as a rule, much to brag of,—they were, on the whole, worse then. I cannot recollect when I could not read. I had some ambition. I thought that what others had done, I could do. I was thought clever for a boy. I was known to be safe. The fact that I never broke trust—never neglected an opportunity of doing a good act, stood me in good stead. It gave me friends I would not have got otherwise, and gave me access in libraries that would otherwise have been closed against me. I see now; I did not think of it then. I kept trusts and did good natured acts, because it was natural. I was not in the least a saint. My creed was short: Do no wrong—forgive no injury. How to forgive was the hardest lesson I ever learned. As for other things, I was like other boys. I did not know that I had a stomach. My fists could take care of my face. I could climb, run, row or ride. Thus I grew up—an omniverous reader and hard student. Before I was out of my teens, I began to teach. Taught two or three years at home—got to be known in a way—went to the Townships—taught first in rural districts, then got into the villages. Thirty-six years ago the late Mr. Egan

induced the people here to start a school in which a better system could be introduced and teachers trained. The trustees wrote to Bishop Fulford, asking him to recommend a fit person. He and Dr. Bond (now Bishop) recommended me. The greater part of my life since has been spent here. Of it I will say nothing. What I have done is well known. I never saw mural map, globes, blackboard in a school until I used them myself, and I was the first to use them in this country. As to religious influences, I was under Methodist influence, and Methodist till 1843, I knew nothing of any other (that is my own experience). Circumstances not necessary to tell (only that it was malignant misrepresentation by persons long since forgiven and long since dead) led me to leave the Methodists. My feelings are now, and have ever been, as kindly as they were when I was pressed to enter the ministry,—I was thus pressed. Thank God, I have many friends among them and other dissenting bodies.

“ I come now to speak of a thing which has for some years been a matter of grateful thought. The prospect before me was gloomy. I was hopelessly in arrears as to the pension fund. I told my fear to none but God. That was enough. Some seven years ago (I cannot remember the date), the Revds. Wm. Naylor, A. Grier, C. Boyd, J. Newnham, Robert Lindsay, David Lindsay, John Ker and C. Rogers, met at Synod, in Montreal, and considered my case. They enlisted the services of some members of Parliament (Wm. J. Poupore and Mr. Owens are the only ones whose names I know), of Rev. Mr. Rexford and others, brought a powerful pressure on the Department, raised the necessary funds and secured my pension. It was done before I knew it. When told, I could only say, ‘ I have been studying words for many years, and thought I knew something of them, but now I have none.’ Mr. Naylor’s kind answer was, ‘ Words are not needed.’

“ Were I to name all my friends to whom I am under obligation, I should name half the people in Litchfield, Clarendon, Thorne, Leslie, Bristol and Onslow. An old man’s blessing will do them no harm, and I refer them to Numbers vi., 4, 24-26, and 1st Thess. v., 23. And those friends are among clergy and laity of all the Protestant denominations, and Catholics also.

“ I was urged by the Rev. Dr. Carroll and others to write a volume of recollections and began to prepare it. Giving my leisure for some months to teaching a teacher, made me give it up, and it will not likely be written. I have written this with wet eyes. God bless you, dear friends. Farewell !”

THE NICKNAMES OF KINGS.—Kings have always been more or less peculiar, and, being such prominent folk, have had their little ways noted by everybody. They may have been no wiser or braver or worse than ordinary people, but, being kings, they have been regarded in a different light. These royal peculiarities are noted in a curious way by history, and one can get a good idea of what the various kings have been like by studying the nicknames given to them.

Once upon a time there were four kings named Boleslas, who reigned over Poland at different times, and, although no one might care to study the history of Poland to find out about them, history sums up in a word the characteristics of each. The first was the "Lion-Hearted," like the famous English Richard; the second was the "Intrepid;" while the third and fourth were entirely different men, being the "Wry-mouthed" and the "Curled;" and there you have an idea of the four Polish Boleslases. To further learn what other varieties of kings ruled Poland in bygone days, one need but run over the list and find the "Pacific," the "Careless," the "Just," the "White," the "Black," and the "Short."

France has had a most wonderful assortment of kings. One has been the "Little," and another the "Bold." One was the "Stammerer," another the "Simple," while a third and fourth were "Indolent" and "Fair." Another was "Saint Louis," and another was "Huntin," meaning "headstrong or mutinous." Another king was the "Long," while his successors were "Handsome," "Fortunate," "Good," "Wise," "Beloved," and "Affable." France must surely have been on the top then, and have progressed further when two kings were respectively called the "Father of his People," and the "Father of Letters."

Denmark has had a most curious array of sovereigns—the "Blue-tooth," "Forked Beard," "Simple," "Hungry," "Hare-foot," "Lamb," "Pious," and "Cruel," being among the number. This latter, who was Christian the Second, belied his real name by gaining the additional title of the "Nero of the North." There was probably little happiness in Denmark when he sat upon the throne.

Some of the early Kings of France already mentioned ruled over Germany at one time when there was no division, but when there was a separate German nation the rulers gained many curious titles. "Fat" was one and "Blind" another. Also the "Child," and "Fowler." Then "Blood," "Red," "Black," "Superb," and "Sharp," while one king is particularly described as the "Holy and Lame."

The rulers of the provinces that now make up Spain had a number of kings called "Great" and "Catholic." Then they also had the "Monk" and "Gouty," and included others who were "Infirm," "Bad," "Noble," "Strong," "Valiant," "Gracious," "Sickly," "Impotent," "Beneficent," and "Ceremonious." Ferdinand III., of Leon and Castile, was the "Saint and Holy."

Hungary has her rulers described as "Saint," "German," "Thunder," "Venetian," "Great," and a "King" Mary, who was probably the only woman who had ever a like title. Over Portugal reigned the "Fat," "Idle," "African," and "Great and Perfect."

—The Canadian *Week* says lately: "We confess that, as we understand it, we do believe in the new education. It may yet fall far short in its principles and methods of an ideal standard, but it certainly is better than the old. We understand, for instance, that it aims to substitute intellectual for mechanical processes in the school; to appeal to the natural love of discovery and delight in mental activity, rather than to the fear of the rod, or even the hope of reward, as incentives to effort; to replace dogmatism with induction. For instance, in the old school-house which fills so large a place in the memories of most of us, the text-book in arithmetic was put into our hands, and we were told to first learn the rules, and then follow them in the solution of the examples. If any principles were enunciated we were expected to accept them on authority. In no case, so far as we can remember, were we permitted to taste the delight of discovery. The New Education, as we understand it, requires the teacher to throw aside the text-book at the outset upon a new voyage of discovery; to state the problem in a form suited to the capacity of the learner; and to leave him to reason out the solution with just the minimum of help necessary to save him from failure. His stimulus is his innate love of discovery and his natural delight in the exercise of mental power. His reward is the consciousness of power successfully applied. A further educational gain is the certainty that what he has once done he can do again, that he has acquired a knowledge as well as developed a strength which he cannot lose through any failure of memory. Then he is led on step by step from the particular to the general. The essential element in the variety of individual cases is discovered, and a broad principle established. By a similar method applied to the analysis of a few familiar sentences, the general laws of grammar—that *bête noire* of the old-

time school-boy—are deduced, and the pupil is delighted to find that the structure of language is not only intelligible and comparatively simple, but that, give him time enough, he could by the same analytic process construct a grammar for himself. No one who knows the joy which the youthful mind feels in independent discovery and in the sense of power successfully applied can doubt which is the natural and true method in education. The New Education, thus understood, has shared the common fate of successful innovations. It has been, to use a current expression, “run into the ground.” It has been made the pack-horse for a thousand trivialities, the sponsor for all kinds of absurdities. Even now it is daily associated in educational papers and school-room exercises with needless simplifications, and endless repetitions, and wearisome mannerisms, until it is no wonder that educators become disgusted with the whole business, and are tempted to commit the injustice of fathering the whole brood of absurdities upon the grand educational method in whose name these absurdities flourish. We could easily fill a page with amusing illustrations, but the length to which we have already run compels us to spare the reader.

### **Practical Hints and Examination Papers.**

Many unique primer methods have been devised in Europe to modify or reform the spelling methods, beginning as early as 1534 with Ickelsamer's device of placing the picture of an animal, its printed name, and the letter whose sound was most like the animal's voice or cry, in parallel columns. Against the picture of a dog, *e.g.*, was placed the “growling” *r*. Against a bird, the “twittering” *z*; with a lamb, *a*, etc. The children must analyze the words phonetically, and before they saw them draw the sounds upon the board. The later, but more widely current, method of associating *a* with apple, *b* with boy, etc., was supplemented by utilizing the lingering final sound, and teaching *b* with tub, *t* with rat, etc. Another interjectional-imitative method, suggested by Neuman in 1832, and lately modified and psychologically defended by Oehlwein, places beside the letter *m* a cow just beginning to low; with *r*, a rapidly-moving post-waggon and the winding of a clock are pictured; with *a*, a crying baby and a crow; with *o*, a falling snow man, and the children exclaiming, Oh! with *f*, a smith at his bellows, the sound of which the children may imitate; with *sch*, children driving away hens, etc. By another method, red letters were printed on blackboard and slate, to be exactly covered by the children's chalk and pencil.—*G. Stanley Hall.*



**Correspondence, etc.**

To the Editor of the EDUCATIONAL RECORD :

DEAR MR. EDITOR,—May we teachers of the Province of Quebec learn many things from the language of *La Belle France*. Here is one of them surely, and in the very language itself :

“ DE LA POLITESSE.—Voltaire a dit :

La politesse est à l'esprit  
Ce que la grâce est au visage.

Et La Bruyère ajoute : ‘ Il faut avoir des qualités bien éminentes pour se soutenir sans la politesse.’

La politesse renferme toutes les vertus sociales ; elle est de rigueur dans les relations de sociétés, d'affaires, dans tous les rapports de la vie. Sans elle toute communication permanente avec nos semblables devient impossible. C'est elle qui adoucit les mœurs, empêche les querelles de naître, calme souvent les irritations et les haines en les forçant à se contraindre, à s'étouffer ; c'est elle qui nous fait aimer de nos supérieurs et respecter de nos inférieurs.

Elle simule la bienveillance lorsque cette qualité, par malheur, nous fait défaut.

La politesse n'est ni une qualité ni une vertu, c'est un talent que nous devons acquérir, et inculquer à ceux qui sont placés sous notre direction.”

Yours, etc.,

A READER OF THE *Record*.

**Official Department.**

DEPARTMENT OF PUBLIC INSTRUCTION,  
QUEBEC, 17th November, 1893.

On which date 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 ; the Hon. Gédéon Ouimet ; Sir William Dawson, C.M.G., LL.D. ; the Venerable Archdeacon Lindsay, M.A. ; George L. Masten, Esq. ; the Rev. W. I. Shaw, LL.D. ; A. Cameron, Esq., M.D. ; Professor A. W. Kneeland, M.A. ; the Rev. A. T. Love, M.A. ; the Right Reverend A. H. Dunn, D.D. ; Samuel Finley, Esq. ; E. J. Hemming, Esq., Q.C., D.C.L. ; the Very Reverend Dean Norman, D.D. ; the Rev. E. I. Rexford, B.A. ; and S. P. Robins, Esq., LL.D.

1. The Chairman announced that Edward Black Greenshields, Esq., B.A., of Montreal, had been appointed by the Government to the Council of Public Instruction, and that Dr. S. P. Robins had been re-elected as a delegate from the Provincial Association of Protestant Teachers of Quebec.

Regrets at inability to be present were read from Dr. Cornish and Messrs. Greenshields and MacArthur.

2. The minutes of the previous meeting were read and accepted.

3. Correspondence submitted by the Secretary :

(a) From several teachers enquiring about the effect of the resolution of the Protestant Committee upon the second-class model and academy diplomas and the holders of them.

Moved by Dr. S. P. Robins, seconded by Professor Kneeland, and resolved : "That the operation of clause A of the 9th paragraph of business passed at the May meeting, 1893, be suspended until Sept. 1, 1895, and that, meanwhile, the clause in question be remitted to the sub-committee that prepared and submitted the report on which this said clause was adopted, with instructions to inquire into the effect of this clause on the privileges and opportunities of holders of second-class diplomas."

(b) From Wm. Brown, Esq., enclosing a petition from the Evangelical Alliance of Quebec, in favor of Bible teaching in the public schools.

Moved by the Lord Bishop of Quebec, seconded by the Rev. Mr. Love, and resolved : "That a respectful answer be sent in reply to the petition from the Evangelical Alliance of Quebec, to the effect that Bible study has always been an important element of the work of the Protestant schools, but that, with a view to a further development of the system of Bible instruction, this very matter has been for many months under consideration, and that we hope after the Protestant Committee's next quarterly meeting to be able to issue new instructions to the Protestant Schools upon the subject."

(c) From B. Bainbridge, Esq., recommending an increase of Inspector Magrath's salary.

The Secretary was instructed to inform Mr. Bainbridge that the matter is still under the consideration of a sub-committee to which the matter has been referred.

The Secretary stated that the number of matriculated students who passed their examinations last year in St. Francis College was six, according to the reports which had been received since the September meeting. In consequence the sum of \$700 granted to this institution as a college, subject to amendment, has been changed to \$590.

Dr. Heneker read a report, on behalf of the sub-committee, on the Marriage License Fund question, when it was moved by Professor Kneeland, and seconded by Mr. Masten, "That the report be received, printed and circulated for the private information of members, and taken up for consideration at the February meeting of the committee." Carried.

Moved by Dr. Hemming, seconded by Archdeacon Lindsay, and resolved, "That the Secretary be requested to furnish a summary digest of the several matters referred to in art. 447 of the School Code, as reported by the several colleges and academies to the Department in virtue of such articles."

The Sub-Committee on Bible Study reported progress and asked leave to sit again.

Moved by the Dean of Quebec, seconded by Dr. Hemming, and resolved, "That the report of the Committee on Bible study be received, and be referred back to the Sub-Committee for further consideration."

Moved by the Lord Bishop of Quebec, seconded by the Reverend A. T. Love, and resolved, "That Mr. Masten's name be added to the Sub-Committee on Bible Study."

The following report was then submitted :

Report of the Sub-Committee on Agriculture, Nov. 17, 1893.

TO THE PROTESTANT COMMITTEE OF THE  
COUNCIL OF PUBLIC INSTRUCTION :

GENTLEMEN,—A meeting of the Sub-Committee on Agriculture in Schools was held in Montreal, on the 8th instant.

The convener, after recalling the business that had been already done and reported to the Protestant Committee, submitted in manuscript a proposed re-issue of the "First Lessons in Scientific Agriculture," prepared by himself in 1864, stating that the general plan of the proposed recension was known to and approved by him.

Dr. Robins, who, at the request of the convener, had prepared the manuscript submitted, explained that the work now before the Sub-Committee, ought to be preceded by a year's experimental instruction in elementary physics and chemistry, guided by a text-book, the manuscript of which was also submitted, following the general plan of the text-book on agriculture. The characteristic features of the work submitted were that principles are as far as possible deduced from actual experiment, and are elucidated and fixed in the mind of the learner by varied arithmetical applications.

After discussion, it was unanimously resolved to recommend (1) That the text-book on Agriculture, now authorized, being out of print, the revision by Dr. Robins, submitted in manuscript, be authorized as a text-book in model schools and academies, and that the Protestant Committee of the Council of Public Instruction purchase for distribution, at a price to be agreed on, 250 copies. (2) That in all model schools and academies one afternoon of each week be devoted to instruction in Natural Science, Agriculture, Physiology and Hygiene, or Handicraft, singly or in combination. (3) That Agriculture be recognized as one of the subjects to be considered in relation to bonuses given for school work. (4) That a part of the equipment bonus be annually set aside to encourage the procuring of apparatus for experimental instruction in Agriculture. (5) That preparation be made for introducing into the syllabus of examinations for model school and academy diplomas, at no distant date, say at the examinations of 1895, Agriculture, and the subjects

preliminary to it. (6) That these resolutions be communicated to the Normal School Committee with a view to bringing the instruction of teachers in training into full harmony with the action of the Protestant Committee. (7) That the Protestant Committee of the Council of Public Instruction seek the aid of the Government of the Province in the appointment of an itinerant lecturer, who may bring the more important teachings of scientific agriculture before pupils and their parents alike, with the aid of such illustrative apparatus and experiments as are beyond the reach of schools and teachers, and that the co-operation of the Honorable the Superintendent of Education be invited in this and other matters in this report. (8) That the Sub-Committee on Agriculture be continued with instructions to prepare and submit a detailed statement of the amount and probable cost of the apparatus needed to carry out the experimental teachings of the text book.

The whole respectfully submitted,

(Signed) J. WILLIAM DAWSON, *Convener*.

Moved by Sir William Dawson, seconded by the Reverend Dr. Shaw, and resolved, "That the report of the Sub-Committee on agricultural education be received, and that the Sub-Committee be continued with power to confer with the Government, the Honorable the Superintendent of Education, and others, in regard to the subject."

The report of the Sub-Committee on Legislation, Prize Books, Salaries of Inspectors, etc., was read, and, on the motion of Sir William Dawson, seconded by the Dean of Quebec, it was received and adopted.

The report stated that on the 16th of November, an interview was had with the Premier and the Treasurer of the Province, and that the following questions were fully discussed :

(1) Provision for a special grant for the contingencies of the Protestant Committee.

(2) Provision for the increase of salary of Mr. Paxman and certain inspectors.

(3) The desirability of augmenting the grant to common schools in order to increase their efficiency.

(4) The prize book matter.

The Very Reverend Dean Norman read the reports of the Sub-Committees on School Specimens and on the employment of time after the June examinations in the superior schools, both of which were received.

Professor Kneeland read the report of the sub-committee on the recommendations contained in the last report of the Inspector of Superior Schools.

The Sub-Committee advised the adoption of number one, as amended below, and of numbers 2, 4, 6 and 7, as below :

(1) That while basing the award for appliances on the aggregate marks beyond a certain figure, no bonus for appliances be paid to any school which takes less than 40 marks in connection with any item of the inspector's report.

(2) That the following be added to the items on which the inspector makes his summary, namely, singing and physical exercises as a means towards an improved discipline.

(4) That academies as well as model schools be classified as of a first and second rank.

(5) That the rules and instructions for the June examinations be put in printed form, for distribution among teachers, commissioners, and deputy examiners.

(7) That a special paper in mental arithmetic, and a design for the drawing paper be prepared for the next examination.

The report was received and adopted.

The Secretary submitted the following financial statement, which was received, examined and found correct.

Financial Statement of the Protestant Committee of the Council of Public Instruction :—

|           |   |                     |            |
|-----------|---|---------------------|------------|
| 1893.     |   | <i>Receipts.</i>    |            |
| Sept. 29. | Balance on hand.....  |                     | \$3,694 80 |
|           |   | <i>Expenditure.</i> |            |
| Sept.     | John Dougall & Son, printing superior education papers..... | \$97 00             |            |
| Oct. 2.   | Secretary's salary.....                                     | 62 50               |            |
|           | Inspector's salary.....                                     | 125 00              |            |
|           | T. J. Moore & Co., Superior Education supplies.....         | 36 90               |            |
|           | Inspector's postal and express charges.....                 | 45 40               |            |
|           | Central Board of Examiners....                              | 250 00              |            |
| Nov. 17.  | Balance on hand as per bank book                            | 3,078 00            |            |
|           |   | \$3,694 80          |            |

Examined and found correct. (Signed), R. W. HENEKER.

[Note.] Contingent Fund debit balance,  
 Nov. 17, 1894..... \$1,286 44  
 Value of office furniture of Inspector of Superior Schools on hand.

Dr. Robins gave notice that, at the next meeting of the Protestant Committee, he will move, seconded by Mr. Finley: "That a Sub-Committee of five members on the distribution of grants to superior schools, of which the Chairman of the Protestant Committee and the representative of the Association of Protestant Teachers of the Province of Quebec shall be ex-officio members, be annually appointed at

the May meeting of the Protestant Committee, to confer with the Inspector of Superior Schools and with the English Secretary of the Department of Public Instruction, and, in view of their reports and of the regulations of the Protestant Committee, to prepare a schedule of distribution and submit it at the September meeting."

The proposed amendments to the School Law, which were submitted by the Department, were read, when it was

Moved by the Reverend Dr. Shaw, seconded by Mr. S. Finley, and resolved: "That in the case of the amendment which proposes to allow girls to be candidates for diplomas at sixteen years of age we strongly recommend that it be so modified as not to apply to candidates appearing before the Protestant Central Board of Examiners."

There being no further business, the meeting adjourned to meet on the last Friday in February, or earlier, on the call of the Chairman.

G. W. PARMELEE,  
*Secretary.*

DEPARTMENT OF PUBLIC INSTRUCTION,  
QUEBEC, 23rd February, 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; Geo. L. Masten, Esq.; the Reverend W. I. Shaw, LL.D.; Professor A. W. Kneeland, M.A.; the Reverend A. T. Love, M.A.; the Right Reverend A. H. Dunn, D.D.; S. Finley, Esq.; E. J. Hemming, Esq., D.C.L., LL.D.; the Very Reverend Dean Norman, D.D.; the Reverend Dr. Cornish; S. P. Robins, Esq., LL.D.

Letters of regret at unavoidable absence were read from Sir William Dawson and the Reverend E. I. Rexford.

The minutes of the previous meeting were read and confirmed.

The Secretary submitted applications and certificates from W. Chalk, B.A., E. N. Brown, B.A., and Frank B. Grundy, who asked for diplomas.

After an examination of the documents, it was moved by the Dean of Quebec, seconded by Dr. Cornish, "That the application of Mr. W. Chalk for a first-class academy diploma be granted, he being a graduate of the University of London, England, having taught successfully for ten years, and having submitted a second-class academy diploma and the usual certificates of moral character."

The Secretary was instructed to inform Mr. Brown that he would receive exemptions in accordance with Regulation 58; and to inform Mr. Grundy that the Committee regrets that it cannot grant any exemptions upon his documents.

The following motion, of which notice was given at the November meeting was moved by Dr. Robins, seconded by Mr. Finley, and carried: "That a Sub-Committee of five members on the distribution of

grants to superior schools, of which the Chairman of the Protestant Committee and the representative of the Association of Protestant Teachers of the Province of Quebec shall be ex-officio members, be annually appointed at the May meeting of the Protestant Committee to confer with the Inspector of Superior Schools and with the English Secretary of the Department of Public Instruction, and, in view of their reports and of the regulations of the Protestant Committee, to prepare a schedule of distribution and submit it at the September meeting."

The list of grants to poor municipalities was submitted by the Secretary and approved.

Moved by Professor Kneeland, seconded by the Dean of Quebec, and resolved: "That the following be appointed as the deputy examiners for the examinations in June next; that the Secretary be requested to secure a substitute for the Reverend Mr. Magee in case he declines to act; and that the examinations begin on the 26th of June next: Aylmer, Rev. A. Magee; Cowansville, Inspector Taylor; Gaspé Village, Rev. J. P. Richmond; Huntingdon, Inspector McGregor; Inverness, Inspector Parker; Lachute, Inspector McOuat; Montreal, Dr. Kelly; New Carlisle, W. M. Sheppard; Quebec, T. A. Young; Richmond, Rev. James Hepburn; Shawville, Rev. W. H. Naylor; Sherbrooke, H. Hubbard; Stanstead, Inspector Thompson; Waterloo, Rev. J. Garland."

After consideration of correspondence submitted by the Central Board of Examiners, it was moved by Professor Kneeland, seconded by Mr. Masten: "That the Superintendent be requested to hold an official investigation concerning the case of the candidates for academy diplomas, as reported by the Central Board of Examiners." Carried.

The Secretary was authorized to write to the Honorable the Postmaster-General to endeavor to secure special rates for the June examination papers, which, according to Regulation 86, section 9, are sent in sealed envelopes.

Professor Kneeland having, with approval of his seconder, the Reverend Dr. Shaw, withdrawn his previous motion, moved, seconded by Dr. Shaw, "That the report of the Sub-Committee on Professor Kneeland's motion concerning distribution of the funds available for the encouragement of superior education be adopted as amended, and that the report be entered in full in the minutes, and published in the EDUCATIONAL RECORD in instalments." Carried.

The Sub-Committee on Agricultural Education presented the following report, supplementary to the one submitted at the last meeting.

"The Sub-Committee would beg leave further to report:—In pursuance of the reference from the Committee, the Sub-Committee has, through Dr. Robins, procured estimates for the printing of the text-book required, and finds that Parts 1 and 2 will amount to 300 pages, and that a work of that size, with the necessary illustrations,

can be produced to sell at a price not exceeding seventy-five cents. This is the estimate given by Messrs. Drysdale, of Montreal, submitted herewith, along with the letter of Dr. Robins, and it is recommended that in the event of their (Messrs. Drysdale) producing the book at their own expense, the Committee will authorize the use of the work in model schools and academies, and will take two hundred and fifty copies at the wholesale price, for gratuitous circulation, in order to promote its introduction."

(Signed), J. WM. DAWSON, *Convener.*

February 22, 1894.

The report as read was adopted.

The Dean of Quebec read the report of the Sub-Committee appointed to consider methods of employing the time and retaining the interest of the pupils of the superior schools between the close of the June examinations and the end of the school year.

The report as read was adopted.

The report on Bible Study was presented by the Lord Bishop of Quebec, who moved, seconded by the Reverend Dr. Shaw, that it be received and adopted. Carried.

The interim report of the Inspector of Superior Schools was read and placed on file.

The Secretary reported that Dr. Robins and himself had arranged to hold four Institutes this year, in Shawville and Inverness in the first week, and in Lachute and in the Gaspé district in the second week of July. Dr. Harper and Professor Kneeland would lecture at the two Institutes in the western part of the Province, and Dr. Robins and Mr. Parmelee in the eastern.

Further details would be published in the RECORD.

Dr. Hemming asked and received permission to continue his motion, of which he gave notice at the meeting of May, 1893, and to take it up early in the order of proceedings at the next meeting.

Financial Statement of the Protestant Committee of the Council of Public Instruction:—

*Receipts.*

|                |   |            |                  |
|----------------|---|------------|------------------|
| Nov. 17, 1893. | Balance on hand as per bank book . . . . .                            | \$3,078 00 |                  |
| Jan. 24, 1894. | From City Treasurer, Montreal, 55-56 Vic., chap. 61, sec. 2 . . . . . | 2,000 00   |                  |
|                |   |            | ————— \$5,078 00 |

*Expenditure.*

|                |   |           |
|----------------|---|-----------|
| Nov. 18, 1893. | Salary of Inspector of Superior Schools . . . . . | \$ 125 00 |
| do.            | Institute expenses of Superior Schools . . . . .  | 25 00     |
| do.            | Salary of Secretary . . . . .                     | 62 50     |



|                |  |            |            |
|----------------|--|------------|------------|
| Jan. 25, 1894. | McGill Normal School, 55-<br>56 Vic., chap. 61, sec. 2.. | 2,000 00   |            |
| Feb. 23, 1894. | Balance as per bank book..                               | 2,865 50   |            |
|                |  | <hr/>      | \$5,078 00 |
|                | Debit balance on contingent<br>account .....             | \$1,498 94 |            |

Examined and found correct. (Signed) R. W. HENEKER.

It was unanimously resolved to amend certain Regulations as follows :

Regulation 54, by adding after "Protestant Committee" the words "and that they have paid a fee of three dollars to the said Committee."

Regulation 56, by adding the words "upon the payment of a fee of three dollars."

Regulation 58, by substituting the words "three dollars" for the words "one dollar."

Regulation 86, section three, second sentence, by replacing the words "in algebra and geometry" by "in algebra, geometry and trigonometry."

Regulation 87, note, by striking out the words, "and \$2.00 for junior certificates must be paid to the Secretary of the University Examiners."

The Principal of the McGill Normal School presented a copy of the questions that had been set for the last Christmas examination in that institution, together with a tabulated statement of the marks taken by each pupil. The documents were referred to the Dean of Quebec for examination.

There being no other business, the meeting adjourned to the second Friday in May, or to the first or to the third instead, if so ordered by the Chairman.

GEO. W. PARMELEE, *Secretary*.

#### INSTITUTES.

Arrangements have been made for the holding of four Institutes this year in the month of July. On Tuesday, the third of July, one Institute will open at Inverness and one at Lachute. Dr. Robins will take the subjects of Arithmetic, Mensuration, School Organization and Discipline ; and Mr. Parmelee will take English, Geography, Art of Teaching and School Law at Inverness ; and on the thirteenth of July will continue the work with the same programme at New Richmond.

Dr. Harper, whose subjects will be announced later, and Professor Kneeland, will conduct the Institute at Lachute, and in the second week of July, one at Shawville. Professor Kneeland will take English and Geography. Inspector McOuat will devote one hour a day at Lachute to the teaching of Reading.

A more extended programme of the work will be printed in the April RECORD.

#### CENTRAL BOARD.

The examinations will begin this year at the usual local centres on Tuesday, the 26th day of June.

The syllabus of examination, and the circular of information issued for 1893, are good for the present year without alteration. Candidates requiring any information should address G. W. Parmelee, Secretary of the Central Board of Examiners, Quebec. All applications for examination should be made before the first of June.

#### BIBLE STUDY.

At the last meeting of the Protestant Committee, a scheme of Bible Study in schools was adopted, and will come into effect on the first of September next. It is expected that the scheme will be approved by order-in-council before the next issue of the RECORD, and if so it will be published in full in our next issue. The scheme provides for the study of the Old and New Testament concurrently, beginning with grade one of the elementary class, and continuing through grade two of the academy.

#### FIRST-CLASS DIPLOMAS.

There appears to be a widespread misapprehension as to the nature of the action taken by the Protestant Committee in regard to the qualifications of teachers in Superior Schools. It was first resolved that, after September, 1894, no teacher should be allowed to take charge of a department of a school subsidized by the Protestant Committee, unless that teacher held a first-class diploma.

Afterwards the operation of this resolution was suspended until September, 1895, in order that further information might be obtained as to the probable working of the scheme, if it should become a regulation. It should be observed that this resolution will not affect in any way teachers of the elementary schools that are not departments of academies or model schools.

The object of the action taken by the Protestant Committee with respect to diplomas is to encourage professional training of teachers in the Province of Quebec. While it is desirable that every teacher should pass through the Normal School before entering upon his work, the conditions are such in this Province that professional training cannot yet be made compulsory for teachers in elementary schools, but it is believed that our superior schools can now secure teachers who have had professional training, or have obtained first-class diplomas on the ground of successful teaching.

The first instalment of the report of the Sub-Committee on the question of superior education grants will appear in the next RECORD.

## NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 1st of December instant, 1893, to detach from the school municipality of "Eaton," county of Compton, the territory known under the name of Sawyerville, and to erect it into a distinct school municipality, under the name of the "Village of Sawyerville," with the same limits which are assigned to it by the proclamation of the 31st of August (1892).

This erection to take effect only on the first of July next, 1894.

11th December.—1. To detach from the school municipality of the Magdalen Islands, county of Gaspé, "Alright Island," and to erect it into a school municipality, under the name of "Havre aux Maisons."

—2. To detach from the said school municipality of the Magdalen Islands, the islands "Wolfe," "Bryson," "Grosse Ile" and "Rocher aux Oiseaux," and to erect them into a distinct school municipality, under the name of "Grosse Ile."

—To detach from the school municipality of "The Magdalen Islands," in the county of Gaspé, "Coffin Island," and erect it into a distinct school municipality, under the name of "Coffin Island."

These erections to take effect only on the 1st of July next (1894).

—To order,—whereas the dissentient school trustees of the municipality of Dundee, in the county of Huntingdon, have allowed one year to pass without having a school in their municipality or jointly with other trustees in a neighboring municipality, and have not put the education law in force, and have taken no measures to establish schools according to law,—that the corporation of the said dissentient school trustees for the said municipality of Dundee, in the said county of Huntingdon, be declared dissolved within the delay determined by law.

19th December.—To appoint Mr. Hamilton Stewart Dowd school commissioner for the municipality of Quyon, Pontiac, in the place of Mr. Charles Bell, absent.

His Honor the Lieutenant-Governor has been pleased, under date the 10th January, 1894, to appoint a school trustee for the municipality of New Richmond, county Bonaventure.

25th January.—To appoint two school commissioners for the municipality of St. Marcelin, county Rimouski.

12th February.—To appoint a school commissioner each for the municipalities of St. Jean Deschailons and St. Apollinaire,

county Lotbinière; one for the municipality of Farnham West (parish), county Missisquoi, and one for the municipality of L'Ange Gardien, county Rouville.

16th February.—To appoint Mr. Orro Cass school commissioner for the municipality of Rock Island, county Stanstead; and to appoint a school commissioner for the municipality of Notre Dame au Sacre Cœur, county Rimouski.

26th February.—By order in council to amend the order in council of the 30th of January, 1869, by substituting the words "Sainte Germaine du Lac Etchemin" for those of "Saint Germain du Lac Etchemin," county of Dorchester.

—To detach lots numbers 587, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607 and 608, of the cadastre of the parish of Saint Denis, in the county of Saint Hyacinthe, and annex them to the school municipality of Saint Charles (parish), in the same county, for school purposes.

This annexation to take effect only on the first of July next (1894).

27th February.—To appoint a school commissioner for the municipality of Saint Gédéon de Marlow, county of Beauce.

## 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 *bona 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.

THE  
EDUCATIONAL RECORD

OF THE  
PROVINCE OF QUEBEC.

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No. 4.

APRIL, 1894.

VOL. XIV.

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**Articles : Original and Selected.**

GRAMMAR.

BY MISS M. INGHAM PEEBLES, MONTREAL.

[*Concluded.*]

How this method makes "the rough places plain" is shown by adopting the symbols set forth in Chart 2. The section to be analyzed is called a period and consists of principal and subordinate propositions or clauses. Time is not spent in determining if such and such a period is Compound or Complex, but as the pupils advance and (inasmuch as they are likely to meet with these terms elsewhere) the teacher may judiciously show how they are applied by various authorities on English Grammar. The principal clause is represented by *p. q. c.*, which indicate that it is either an assertion, a question, or a command. An explanation, nominative of address or other word or group of words not grammatically connected with any proposition or clause is represented by *e.* If either of these is negative it is shown by writing the symbol thus:—*q<sup>n</sup>. p<sup>n</sup>. c<sup>n</sup>.*, etc. Subordinate clauses are written as exponents to the signs of the clauses, which they complete; as an adjective clause to a principal is *p<sup>a</sup>.*; a noun clause to a principal *p<sup>n</sup>.*; an adverbial clause to a principal *p<sup>d</sup>.* The copulative, alternative, antithetic and illative connections are indicated in a consistent manner by appropriate

signs + s > . . . . . = signifies that one proposition is a mere repetition in other words of a statement previously made.  $\wedge$  means that the connection between the two clauses is suggested, not expressed. When two or more clauses completing the same proposition are disconnected with each other, their signs are separated by a comma. I have thus given a brief summary of these symbols for the notation of the period in order to further emphasize my next point.

6. The conciseness of this method enhances its value to a great extent.

It has been well said "that the nearer together things are brought, the better they may be compared." The mind is enabled to concentrate its power with more vigor if the pupil has been taught to express the period in a concise form. Take for instance some lines from Goldsmith's *Deserted Village*, the notation of which is as affixed to the section on Chart 2. With text-books open on the desk or, perhaps better still, with the period written on the board (that is if the section be not too long) and then the notation of it, the material for an interesting lesson in Analysis is placed before the class in a few minutes and in a clear and concise form; the method of doing so being equalled, as far as I have been able to ascertain, by no other system of instruction in this subject. After obtaining the notation of the period, the analysis of each clause of proposition follows and the concise, tabulated form for this recommends itself at once.

7. The help this method affords to teaching punctuation.

The teaching of punctuation in school must be confined, I think, to imparting knowledge in the broad principles of this subject, which will be perfected by the pupil in his reading of good authors and in his observation after he has finished his school course. In the notation of the period just employed, the punctuation of the *clauses* (not of the phrases) may be expressed thus. (See Chart 2.) I would advise using another colored chalk, so as to show it is an additional step.

I found it impossible to obtain an example to illustrate all the principles of punctuation, so that this notation shows some of the uses of the capital letter, the comma, the semicolon, and the exclamation point, as follows:—The first word of every line of poetry must begin with a capital; the comma separates phrases in apposition; marks off an adjective clause which does not directly follow its antecedent and an adverbial clause which precedes the principal. The semicolon separates the main divisions of a period, the parts of which are marked off by



commas, and the exclamation point is placed after an exclamatory sentence. When a period consists of but few propositions but several phrases and qualifying words another form may be adopted, especially when the teacher desires to combine with the lesson one on punctuation. For instance—"Immediately, the large, unwieldy cannon, which had done such good service, fell with tremendous impetus over the rock, the castle's stronghold." (See Chart 2.)

Would that I had longer time to further illustrate this aspect of the subject; but time forbids, and I only hope that the brief explanation given, and for that reason imperfect, will justify my strong advocacy for the system as an admirable aid in teaching punctuation.

8. Not only does this method aid in analysing periods, but is invaluable in the synthesis of clauses. What Ruskin says in connection with Beauty in Architecture is as truly applicable to beauty in the formation of our English. He says: "Wherever proportion exists at all, one member of the composition must be either larger than, or in some way superior over the rest. There is no proportion between equal things. They can have symmetry, and symmetry without proportion is not composition. Any succession of equal things is agreeable; but to compose is to arrange unequal things, and the first thing to be done in beginning a composition is to determine which is the principal thing." With older pupils the symmetry of their periods frequently is as difficult to overcome as the monotony of the simple sentences of their younger sisters. At this stage of my paper, I deem it unnecessary to show how the use of this method will facilitate overcoming this symmetrical arrangement of clauses, for I am sure if you adopt it, ways and means will suggest themselves to you without any hints from me in that direction. Time permits for but one more point to be advanced in favor of this course of teaching, one which does not suggest itself at first and which concerns the teacher more than the pupil.

9. In correcting the composition of periods, by pupils, the type which they may have to follow at that time forms an infallible and concise guide by which the teacher can definitely assign the dictum, right or wrong. In favor of this point, I would only remind my fellow-teachers of the feeling of repugnance we have to assign marks to a set of composition papers; how we read and re-read certain passages; compare and compare over again certain sections, and after our task is completed

we are unable to shake off the sensation that we may not have done justice to this or that composition.

Fellow teachers! this "one touch of nature" makes us all kin. As I have said before, to the uninitiated this method may appear to present insurmountable difficulties, and such may doubt if it is capable of being grasped even by the older pupils in a school. Once more would I urge upon all to examine the system carefully, with unprejudiced minds, teach it systematically, and in that way only can you prove its thorough efficiency and its right to a place among the educational systems of this Dominion.

Hoping that I shall not be accused of being egotistical, may I be permitted to say that since I have been enabled to teach by this system, composition, analysis and parsing, have seen its capacity to simplifying instruction in those subjects, and how it tended to give the pupils a freer use of their mother-tongue, I am convinced that if the system were arranged in a form available to teachers, and, further, if it were then universally taught throughout our province, the benefits resulting to pupils would be of great value and an advance would be made towards imparting a more thorough instruction in this subject.

### CHART II.

#### NOTATION OF THE PERIOD.

"O blest retirement, friend to life's decline,  
Retreats from care, that never must be mine,  
How blest is he who crowns, in shades like these,  
A youth of labour with an age of ease;  
Who quits a world where strong temptations try,  
And, since 'tis hard to combat, learns to fly."

|                                   |   |
|-----------------------------------|---|
| $E \wedge$ $E^a$ $P a, a^a + a^d$ | $E, \wedge = ,$ $E, a,$ $P a; a^a, +, ^d, a!$ |
|-----------------------------------|---|

Immediately, the large, unwieldy cannon, which had done such good service, fell with tremendous impetus over the rock, the castle's stronghold.

$$n \begin{cases} ar \\ a \\ a \\ cla \end{cases}$$

$$\parallel$$

$$v \begin{cases} p''n''-a \\ p''n''-ar-n-n'-ar \\ d \end{cases}$$

$$D, ar a, a n cla v p''n'', p''n'', ar n'$$

CHART III.

ANALYSIS OF THE PERIOD.

| Kind of<br>Prepo-<br>sition. | Con-<br>junc-<br>tion. | Gram. Sub.<br>and Pred. | Complements. |                            | Complements. Complements. |                          |
|------------------------------|------------------------|-------------------------|--------------|----------------------------|---------------------------|--------------------------|
| E                            |                        | O retirement            | n            | blest                      | a                         |                          |
| =                            |                        | friend                  | n            | to decline                 | pn'' life's               | n'                       |
| E                            |                        | retreats                | n            | from care<br>that.....mine | pn''<br>cla               |                          |
| cla                          |                        | that                    | np           |                            |                           |                          |
|                              |                        | <br>must be             | v            | never                      | d                         |                          |
|                              |                        | <br>mine                | n'p          |                            |                           |                          |
| P                            |                        | he                      | np           | who.....ease               | cla                       |                          |
|                              |                        |                         |              | who...would                | cla                       |                          |
|                              |                        |                         |              | and                        | +                         |                          |
|                              |                        |                         |              | (who).....fly              | cla                       |                          |
|                              |                        | in blest                | v            | how                        | d                         |                          |
| cla                          |                        | who                     | np           |                            |                           |                          |
|                              |                        |                         |              |                            |                           |                          |
|                              |                        | crowns                  | v            | in shades<br>youth         | pn'' like shades<br>n'' a | pn'' these a<br>ar       |
|                              |                        |                         |              | with age                   | p''n'' an<br>of ease      | pn''<br>ar<br>pn''       |
| cla                          |                        | who                     | np           |                            |                           |                          |
|                              |                        |                         |              |                            |                           |                          |
|                              |                        | quits                   | v            | world                      | n'' a                     | ar<br>where...try<br>cla |
| cla                          | where =<br>in which    | temptations             | n            | strong                     | a                         |                          |
|                              |                        |                         |              |                            |                           |                          |
|                              |                        | try                     | v            |                            |                           |                          |
| cla                          |                        | (who)                   | np           |                            |                           |                          |
|                              |                        |                         |              |                            |                           |                          |
|                              |                        | learns                  | v            | to fly<br>since...combat   | vi<br>cld                 |                          |
| cla'                         | since adv.             | it                      | np           |                            |                           |                          |
|                              |                        |                         |              |                            |                           |                          |
|                              |                        | is                      | v            |                            |                           |                          |
|                              |                        |                         |              |                            |                           |                          |
|                              |                        | hard                    | a            | to combat                  | vi                        |                          |

### Editorial Notes and Comments.

The campaign in favor of good English in our schools is not confined to the Province of Quebec. From every part of the world where the English language is spoken and written, comes the cry that our schools are not preparing men and women who shall stand successfully the examination of after-days in the streets and the market places, that shall prove them to have been educated. "Does that man or woman speak the English language with propriety," as old Lennie puts it, is the unfailing test to which every school boy and school girl has to submit; and unless the query can be answered in the affirmative on the part of every pupil who has graduated from our schools, then so far must our school system or curriculum bear the responsibility of sending into the world uneducated persons. As a writer in the *Graphic* has lately said, " ' Education has been defined as a system by which we acquire, at a vast amount of trouble and expense, an untold quantity of useless knowledge.' Far be it from me to in any way endorse this cynical definition; but I am quite certain there are many unnecessary things taught in the present day, while other matters in the highest degree useful are absolutely excluded from our curriculum. One of great importance strikes me forcibly; that the art of speaking plainly, of enunciating clearly, of pronouncing properly, and of giving every syllable its full value, is entirely neglected—and has been so for a long time past—in our educational establishments. The speakers—by that I mean the ordinary talkers of the present day—are for the most part a set of mumblers. They do not speak out as if they enjoyed it, but they disguise their speech as if they were ashamed of it; they clip their words, they drop their voices at the wrong time, they muffle their sentences, they run one word into another, they obscure their meanings with chuckles, and practise a dozen methods of making themselves incomprehensible. Probably I shall be saluted with the cry, 'Yah! Bystander! Getting old and deaf!' But I do not experience this garbling of language and mutilation of words anywhere but in England, so I can afford to smile, being well aware that there are many who will agree with me in finding it a positive treat to hear a man speak the English language with distinctness, deliberation, and harmony, as if he had some respect for his mother tongue. When I bring out my volume entitled, 'Things which should be taught in schools, but which are not,' the matter above alluded to will receive most attentive consideration."

—The Teachers' Reading Circle was the most enthusiastic term on the lips of some of our educationists years ago; but the movement that had for its origin the idea of establishing in every district such an organization as a Reading Circle has come and gone, while the enthusiastic educationists who found in the cry a means of their own aggrandizement have turned their attention to a newer sphere of self-exaltation. But where the Teachers' Reading Circle was impracticable, the Pupils' Reading Circle is sure to find success, when it is safely engrafted with the enterprise in behalf of School Libraries; and it is in favor of the establishment of such in connection with every school in our province that we quote the following: "Striking is the contrast between the school of the past and that of the present. Education and educational methods are rapidly advancing, and success will crown our efforts if we labor patiently and untiringly. Many devices have been given to assist us in our work, and one of the most valuable, especially to the district school, is the Pupils' Reading Circle. Experience has clearly shown that it is a great aid in raising a school from the rut into which it has drifted, in awakening an interest in school work, in giving to each one an incentive to work and do something for himself, to search out the unknown and throw off the shackles which bind him to the monotonous school life, thus giving a pleasant colouring to the whole school. Methods will avail nothing if enthusiasm is not the foundation, but reared on this basis, failure cannot come. To secure this interest, earnest and consistent work will be required from both teachers and pupils. When children are too young to seek much for themselves, a teacher's field of work is broad, calling for original ideas to secure and rivet the pupils' attention to the work. Our aim as teachers is, or should be, to assist in forming strong mental faculties, capable of deep thought, and not merely drilling repeating machines. To secure originality, we must be original. Allowing the child the book only long enough to master the contents of the lesson assigned, I would explain the lesson. Following this, I would induce the child to use his power of observation (for we begin with what the youngest knows) then by skilful questioning, coupled with something of interest bearing upon the topic, the foundation for the reproductive work is laid. In this the pupil asserts his individuality and unconsciously forms a love of natural history and learns to live with his eyes open. Arriving at the intermediate grade, pupils are sufficiently advanced to assist themselves, looking only to the instructor for direction. Here

we can institute comparisons, instil a love of country, and at the same time teach geography and history, combining all pleasantly. The subject may be made the basis of language lessons or compositions. Provide that one lesson lead to the next. The outline method will be a decided help. Arrange the outline and determine in general, the peculiarities. Again subdivide the topic, giving a subhead to members of the grade for individual work. Encourage discussion and friendly criticism. In this branch I would deviate from the prescribed rule, trusting to their honour to read no more than the lesson covers if allowed the text-book for reference. If impossible to form an active circle, introduce the work in some way and be persistent in the use of it; for those engaged in the work advance more rapidly in every branch of study. Thinking in one line cannot help but develop thinking in other lines, but we would be well repaid if no other end was reached than that of moulding a desire for something helpful and wholesome, guarding against the doubtful literature which floods our country. Thus early in life, we may take in our control the general reading matter and ensure the building up of an intellectual mind, enabling one to enter the tried paths of improvement with a confidence in his own ability gained through active work of investigation."

—There is a pathos in the history of the average school teacher which puts to the blush the theories of our educationists. As the editor of the *School Journal* says, "It suggests a world of unknown moral forces that dwell in the crushed abilities and discouraged souls of numberless teachers who, with their pupils, are the victims of mechanical supervision. Is humanity too good that these women should not be reached with inspiration and taught to develop the divine zeal for its improvement of which they are capable—or at least freed from the iron 'thou shalt' of iron 'organizers' of schools? Is humanity too happy that those who have childhood in charge should be compelled to treat it cruelly? How many will recognize the school our contributor indirectly describes! Were this article to appear in a lay journal, how many a reader would exclaim, 'Why, that's the school I went to!' As it is, how many a teacher will almost suspect that one of her own associates has written this article!" The article referred to is to be found in a subsequent page of the *Educational Record*, whose readers are all familiar with the name of Dr. Rice.

—Is corporal punishment ever justifiable? asks a contemporary. "It is, just as a surgical operation is justifiable when

all other means have been tried and failed," writes Elizabeth Robinson Scovil in a thoughtful article on "The punishment of children" in the September *Ladies' Home Journal*. "To whip a child for every trivial offence renders him callous and blunts his sense of right and wrong. If he wantonly inflicts pain on others he must be made to feel pain himself. It is the stern law of retribution whose working he cannot escape in after-life. Wilful cruelty, persistent disobedience may be punished thus, but it is a serious matter to run the risk of arousing the passions rather than of convincing the reason."

—The prominent monthly magazines are interesting themselves in the problem of education, and in a late issue of the *Forum* Professor I. H. Hislop is allowed to say that a moral re-organization of education is needed. "It may as well be said once for all," says that gentleman, "that the teaching of religion or ethics, both in the public schools and the colleges, has no tendency whatever to improve the morality of any one. This may seem to be paradoxical, but it can be demonstrated. Moral education is not accomplished by any form of doctrinal teaching. The memory and reasoning powers may be thus developed, but the conscience never. Moral education can be effected only in three ways, which I may briefly express in three terms: example, humanity, and discipline. More fully expressed, these forces are the personal character and habits of the teacher, personal affection for students, and the disciplinary influences of life, organized on a rational basis. If we are to have an educational system which shall boast of its moral character and influence, it must be organized on a basis qualified to produce that result. Men must be employed who, like Dr. Thomas Arnold of Rugby, can give themselves up to moulding the character of students, and not to mere personal aggrandizement in science, literature, art and philosophy. But not even in our religious institutions is such a policy thought of, much less in the public schools. They are all organized on a mercantile and economic basis. Appointments, promotions and salaries are all regulated by a policy that confers premiums upon either purely intellectual capacities or upon all those questionable resources of power and influence which a tender conscience despises. No attempt is made to discover his devotion to the development of men, and then to place him where he need have no concern regarding his position and responsibilities. The moralization of the student must begin by the moralization of the system of instruction; and this can be accomplished only by abandoning the mercantile and economic

method for a moral one. The competition in education should not be for numbers of students, as now, nor for merely great scholars as teachers, but also for those who know how to win the affections of students and to command their reverence for moral qualities."

### **Current Events.**

We have to congratulate, this month, the Rev. Dr. Shaw on his appointment as Principal of the Wesleyan Theological College, Montreal. Dr. Shaw has been connected with the college for a number of years as Professor of Historical Theology, Greek Exegesis and Church History. He was born at Kingston, Ont., in 1841. His father was the late John Shaw, Esq., for many years an alderman and prominent citizen of Kingston. His education was had partly in Queen's College and partly in Victoria College, Cobourg. He graduated B.A. in 1861 and entered upon the study of law in the office of Judge Burrowes in Kingston, and then of Sir Oliver Mowat in Toronto. At the conclusion of his three years' course in law he became a probationer for the ministry of the W. M. Church in 1860 and was ordained by the late Rev. Dr. Punshon in 1868. After six years' pastoral work in Belleville and Montreal he was appointed Professor of Greek and of History in the Wesleyan College, in which capacity he has been engaged the last twenty years. He has held several positions of importance in the Methodist Church, including the presidency of the Montreal Conference. He is a member of the Council of Public Instruction of this province and of the Board of Protestant School Commissioners of this city. While he is conservative in theology, he is regarded as broadly catholic in relation to all other churches.

—Interest in the new McGill University Library seems to be steadily increasing, both on the part of the students and of the public. The number of readers is keeping pace with the increase of interest and, as might be expected, several tangible and gratifying tokens of the esteem of the public have lately been received by the library. The books in the stack, or main book room, though not yet perfectly arranged, now present a very orderly appearance, and the quiet and comfort of the beautiful reading room are tempting many to study there between eight and ten in the evening, rather than work in their restricted quarters at home or in a lodging house. The arrangement of the stacks, shelves, etc., is a model of ingenuity and efficiency, and the system followed in cataloguing—like



everything else about the building—is beautifully simple and effective.

—The Rev. A. Lee Holmes, M.A., is at present interesting himself in procuring subscriptions for Stanstead College, which is in debt to the extent of \$18,000. The college is the property of the Montreal Methodist Conference. Mr. Holmes raised \$10,000 about Stanstead and another \$4,000 outside. He hopes to secure the balance in the Ontario districts of the Conference. The money promised is given only on condition that the entire debt is wiped out by July 1. The college is paying its way, has 160 boarders and is well conducted. Property valued at \$40,000, across the road from the college, the summer residence of two Boston ladies, will be donated for college purposes as soon as the debt on the parent institution is covered.

—The question of the mid-day interval in the Montreal schools is still in abeyance. It will be remembered that the Board submitted the question of the duration of intermission, and the desirability or otherwise of a warm lunch for the pupils of the High School, to Drs. James Stewart, Blackader and Armstrong. These gentlemen reported that they were in favor of a warm lunch in the middle of the day, with ample time to take it, as it must be remembered that not only must the wear and tear of study be repaired, but the pupils must also grow and develop immature tissues into a higher and more perfect organism. The children must be well fed, well housed and must have sufficient time to sleep. Cold luncheons were inadequate. They were often taken hurriedly, and the results were too often dyspepsia and nervous derangements. Any young man beginning life with a good education and insufficient energy was to be pitied. Heavier mental study should be indulged in the earlier hours of the day; lighter studies should be given toward the close. The doctors recommended three different arrangements:—First, five days a week of four hours each day; second, six days of four hours, from nine to one; third, boys, from nine till four, with a long intermission at half-past twelve. From nine till two was too long for girls. This very important subject is to be carefully gone into by a committee of the Board.

—Mgr. Emard, of Valleyfield, intends to construct a large commercial college at Valleyfield during the year. The building shall measure 200 feet by 60 feet and be somewhat according to the plans of Mount St. Louis. A school of agriculture will be attached to the college. The Bishop

believes that he will have 1000 pupils, for the most part day scholars. At present Valleyfield has only elementary schools. A project is also on foot towards the building of a Model School, the amount of \$10,000 having been offered by Mr. Gault, President of the Cotton Company, to meet the expense of such a structure.

—Mr. Robinson, the head master of the Vancouver High School, has received a communication from McGill University, Montreal, offering to affiliate with the Vancouver school, but allowing art students to complete two of their four years' art course in Vancouver. The news was received with enthusiasm in scholastic circles, and within six hours of its receipt special meetings of the City Council and School Board had been held, and appointed delegates to proceed to Victoria and urge the Government to hasten legislation in regard to incorporating the High Schools of the province, a necessary step before affiliation with the University. The Government will rush legislation, and the matter will be arranged at an early date. It is thought Ontario universities will be compelled to offer the same inducements. A large number of students whose finances have not been such as to enable them to spend the entire four years of the term in Montreal, already say they will take the Vancouver-McGill course. A university bill will be passed at the next session of the Legislature to appropriate money for the erection of a university in Vancouver, to be known as the University of British Columbia.

—Mr. Costigan has been elected a member of the Protestant Board of School Commissioners for St. Henri and Ste. Cunegonde, vice Luttrell, resigned. As is generally known, these two municipalities are united for school purposes. Mr. Murray, secretary-treasurer of the Board, together with a fair representation of ratepayers, were in attendance, the motion to elect Mr. Costigan being moved by Mr. William Rutherford, seconded by the Hon. J. K. Ward, and carried unanimously. The school is in a very prosperous condition.

—A meeting of the Teachers' Association of Montreal was held in the McGill Normal School last month. Miss Ross, secretary, read the minutes of the last meeting, and Miss Minchin, in a paper entitled "Patch-work," entertained the audience with an interesting variety of humorous and pathetic selections. The recitation given by Miss Simpkins was exceedingly good. Principal Rexford's address dealt very instructively with the interesting subject of "Methods in

Primary Reading." Reading is the first and most important subject that the child is taught, and it is one of the main sources from which it is to gain knowledge. It is also very important, because it is the first presentation of school life to the child. Reading is his first and only subject of study for a time. Very competent teachers are necessary to meet the requirements of the young beginner. This is not the popular idea. An inexperienced governess is often a child's first tutor. The rudiments require a strong teacher. Let the poorer quality come later. Mr. Rexford gave brief practical illustrations of the methods specified for promoting the advancement of the child in primary reading. Three choruses were rendered at appropriate intervals during the evening by the students of the Normal School.

—The Canadian National League of Montreal has already achieved some success in its main purpose of giving an annual entertainment of a patriotic Canadian character, but it remains to be seen what it will accomplish in the way of educating our people to an appreciation of the privileges and responsibilities of citizenship, which, according to the constitution of the society, is one of its aims. The first step to be taken in this direction will be an endeavor to secure a good text-book on civics and have it introduced in the public schools. The proposal was first made by Mr. William Patterson, M.A., as President of the Montreal Teachers' Association, in an address entitled "Citizenship in the Schools," delivered in November, 1892, and the Principal of the High School was so taken with the proposal that he undertook to bring it before the Canadian National League, of which he is a member, the result being that the League has adopted Mr. Patterson's idea and will endeavor to get it carried out. The idea is a good one, but its success largely depends upon the character of the text-book selected. Such a book would need to be short, concise, accurate, interesting and perfectly free from all partizanship. If it were otherwise, it would simply burden the minds of the children and make them leave school disgusted with politics instead of being prepared to take an intelligent interest in civic affairs.

—The Rev. Prof. Campbell lectured most entertainingly at Melville Church, Cote St. Antoine, on the subject of "Old Schools." After some general prefatory remarks, he mentioned the fact that according to the Jewish rabbins, Noah was the first schoolmaster; but Irish historians go three centuries and a half further back and say that Feneusa Farsa, King of Scythia, sixty years after the building of the tower of

Babel by the Freemasons, opened a school in the capital of his kingdom and taught seventy-two languages, of which Gaelic was, no doubt, one. Two generations after Feneusa's time, his descendants, the "Fenians" of a subsequent age, reached Ireland after various wanderings, and continued the work which their progenitor had commenced. Ireland's claims to the antiquity of her seats of learning are also based on the fact that a colony of Tuatha-de-Danans, driven from Greece by a rising of the Assyrians (?) migrated to Denmark in some pre-historic age, and founded schools there. Subsequently they left Denmark under the leadership of one Morphias, the head of the great family of Murphy, and landed in Ireland, where they founded innumerable schools and colleges. "Education loving Scotland," the lecturer said, had, strange to say, but one school for her youth before the time of St. Columbia, and that was on the Isle of Man. Professor Campbell described the Buddhist scheme of education, which was very elaborate. Rules were laid down for the guidance of teacher and pupil. The pupil's duties included washing the teacher's feet, preparing his tooth cleaner and performing other useful offices. The teacher was expected to teach the pupil how to keep clean, to impart to him such instruction as he had received himself, and to encourage him by judicious commendation from time to time. Under the reign of King Jenshe, about four thousand years ago, learning flourished in Persia. The "Scholars" were the first order in the State. Then soldiers, then lawyers, and lastly merchants. This order, the lecturer remarked, had been rather inverted in modern times. Schools in Egypt, Athens, Sparta, Rome and elsewhere were also described in an interesting manner, and the lecturer concluded with an eloquent plea for the cultivation of learning for its own sake.

—We quote the following from the *Educational Journal* of England, so that our teachers may know something about the financial prospects for the fraternity on the other side of the Atlantic:—"Ought not advertisements like the following, which appeared in the *Church Times* of February 23rd, to be excluded on the score of indecency? Is it not an insult to offer a lady less than 2½d an hour for teaching English and music?—Lady is offered 5s weekly to teach 5 hours daily in Private School, from Monday till Friday. English and music. Pretty rooms and board (rec.) at 12s 6d, in quiet village.—H., Halesworth, Suffolk."

—The American Philological Association has recommended the following rules for spelling (with most of them we are

already familiar), and a resolution has been introduced in Congress instructing the public printer to conform to them in all printing for the Government:—(1) Drop *ue* at the end of such words as *dialogue*, *prologue*, *catalogue*, etc., when the preceding vowel is short. Thus, spell *demagog*, *cpilog*, *synagog*. (2) Drop final *e* in such words as *definite*, *infinite*, *favorite*, etc., when the preceding vowel is short. Thus, spell *opposit*, *preterit*, *hypocrit*, *requisit*, etc. (3) Drop *tc* in words like *quartette*, *coquette*, *cigarette*, etc. Thus, spell *roset*, *cpaulct*, *vcdet*, *gazet*, etc. (4) Drop final *me* in words like *programme*. Thus, spell *oriflam*, *gram*, etc. (5) Change *ph* to *f* in words like *phantom*, *telegraph*, *phasc*, etc. Thus, spell *alfabet*, *paragraf*, *filosofy*, *fonctic*, *fotograf*, etc. (6) Substitute *c* for the diphthongs *œ* and *æ*. Thus, spell *Eolian*, *esthctic*, *subpena*, *cseofagus*, etc.

—From philology, if this be philology, to the protection of animals. The school committee of Boston has issued an order that the dissection of animals be prohibited in the public schools of the city. It was averred that at a certain school a practice was made of killing cats and dissecting their bodies to illustrate lessons in science. In future schoolmasters will have to content themselves with the excellent diagrams which are to be had from most scholastic publishers.

—The great brick tunnel on the American side at Niagara is about finished. It is nearly a mile and a quarter long, and was built through the solid rock. The water of Niagara river will be conducted to four great turbine wheels in a row; others will be added. A village has already been started along the river margin, and dozens of buildings and factories are going up, with arrangements for sewerage, grading and lighting the district. The company will be ready to furnish power by the first of March or before, at very low rates as compared with steam. Much of the power developed here will be converted into electrical energy for distribution at remote points.

### **Literature, Historical Notes, etc.**

#### A TEACHER'S SOLILOQUY.

Dr. Rice has written a book that is anything but a panegyric on the public schools of our American cities. It is natural to want to defend the institution of which one is a part. What will be the best thing to say in controversion of what he and a host of other carping critics have published? The leading accusation against our city schools is that they are mechanical. Are they? And if so, why are they mechanical? Is *my* work,

for instance, mechanical? I teach as I was taught. I explain the meaning of every unfamiliar word in the reading lessons (as rapidly as possible, to be sure, for there are a good many of them and I must get through in time). I show the children how to "read as if they were talking," and then I require them to do so. I show them how to find the answers on the map to the questions in their geography lessons, and then I offer inducements and provide punishments sufficient to secure that most of them shall get the lessons. I practise them upon the formulas of their mental arithmetic until 90 per cent. of the class can apply them pretty well. I explain every example of arithmetic so carefully that there is no excuse for any child's failing to understand it, though some of them are stupid enough to fail. They should not be in my class, that's all. They have been promoted too rapidly. I criticize the copy-book work during the writing hour, and, if I do say it myself, my copy-books look fine. I wish the children would carry their copy-book hand into their composition work, but this, I suppose, requires too much thinking. It seems as if to make these copy-book letters demands the whole mind of the children.

Well, to get on! I follow the directions of the drawing teacher and get the grade work done very creditably at the end of the term. As for history—I don't think the New Education people could help me much here. The Course of Study requires me to go over the entire Revolutionary Period, but with the idea of giving a general view of the struggle for independence, not of detailed study. My Principal, however, requires detailed study. He wants the history of the next class, in fact, thoroughly taught in mine, so that he can cram a little hobby of his own into the next. I acknowledge that I make no foolish effort to "interest" the children in such a mass of facts, that have to be committed so hurriedly. I simply get the class ready for the principal's examination. What would you do in my place, Dr. Rice?

But just what do they *mean* by mechanical? Is my work on the whole mechanical? I have no means of comparing it with what they say the New Education teachers do. I never took much stock in play work, anyhow, and have not taken much pains to inform myself about it. Besides, salary isn't what it ought to be, and I have no money to spare on educational books and papers. As for summer schools, vacation is too precious for any such use as that! I shouldn't have read "The Young Idea" if it hadn't been a funny book. I thought of getting that

sequel to it, "The Coming School," but I heard that it was serious and concluded that I hadn't time for it. We teachers have too much of the serious. What we want is something to make us laugh; and in vacation I always long to find a place where they have never heard of schools.

A bore of a "serious" teacher once said to me that the reason that men's businesses are better worked up than "the woman's profession" is because men put more energy and heart into their work. Well, perhaps they do. I know they *get* more for it. I might put all the energy and heart I have into *my* work, and there would be no more prospect of advancement for me than there is now, for in our city *not a woman is considered competent to conduct a full-graded school*. We are all of us, whether good, bad, or indifferent, subordinate to the men—and most of them are very much like my principal, who makes me cram in "historical dry-bones," in spite of myself and in spite of the superintendents. There are some "advanced" principals in the city, but there are ten times more "advanced" women, who can never hope to be principals. On the whole, I don't see why men *shouldn't* put more energy and heart into their business than women!

But that has nothing to do with the question. *Is my work mechanical?* I have no criterion to go by but the work of my own teachers, and I think I have improved on that a little. I never did a day's school-visiting in my life. Shouldn't have read any of Dr. Rice's papers, but that they appeared in a lay magazine and created such a sensation. I am certainly badly handicapped for answering his criticisms, and few of the teachers in our school are any better qualified. They can only say, "It's false," and "It's monstrous," etc., which I don't want to say until I can make my asseverations good. His examples of ignorance on the part of teachers are not overdrawn, I know. There are several in our school with barely scholarship enough to get a lowest grade certificate, who intend to content themselves with that as long as they teach, rather than do any extra studying; and I have heard many a double negative and a "done" for *did* and a "lay" for *lie* among them. By the way, these girls are all high school graduates! How is it that they learned grammar and do not know it? Perhaps they studied it as my pupils study history? I begin to see what the outcry against "mechanical teaching" may mean. But surely *I* am all right? I try to have my pupils understand everything that there is time to explain.

But mechanicalness is not all. Dr. Rice represents that in

a certain city the teachers are cold and heartless toward the children. It seems incredible that an unchristian atmosphere should prevail in the class rooms of an entire city. I confess a little of it gets into my room during history hour. Perhaps the Cincinnati teachers have every subject crowded upon them as I have history. I am beginning to believe that there *may* be a good deal of cramming, and that most of it is the fault of these "business-like" principals, who have the name of being capable organizers, but don't do the teaching.

Speaking of the unchristian spirit that sometimes gets into my class-room and has, in fact, partially estranged me from my boys, I am reminded that it is not only in the history hour that I get out of patience with their dulness. But this involves a little story. Two years ago there came to teach in our school a Mrs. Pinkerton. She is a "shouting teacher." Pass her door when you will, you are sure to hear her hammering away at her pupils, in a scolding tone, and I have even heard her stamp her foot and actually yell at them. The children hate her, but she has the reputation of getting an immense amount of work done. Well, they say "bad examples are infectious," and it has proved so in our school. There are several "shouting teachers" among us now, and I have even caught myself raising my own voice in a very unladylike way during recitations in European capitals and some other such exercises. This growing tendency to irritability on my part has caused me a good deal of pain and mortification.

When I taught the little ones they used to love me. They would meet me on my way to school in the morning, and clasp their little arms about me in a way to impede my walking. I used to enjoy my work in those days, though I fear it wasn't much less "mechanical" than it is now. I believe if I were to go back to that work, I should make it less mechanical than it was then. But I can do nothing where I am. I am simply in the stocks. Alas! my cogitation hasn't made me an honest and able defender of "the system." I see as I never saw before, on the contrary, that our school, for one, is a mere machine for turning out graduates.

—Alexander Graham Bell, the great electrician and inventor of the telephone, is at the Windsor, on his way to Cape Breton, where he usually spends his summer holidays. Mr. Bell is on his way from the World's Fair, and his views on the electrical department of the great show are therefore of timely interest. "What struck me most," said Mr. Bell, "was the contrast between this exhibit and that of the Centennial Exhibition at



Philadelphia. At the Centennial the electrical exhibit was insignificant; at the Columbian it is the greatest department of the Fair. At the Centennial, a great Corliss engine on exhibition filled a large room with pulleys and belts; now, power is derived from a similar engine for several rooms and not a belt or pulley is visible. Yes, the science has made great strides, but it is not a mere vulgar theory that it is still in its infancy."

Many other theories set down by skeptics as vulgar, he also sanctioned with the stamp of scientific approval, not with the air of a great scientist, but in an unassuming yet decidedly emphatic way. For instance, he declared his belief, amounting almost to conviction, that the flying machine would be an accomplished fact before the end of the century, at most before the end of ten years. This great undertaking was no longer in the hands of "fakirs;" it was engaging the minds of practical scientists, such men as Maxim, the inventor of the great Maxim gun, and Professor Langley, of the Smithsonian Institute. The great difficulty in the past was that inventors were on the wrong track. They had been vainly trying to make a flying machine on the principle of the balloon, lighter than the air. Such a machine could never be properly steered. The flying machine of the future would have greater specific gravity than the air. Of this Prof. Langley and Maxim were convinced, and on this principle one or both will soon succeed. The machine need not have wings. Nature was not always a wise guide; the steam locomotive got on well without legs. Indeed, the rotatory motion was the most economical. It was also a mistake to suppose that great power was needed to propel a body in high air. It was absurd to suppose that a pigeon possessed half a horse-power. Steam, not electricity, would supply the power of the air ship; at least until the storage battery was made perfect. As to the future of electric lighting, Mr. Bell believes it to be vast, almost infinite. This was demonstrated by the young Russian scientist, Nicolai Tesla, who, before a New York audience, lighted a hall by electricity passing through his body, the light emanating from his outstretched finger tips. Electricity could, therefore, be made harmless to human health or life.

"Tesla's plan," said Mr. Bell, "is to conduct the current in a series of waves by ever-recurring instantaneous cessations. He can fill the dome of this room with a cloud of light, the supply of electricity coming from two zinc plates on either side of the dome, these plates electrifying all the intervening air."

Another electrician to whom Mr. Bell gives credit is a Brantford man named Calender, who, he says, has perfected, or almost perfected, a telephone scheme which will do away with the services of the "hello girl." Brantford was for years Mr. Bell's home, and he is, therefore, interested in all things Canadian. Particularly, he was pleased to learn of the success of Allard, the old Point Levis blacksmith, in hardening copper like steel. This, Mr. Bell regards as one of the greatest discoveries of the age, the revival of a lost art. The marvel is, he says, that Allard should yet live in obscurity, a village blacksmith.

### Practical Hints and Examination Papers.

—A PRACTICAL SPELLING LESSON.—Lay aside for a day the spelling-book, and try an exercise like the following:

Let the pupils take their slates and write their own names in full. Write the teacher's surname.

Write the name of the country in which they live, the State, their post-office address.

Tell where Scotchmen come from.

Tell how old a boy is who was born in 1879.

Write the names of four winter amusements; of four summer amusements.

Write how many days in this month.

Write what we plant to get potatoes.

Write a definition of a druggist.

Write the names of six pieces of furniture.

Write the names of six kinds of tools.

Write the names of the seven days.

Write the names of the year, month and day of the month.

Write a verse of poetry and a verse of Scripture from memory.

—As there is to be a Mental Arithmetic Paper this year in the examination of our Superior Schools, the following may be of some service to our teachers, in preparing their pupils for the ordeal:

#### MENTAL ARITHMETIC.

| STANDARD I.                                       | ANSWERS. |
|---|----------|
| 1. Four sevens and three ?                        | 31       |
| 2. Six times seven from half-a-hundred            | 8        |
| 3. How much is 20 pence ?                         | 1s 8d    |
| 4. If I had 50 marbles, how many each to 5 boys ? | 10       |
| 5. How many shillings in a crown ?                | 5        |
| 6. How many sixpences in two half-crowns ?        | 10       |
| 7. How do you put down a hundred ?                |          |
| 8. What do you mean by a hundred ?                |          |
| 9. How many threepenny pieces in a florin ?       | 8        |
| 10. Add 6d. and 5d., and take 4d. away ?          | 7d.      |
| 11. How many fingers and toes have five boys ?    | 100      |
| 13. How many half-penny buns for 8½d. ?           | 17       |

| STANDARD II.                                   | ANSWERS. |
|--|----------|
| 1. How many pence in 6s. 8d. ? .....           | 80       |
| 2. Divide 120 among 10 persons ? .....         | 12       |
| 3. How many crowns in a pound ? .....          | 4        |
| 4. $50 - 19$ ? .....                           | 31       |
| 5. $18 + 19$ ? .....                           | 37       |
| 6. How many farthings in 6d. ? .....           | 24       |
| 7. How many nines in 5 dozen and three ? ..... | 7        |
| 9. How many 3d. books for 2s ? .....           | 8        |
| 9. A dozen 4d. pies ? .....                    | 4s.      |
| 10. How many half-pence in a florin ? .....    | 48       |
| 11. How many 3d. slates for 5s ? .....         | 20       |
| 12. How many pence in 11s. and 11d. ? .....    | 143      |
| 13. Divide 4 dozen nuts among 8 boys ? .....   | 6        |
| 14. What is the half of 30 ? .....             | 15       |
| 15. How many sixpences in 8s. ? .....          | 16       |

| STANDARD III.   |                      |
|---|----------------------|
| 1. $9 + 17 + 11 + 3$ .....  | 40                   |
| 2. How many threepences in 9s 3d ? .....  | 37                   |
| 3. How many shillings in 111 pence ? .....  | 9s. 3d.              |
| 4. If one boy has 1s 3d., another twice as much; how much altogether ? .....  | 3s. 9d.              |
| 5. If I buy a pair of boots for 5s. 6d., how much change out of half a guinea ? .....                                 | 5s.                  |
| 6. $6\frac{1}{2}d. + 11\frac{1}{2}d. + 10\frac{1}{2}d$ ? .....  | 2s. $4\frac{1}{2}d.$ |
| 7. If I spent 2s. 3d. and 4s., and have 1s. 9. left, what had I at first ? .....                                      | 8s.                  |
| 8. If I had half as much again as I have in my pocket, I should have a shilling; how much have I in my pocket ? ..... | 8d.                  |

| STANDARD IV.   |                |
|--|----------------|
| 1. Which is the greater, $\frac{1}{3}$ or $\frac{1}{4}$ ? .....  | $\frac{1}{3}$  |
| 2. $\frac{1}{3}$ of 2s. 6d. ?<br>( $\frac{1}{3} = \frac{4}{12}$ ; $\frac{1}{4} = \frac{3}{12}$ ) ..... | 10d.           |
| 3. 1000 pence, how many shillings ? .....  | 83s. 4d.       |
| 4. $\frac{1}{3}$ of £1 in pence ? .....  | (2s. 6d.) 30   |
| 5. $\frac{3}{4}$ of £1 in sixpences ?<br>(£ $\frac{3}{4}$ = 15s. =) .....                              | 30             |
| 6. What part of £1 is 1s. 3d. ? .....  | $\frac{1}{16}$ |
| 6. 7 weeks at 15s. a fortnight ? (=7 weeks at 7s. 6d.) .....   | £2 12s.        |
| 8. $\frac{1}{3}$ of a shilling in farthings ? .....  | 12             |
| 9. 24 articles at 6s. 8d. each ? (=£24 ÷ 3) .....  | £8             |
| 10. How many inches in 3 yards ? (3 yards = 9 feet.) .....   | 108            |
| 11. Take $\frac{1}{4}$ from $\frac{1}{2}$ ? (= $\frac{1}{4} - \frac{1}{4}$ ) .....                     | $\frac{1}{4}$  |
| 12. 1 lb. of tea at $2\frac{1}{2}d.$ an ounce ? .....  | 3s. 4d.        |
| 13. 60 eggs at 9d. a dozen ? (=5 dozen at 9d. a dozen) .....   | 3s. 9d.        |
| 14. 3 horses cost £90, what will 2 cost ?<br>(3 cost £90 ; 1 cost £30 ; 2 cost .....                   | £60            |

—Dr. Stanley Hall claims that every moment over a half-hour's attention exacted or sought to be exacted from the youngest children in the primary school is a mistake. He is undoubtedly right. The school hours for the younger pupils, in all our public schools, are altogether too long. The idea of expecting from a child of seven or eight years of age, five or six hours of brain work per day is preposterous and the attempt cruel. True, we have improved somewhat

upon the old methods in that, in all schools of the better class, the monotony and fatigue are, to some extent, relieved by the introduction of various exercises of a different kind, such as songs, marches, calisthenics, etc. Still, the hours spent in the schoolroom are too long by half for children under eight, and too long in proportions varying with the age and other physical conditions for older children. It is this, among other mistakes in method, which causes so many children to hate what should be a delight. We often feel a profound pity for young children in this city, who are not only cooped up for five or six hours a day in the schoolroom, but are actually robbed of a large portion of their evening and morning play by being obliged to do a certain amount of home-work. Truly we need another humane society—one for the prevention of cruelty to children in the schools—cruelty inflicted under the sanction of the law, and, in most cases, with the consent and approval of parents.

—Teachers cannot over-appreciate their free Saturdays and the two long months of holiday they enjoy in the summer. It is not too long, we agree, but how many there are—brainworkers, too—who have to content themselves with a very short vacation, after working six days a week all the year. It is true that there are few kinds of work as wearing as teaching and that few teachers could bear the strain of a longer teaching year. Fortunately, there is no need that they should do so. We trust the time will come when two hours a day for five days a week during nine to ten months a year will be considered enough time for one person to spend in actual class teaching. Then the teacher will be able to fully prepare her work without impairing her strength. Meantime, teachers very generally need to grow up to an adequate notion of what it *is* to prepare a lesson so that it may be given once for all, and become a “known” for future “unknowns” to be linked with. Progress moves along on parallel lines, a little on this and a little on that. Keep your line moving, teachers. Keep on improving your work, and your conditions will improve. Devote a part of the precious summer vacation to the collection of material for “nature lessons.” What more healthful recreation can you devise? The average summer school lasts three weeks. You could spare that, enjoying change of air and scene all the time, and still have a long resting space to “forget school” and thoroughly enjoy your novel and your hammock or your gay mountain parties. Ambition will be served and your love for your work increased by the summer school. But, above all things, realize that it is a very great, if a well earned, *privilege* to have all this care-free time.

—It has always been a question with the teachers in our public schools how to awaken interest enough in the every day affairs (of our own country in particular, and of the world at large) to get the boys and girls to read the newspapers.

In the few paragraphs following is given a practical plan which

has been successfully followed in one school, and may prove to be a help to some teacher who has been tried with this question. The lessons taught will be many and the results will pay for any extra labor on the part of the teacher.

Talk with your school about a new plan you have for publishing a weekly paper which shall be a review of the important articles in the daily papers. Let the school, under your guidance, decide upon a name for the paper to be published, arrange for different departments, and place each one in charge of a pupil as editor, reserving the office of chief editor for yourself.

Have the name of the paper and the names of the editorial staff written plainly upon the blackboard, where they may be seen by all during the week, and request the members of the school to look carefully each day and bring to the proper editor any important news items that they may find in reading. Clippings may be brought, or the exercise may be varied by having certain pupils write accounts of the events in their own words after reading.

Friday morning have these articles neatly and carefully written or arranged by the editors and passed to the chief for approval. Then when the news hour comes, let the editors read the paper aloud.

EXPERIMENTAL ILLUSTRATIONS.—*Gravitation*.—My class poised an egg in the usual way between salt water and fresh water, in a glass beaker seven inches high and three in diameter. I added some cochineal to the liquid; the room was swept, and on the surface of the water, perpendicularly over the egg appeared a perfect circle of particles of dust. To carry the experiment farther, by a silk thread I suspended a pebble in the vessel opposite the egg. The egg was attracted, repelled (action and reaction) and again attracted. A large piece of petrified wood placed on the table near the beaker, caused the egg to change its position. (Intervening objects do not interfere with gravitation.) Such experiments may be varied indefinitely. By taking objects of known mass that are lighter than salt—but heavier than fresh water, it may be proved that the force of gravitation varies as the mass, etc. My class was delighted, and learned a good deal about gravitation. *Motion*.—1. Boil an egg hard and suspend it point down; (a rubber band is the handiest thing to put around it). Suspend it by a fine steel wire. Hang beside it an unboiled egg. Now take hold of each and turn it around once or twice and let go, and watch the different operations of each. Why do they operate so differently? One is solid and turns as if made of solid lead; in the other the contents are stationary and friction arises between them and the shell, and so it comes to rest quickly. This leads to the conclusion that the earth is solid. 2. Try to spin them on a smooth plate like tops; you will succeed with the boiled egg but not with the other. Why? 3. Spin them on their sides; then when in motion bring the palm of the hand down gently on each. The boiled egg stops at once; the unboiled egg stops and then starts again. Why?

**Correspondence, etc.**

## GRAMMAR FOR THE JUNIOR CLASSES.

DEAR SIR,—As soon as the pupils thoroughly understand what has been said about nouns and verbs, they will be in a position to learn how to add words to the former by way of enlargement. For this purpose I would suggest that the blackboard be divided into two parts by a perpendicular line, and that a noun be written on the left side, and a verb on the right side, thus :—

Boys | talk.

It will be as well to choose intransitive verbs for this lesson, so that the attention of the class may be directed to the nouns and those words which are added to them. Ask the pupils to say what kind of boys talk, and write every example they give on the board to the left of the noun. If the teacher select the intransitive verbs at first, the class should supply all the other material in answer to questions, and at the end of this part of the lesson the blackboard will look something like this :—

|                      |        |
|----------------------|--------|
| Good little girls    | work.  |
| Pretty little babies | sleep. |
| A great wild lion    | roars. |
| Naughty little boys  | talk.  |

Now take this blackboard sketch and teach from it the function of the added words. This will not be difficult, since the pupils have supplied materials, and will be unanimous in declaring that these words *tell the kind* of noun. We can now venture to tell the class what name is given to all such words as these, and the big sounding word “adjective” will be readily understood by all.

Now ask some one to say what an adjective is, and what it does. Get the fact out of the class that an adjective *is* a *word*, and that it *points out* or *shows* the *kind* of noun.

In order to be quite sure that the class understand the lesson, and at the same time to exercise their brains, they should be told to divide their slates into three columns. Then the teacher might dictate about twenty nouns to be written in the middle column. To these the pupils should be required to add verbs, or saying words, on the right, and adjectives on the left side. During the supervision of this work, many errors will possibly be discovered; these should be pointed out and the pupil should be asked to supply some other word, and to give his reason why it is more suitable. If these three lessons have been properly understood, our pupils will now have a knowledge of the uses of nouns, adjectives and verbs. By keeping the verbs separate from the other two parts of speech, they will be able to write short—very short, of course,—sentences correctly. They will be able to

analyse these sentences according to their functions without knowing anything about either subject or predicate, so that when the proper time comes to introduce analysis under these heads, they will recognize their old friends in new coats. Next month I will deal with transitive verbs and nouns in the *objective case*, together with adverbs. My object in that paper will be to develop the pupils' thoughts in the direction of elementary composition.      PROGRESS.

*To the Editor of the EDUCATIONAL RECORD :*

DEAR SIR,—The parent who has not examined the Course of Study is not yet over with his animadversion against our school system, and the following letter shows where he is still to be found. "I would ask the opinion," says the misinformed gentleman who lives in Granby, "of those who take an interest in the education given in our higher schools and academies respecting the methods of teaching therein pursued. I do not pretend to be an authority in such matters, but I think too many branches are taught at once, and some of these branches do not seem to be necessary to qualify the average student for the active duties of ordinary every-day life. The consequence is, pupils get a slight knowledge of a good many things, but only a very imperfect knowledge of the more necessary ones. In an academy, by order of the Board of Education, nearly twenty different branches are taught at the same time, and in order to get along with so many, the scholars have often to study until late at night, to the danger of their health. This is a system of cramming which we are told to avoid in our treatment of the young. Of what benefit to the average scholar, who has only a limited time to get a practical education, is a knowledge of algebra, geometry, Latin, etc. Will the time spent on Caesar and Virgil be of any use to him in the future. For those who intend getting a university education, these may be in order, but in the case of those young persons who merely wish to fit themselves for the ordinary business of life, a more reasonable course should be adopted." Could any one believe that old fageyism, with its fingers in its ears, could go so far?

AN ENLIGHTENED CITIZEN.

NOTE FROM THE EDITOR.—The man who continues to write to the press without sending his name in confidence, must believe that editors do not mean what they say. No correspondent can find access to the public through any respectable journal without revealing himself to the editor at least, and it is as well that "Teacher" should know this when he "runs amuck," and thinks himself safe by following the example of the ostrich when he hides his head in the sand.

*To the Editor of the EDUCATIONAL RECORD :*

DEAR SIR,—I am sure you will be glad to learn that the Stanstead College is about to be free from debt, thanks to the activity of the

Rev. Lee Holmes, the former Principal. The following letter from that gentleman to the *Witness* explains how matters stand.

A METHODIST.

“The total number of students enrolled this session,” says Mr. Holmes, “is about one hundred and sixty, not quite half of whom are ‘boarders.’ Four thousand or five thousand dollars, in addition to the subscriptions already obtained, would amply provide for the extinguishment of the \$18,000 debt. The beautiful mansion ‘just across the road from the college,’ may have cost \$40,000 or upwards, but it is difficult to place a value upon it, as there is no local demand for such costly residences. The splendid example of the residents of Stanstead and vicinity in subscribing more than half the entire debt upon condition that the whole be raised by July 1, is meeting with a fairly prompt and liberal response from the Methodists of the Montreal Conference, so far as canvassed. If the remaining fields do as well, the debt can be paid off in a few months.”

*To the Editor of the EDUCATIONAL RECORD :*

SIR,—I have found a small collection of minerals very useful for “special” lessons, illustrating physical geography, etc. The pupils also take considerable interest in making a collection of the rocks of the neighborhood. If any of your readers are interested in making or enlarging such a collection, I should be very glad to make an exchange with them of typical minerals, rocks or fossils of the locality. Small specimens could be cheaply transmitted by mail and larger ones or greater quantities by express.

Yours, etc., J. A. DRESSER.

AYLMER, QUE., April 14, 1894.

### **Official Department.**

#### PROTESTANT COMMITTEE OF THE COUNCIL OF PUBLIC INSTRUCTION.

##### REPORT CONCERNING FUNDS FOR SUPERIOR EDUCATION.

Report of the Sub-Committee of inquiry appointed 25th May, 1893, with instructions “to examine and report upon all matters or questions connected with the motion of Professor Kneeland,” which is as follows, viz. :

“That hereafter, in making grants to all institutions entitled to share in the money available for the encouragement of Superior Education, the work and needs of such institutions be made the basis for determining said grants, due respect being paid to all existing legal rights.”

The Sub-Committee were also authorized to print their report for confidential distribution among members of the Committee.

In accordance with these instructions, the Sub-Committee have



deemed it right, in the first place, to lay before the Committee the nature and origin of the several funds available for the promotion of Superior Education. These are three in number, classified as follows, viz.:

1. The Superior Education Income Fund.

2. The Protestant Marriage License Fund, which includes not merely the fees annually received by the Provincial Treasurer from the sale of marriage licenses, but also the interest on the sum invested with the Government, known as the Protestant Marriage License Arrears Fund. This Arrears Fund, amounting to \$28,000.00, bears interest at 5% per annum.

3. The Protestant Compensation Fund, consisting of the sum of \$62,961.00 granted by the Legislature on the settlement of the Jesuits' Estates question, which sum is also, for the present, invested with the Government at 4% per annum.

These several sources of income and their application to Superior Education will be considered in order:

*1st.—The Superior Education Income Fund.*

This Fund is derived from the revenues of the Jesuits' Estates, supplemented by annual grants from the Consolidated Fund voted by the Legislature (section 5, chapter XV, Consolidated Statutes, Lower Canada). Since the time of Confederation, however, this Fund has been included in the gross sum for Superior Education voted annually *en bloc* by the Legislature. In 1888, clauses 1 to 5 of the Act XV, Consolidated Statutes of Lower Canada were abolished by the passage of the Jesuits' Estates Act, (51-52 Victoria, chapter XIII, sections 6 and 7), but were promptly restored when the attention of the Government was drawn to the matter (53 Victoria, chapter XXXI).

Sections 6, 7 and 8 of chapter XV, Consolidated Statutes Lower Canada, under the heading "*Aid to Superior Educational Institutions*," direct the appropriation of the fund as follows, viz.:

6. "The said Income Fund, or such part thereof as the Governor in Council may from time to time direct, shall be annually apportioned by the Superintendent of Schools for Lower Canada, in such manner, and to and amongst such Universities, Colleges, Seminaries, Academies, High or Superior Schools, Model Schools and Educational Institutions, other than the ordinary Elementary Schools; and in such sums or proportions to each of them, as the Governor in Council shall approve, etc."

7. "Grants to be made under this act, out of the said Income Fund, shall be for the year only and not permanent; and the Governor in Council may attach to such grants any conditions which may be deemed advantageous for the furtherance of Superior Education."

8. "No grant shall be made to any Educational Institution not

actually in operation, nor to any institution owning real estate, whose liabilities shall exceed two-thirds of the value of such real estate."

Further, in section 9, the conditions under which claims for grants may be considered are set forth ; and a report from each institution claiming a grant must accompany the claim, showing the position of the institution under *nine different heads*.

*The present law* on the subject, including, with the original acts, the several amendments made subsequent to the consolidation of the Statutes of Lower Canada, is embodied in the Revised Statutes of Quebec, under articles 2203, 2204, 2207, 2208, which correspond with articles 441, 442, 443, 446, 447 of the School Law Code.

(With respect to the above Revised Articles, the Sub-Committee are informed that the original acts are not abrogated, but remain in force, so that in the case of doubts arising as to the correct interpretation of any clause reference can be made to the original law on the subject).

From and after the year 1856 (and even before that date), up to the period of Confederation (1867), grants from this source (the Superior Education Fund) were apportioned under the direct approval of the Governor in Council, and subsequently thereto, under the approval of the Lieutenant-Governor in Council.

On p. 4 of Mr. Rexford's report, 26th September, 1888 (appended hereto under No. 3), a list is given of the grants to Universities, Colleges, etc., beginning with 1851, and ending in 1888. In this list, however, no reference is made to the grants to other institutions Academies, Model Schools, and the Montreal and Quebec High Schools, all of which then shared, and still continue to share, in the grants for Superior Education.

If the grants from the Marriage License Fund (marked M. L. F.) be excluded from this list, the apportionment from year to year of the Superior Education Income Fund between the institutions named can be easily seen, and, bearing in mind the expressed object of the Act of 1856 (19 Victoria, chapter LIV) that it was to make "better provision for the promotion of Superior Education," it seems clear that the Government of the day considered that the amounts granted annually prior to 1856 were inadequate for the work expected from and undertaken by the Universities and other institutions for Superior Education.

In the year 1867, the British North America Act was passed, which changed the whole system of Government, and the promoters of that great measure agreed amongst themselves, that the rights and privileges of the Protestant population of the Province of Quebec should not be placed in jeopardy, in the matter of education, by the changes incidental to the new system of Federal and Provincial Legislatures. In order to carry out this agreement, the Education Act of 1869 (32 Victoria, chapter XVI), was passed, section 4 of which provides that the Superior Education grant shall, in future, be distributed between the Roman Catholic and Protestant Institutions

respectively, in the relative proportion of the respective populations of the Province, according to the then last census. This determined the proportion to be given to each class of the population.

But, under this changed system of Government, it appeared that the sums accruing to Protestant institutions of Superior Education became greatly reduced in amount and altogether insufficient for the needs of the Universities and Colleges. A representation of the matter was duly made to the then Premier, who was at the same time Minister of Public Instruction, accompanied with an urgent request for additional aid.

The higher institutions of learning, which had been founded by means of purely voluntary subscriptions, and were in large part maintained by voluntary effort on the part of the friends of the Higher Education, suffered so seriously by the diminution in their grants, that it seemed as if their work would be seriously hampered if not stopped altogether. Their only hope was that the small Government grants allotted to them might be in some way supplemented.

The falling off in revenue began immediately after the passing of the Act of 1869, as may be seen in the list prepared by Mr. Rexford, as above mentioned. This state of affairs led to the application for the transference to Protestant Superior Education of the fees received from Protestant Marriage Licenses and thus to the formation of the second source of income.

*2nd.—The Marriage License Fund.*

The history of this Fund, as recorded in the letters and documents appended hereto, is interesting and instructive. Light is thrown on the intentions of the Government and their desire to promote, to the full extent of their power, the objects aimed at by the friends of the Higher Education in this Province. The documents\* are as follows, viz.:

- No. 1. The memorandum prepared by Mr. Rexford, at the request of the Protestant Committee, submitted, 23rd November, 1887 (EDUCATIONAL RECORD, 1887, p. 356.)
- “ 2. Memorandum by the late Lord Bishop of Quebec, submitted to the Committee. (EDUCATIONAL RECORD, 23rd November, 1887, p. 357.)
- “ 3. Report of Mr. Rexford, 26th September, 1888.
- “ 4. Letter to Dr. Heneker, 22nd May, 1893, from Sir William Dawson.
- “ 5. Letter to Sir William Dawson, 21st December, 1871, from the Hon. James Ferrier.
- “ 6. Letter to Sir William Dawson, 28th November, 1891, from the late Dr. J. W. Williams, Bishop of Quebec.

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\* Copies of these documents will appear in subsequent issues of the RECORD.

- No. 7. Extract from the minutes of meeting of Governors, McGill College, 24th October, 1872.
- “ 8. Letters to Dr. Heneker, 1st September, 1893, from Sir Wm. Dawson.
- “ 9. Letter to Dr. Heneker, from the Hon. Judge Irvine, 16th November, 1893.
- “ 10. Letter to the Rev. E. I. Rexford, 1st September, 1893, from Mr. Justice Lynch.
- “ 11. Legal opinion of Dr. Hemming, member of the Sub-Committee.

*The apportionment of the Fund* has next to be considered.

Section 5 of the Act 35 Victoria, chapter 3 (1872), reads as follows: “The sums so paid over to the Treasurer (as Marriage License Fees) shall be by him paid over annually, at such time and in such manner, that the same shall be apportioned among the Protestant Institutions of Superior Education, by the Minister of Public Instruction, under authority of the Lieutenant-Governor in Council, in addition to and in the same manner as any sums or aid granted by law for the purposes of Superior Education in this Province.”

The above was amended in 1888, by adding after the words “Lieutenant-Governor in Council,” the following, viz., “and in accordance with the recommendation of the Protestant Committee of the Council of Public Instruction.”

The original clause, with the above amendment of 1888, is embodied in article 2205 of the Revised Statutes, which must be taken *as the present law on the subject*.

In considering the important question of apportionment, it must not be forgotten that the Protestant Committee have had the matter under consideration for a very considerable time, as will appear by the following, viz. :

(a) A report of a Sub-Committee (with reference to the distribution of the Protestant Superior Education grant) on a memorandum prepared by the Rev. E. I. Rexford (Secretary of the Department), was submitted to the Committee at the session of 23rd November, 1887. (Appendix No. 1).

This memorandum is entered in extenso in the minutes of the Committee, and is followed by a statement in reference thereto (Appendix No. 2), also in extenso, signed “J.W. Quebec,” “member of the Council of Public Instruction at the date of the transaction.”

This statement gives the history of the first steps taken to obtain aid for the Universities through the Protestant Marriage License Fees.

The report was received, and the Sub-Committee was continued “with instructions to make further enquiries and report at next meeting.” (*Vide* EDUCATIONAL RECORD for 1887, pp. 356-7.)

(b). At a meeting of the Committee, 29th February, 1888, the Chairman (the late Bishop of Quebec) reported on behalf of the Sub-Committee on the distribution of the Marriage License Fund, "that the original document referred to in the last report, signed by the Protestant members of the Council of Public Instruction, recommending the original division of the Marriage License Fees, had been found, and the document was read for the information of the Committee." In regard to this, the Committee agreed to request the Secretary to draw up a historical statement concerning the Marriage License Fund, and to include therein all available information and documents." (EDUCATIONAL RECORD, 1888, p. 119.)

At the meeting of the Committee, 26th September, 1888, the Secretary reported, giving the history of the Marriage License Fees. This report was not entered in extenso in minutes, but is appended hereto. *Vide* Mr. Rexford's statement No. 3, appended.

It was thereupon moved by Sir William Dawson, seconded by Dr. Matthews, and resolved: "That the Secretary be thanked for the labour he has taken in preparing the memorandum read, giving the history of the legislation in connection with the Marriage License money, and the action taken from time to time by the Committee in its distribution, and that the report be preserved among the documents of this Committee."

The foregoing shows the action of the Protestant Committee in their endeavour to ascertain their powers with regard to the apportionment of the Fund.

### *3rd.—The Protestant Commutation Fund.*

By the Jesuits' Estates Settlement Act, 51-52 Victoria, chapter 13, section 4, the sum of \$62,961.00 was granted to the Protestant Committee, as a compensation for the grant of \$400,000 to the Roman Catholic majority of the Province, and the second paragraph of the section prescribes how the interest of the said sum was to have been apportioned. This section was incorporated in the Revised Statutes, under Article 2206; but, in 1890, the above cited Section 4 of the Jesuits' Estates Act, as well as Article 2206 of the Revised Statutes, was repealed by Sections 2 and 3 of the Act 53 Victoria, chapter 31, Section 2 of the last named Act being substituted therefor. By this section the disposal of the grant is left with the Protestant Committee without restrictions of any kind. This is the whole law on this part of the inquiry.

### *General Results of Inquiry.*

The more important results of the above inquiries may be summed up as follows:

1. The several funds available for Superior Education are not on the same basis as to origin and permanence. The grant from the

Consolidated Fund depends on an annual vote of the Legislature, except in so far as guaranteed by the Investment Fund, and the arrangements entered into at Confederation. The Marriage License Fund, on the other hand, is the product of a specific licence, handed over by the Legislature for the Superior Education of Protestants. The Protestant Compensation Fund of \$62,961.00 is a capital sum invested for Superior Education under the Committee. It is therefore claimed, in the interests of Protestant education, and in view of possible changes in the future, as well as in connection with their different tenure, that they should continue to be administered separately, though the two first must alike be annually recommended for distribution, subject to the approval of the Lieutenant-Governor in Council.

2. That, while the Protestant Committee has full power to recommend any distribution of the aid to Superior Education which in its judgment seems desirable, there is no legal requirement for apportioning any one of these funds rather than another to any one class of the institutions of Superior Education.

3. The original application for the Marriage License fees was made in 1870 and 1871, by and on behalf of the Universities and Colleges, through the Protestant members of the Council of Public Instruction, on account of their lack of means, and of the diminution of the Superior Education Fund in consequence of the Act of 1869, and the increasing claims of other institutions, and with the object not only of strengthening them but of rendering them less chargeable on the General Fund. This historical relation of the fund, which appears plainly from the appended letters and documents, has been adhered to ever since, and is entitled to consideration on the part of the Committee.

4. Whereas, in the opinion of the Sub-Committee, it is impossible to gauge the extent and importance of the work of the two Universities, or to make grants at all adequate to the work performed, the Sub-Committee suggest that the grants annually recommended for the two Universities, be determined by special consideration from year to year, but that the grants to other institutions of Superior Education, including affiliated Colleges, be apportioned in accordance with results and needs, the whole subject to the requirements of the law and the regulations of this Committee.

The whole respectfully submitted.

(Signed)

R. W. HENEKER,  
J. W. DAWSON,  
E. J. HEMMING,  
W. I. SHAW,  
ELSON I. REXFORD,  
A. T. LOVE,  
A. W. KNEELAND.

} *Members of  
the  
Sub-Committee.*

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**Articles: Original and Selected.**

TEACHING PENMANSHIP.

GEO. F. DE LONG, THREE RIVERS.

In casting about for material, and in reflecting upon the subject of penmanship, I became impressed not only with the importance of the subject, but with my inability to do it justice. In observing the work done in the schoolroom and in the business college, in noting the opinions of teachers upon the same, and comparing both with my own experience, both in the schoolroom and the business college, I had for some time come to the conclusion that he who indites an article upon penmanship draws upon himself the fires of criticism from two opposite sides of opinion as to the best method of teaching penmanship; and I could well wish that the task had devolved upon some one more competent to deal with it. But it is the duty of the soldier to obey, and inasmuch as I have been selected to present this subject to you, I do so, not to display any superior talent or wisdom, but as a duty; and, while expecting your criticism, I also invite your sober judgment, in the hope that the discussion of the subject will present some practical suggestions that will result in more satisfactory work in the schoolroom.

There are, as stated, two opposite opinions as to the best method of teaching penmanship in our institutions of learning.

The one makes analysis of letters the foundation of the art; the other makes movement the foundation. The first seems to have for its motto, "Legibility first and rapidity afterwards," and the second, "Rapidty first and legibility afterwards." The first is the natural outgrowth of the institutions of our fathers and mothers, who, as they tell us, when they attended the primitive schools of earlier days, were fortunate if they had a tolerably accurate copy, written by the master, placed before them, which they tried to imitate more or less closely with a quill pen. Not much attention was paid to analysis in those days, and most of our fathers and mothers could not tell whether they employed the third or the thirty-third principle in the formation of the small "i." But the march of the schoolmaster has been onward ever since he first came into the land; log schoolhouses and slab-seat benches gave way to more commodious edifices supplied with seats furnished with backs, and, wonderful improvement, desks! Written copies were superseded by printed ones, and pupils were taught analysis of letters. Still onward, and the tedious and laborious characters were found to be altogether too slow for the Nancy Hanks pace of the modern business world, and there came a demand for more rapid execution. Business colleges sprang into existence which made the art of penmanship a special study, and the idea of movement was gradually developed until to-day we have swung to the other extreme of the pendulum, and on all sides is heard the demand for movement, in imitation of the methods of the business college, until even our primary schools have caught the infection. There is really little difference of opinion as to the utility of making movement the foundation of penmanship with the students of a business college or with the advanced pupils in our public schools; but the real question which still invites discussion is, is it, after all, just the thing for primary pupils? In the main, both methods have produced such wholesome results that he who would condemn the one or the other must subject himself to the suspicion that he is ignorant of the real merits of either. There is something, there is much, in a method, but it is not everything. A great deal depends upon the conditions under which a method or a system operates, and the manner in which it is applied. If you will pardon the digression, I might illustrate it with reference to the tariff question which has agitated the minds of all classes of our people for some time. Here are presented the two wholly opposite economic theories of free trade and protection, and, as a general thing, it is safe to say that the most enthusiastic



advocates of either can imagine little, if any, good in the other. In the heat of argument men have been too apt to overlook the fact that the existing conditions in a country have much, if not everything to do with the fact whether free trade or protection, or whether "reciprocity," which some would call "free trade in spots," best promotes the general welfare of a country. Theory is thus generally a nice thing to talk, but it is sometimes a very hard thing to live under.

So, in my opinion, is a great deal that is said and written about penmanship, it would seem to indicate with many a greater knowledge of theory than of actual practice. Then, too, there are the enthusiasts, the hobbyists, who will make a success under the most trying circumstances, and because they have succeeded, imagine their methods to be the only ones that can succeed under any circumstances. And yet we must admit that conditions have a great deal to do in determining which method would prove the better success, even in penmanship. Much depends, also, upon what we would call "success;" and the question is, are there not some specially different conditions that characterize our primary schools and distinguish them from the business college as well as from the advanced grades in our public schools?

In the first place it is the province of the public school to give the pupil elementary instruction, thorough, it is true—in a number of branches—such as will give him a general education and fit him for the general duties of citizenship. In the abstract it is not the province of our public schools to turn out professional men and women. To do this would require special preparation, special advantages, and special instructors in every department of learning. On the other hand, it is not the province of a business college to give the student a general education, but a particular,—a professional—education; consequently it excels along this line. The first has in contemplation the child; the second, the young man or woman. The first deals with pupils in different grades of advancement; the second supposes but one. The first would develop skill and judgment; the second presupposes a certain quantity of both already existing with the pupil. The first devotes less than half an hour daily to the practice of penmanship, and by teachers themselves in all grades of efficiency as instructors; the other devotes upwards of one hour daily to the same under the careful direction and training of a specialist, an expert. A young man or young woman will enter upon a course at a business college with the mind as well as the hand directed to

the attainment of good penmanship to fit him for that particular pursuit in life. The student will thus practise not only more carefully but much more extensively. Owing to the associate nature of his studies it is not unusual for him to write upwards of one-half of the entire time. If, under all these favorable conditions, a business college turns out a tolerably good penman within six months, is that a conclusive argument that its methods are the best for primary pupils? Again, practice must be combined with judgment. Is there not a great difference, both mentally and physically, between the child of six or seven years, and that of the young man or woman as well as the more advanced pupil?

But neither analysis alone, nor movement alone, will produce a penman. Whichever be made the foundation must be supplemented by the other. It would, at least, be a slash at the gordian knot to say that they should go hand in hand. But with primary pupils I would lay great stress upon form; I would preach analysis, and in the writing exercise I would try to practise what I preach. The analysis of letters having been thoroughly acquired until the pupil has the ideal form of the letter in his mind, he will be much more liable to conform to that ideal in practice, whatever movement he may acquire. Whatever may be said for or against this method, it has one thing in its favor,—it is the natural order of development—form first, movement afterwards. By careful attention to this method even primary pupils have produced work that was nearly as perfect as the printed copy, and any method that will produce such results is not to be at all despised. No one would seriously hesitate to call it a success.

But now comes the tug of war. Some one interposes again the same old question: "Is it not harder for the pupil to unlearn a bad habit than to learn the right habit from the start?" This is one of those stock arguments in favor of teaching movement as the foundation in all grades, which probably finds ready acceptance on the ground that, as an abstract proposition, it cannot be successfully disputed. I am not, however, ready to admit the proposition as suggested in the question. It is a very nice theory, I admit; but a moment's reflection suggests the question, why did not our parents, when we were five or six years of age, teach us the habits, actions, and manners of grown-up people? Many things adapted to our physical and mental capacities as children are just as unfitted for us now as would be the dolls and the hobby-horses to the sage and the matron of sixty. We have had to unlearn

so many things! Art will improve even a child; but it cannot make a man of him; nature will do that in the same old way. Whatever advantages the movement method may possess over advanced pupils, when we compare it with the analytical method for primary pupils, it may be said to be rather a choice between two evils, of which I would choose what to me seems the least. I would aim to deal with conditions as they are, and not as they might be, or as some would urge, as they should be. With this in view I would not lose sight of the fact that primary pupils have a certain amount of written work to perform in which it is admitted by many that the pupil is not expected to depend upon the movement practised in the general writing exercise. If this be the case, it is an actual confession that it is one thing to theorize and quite another to put into successful practice. We may admire the man, but we have not the profoundest respect for the opinion of the economist who contends that his theory is the only logical and correct one, but who also holds that its enactment is "impossible."

But I would not wish to be misunderstood. I would not neglect movement with a primary pupil any more than I would neglect form, or analysis, with the more advanced pupil. The idea of movement should be gradually developed according to the ability and the comprehension of the pupil, and he should be encouraged to depend upon it more and more in his general work until he will have learned to depend upon it altogether, which he may be able to do after reaching about the fourth grade. Above those grades the pupil may be taught, or rather, should be taught, wholly by the movement method, and he should be expected to depend upon it altogether in all his work. Care must be taken, however, in all stages, never to sacrifice legibility to rapidity. Most of us, doubtless, have in mind at least one particular individual, a glance at whose chirography is evidence enough that he has got rapidity down to a fine thing. Plainly enough, letter writing is a great saving of time with him, but it is no saving of time to the man who has to read it; he is the one who does the swearing, and it is not at all pacifying to his state of mind to know that the writer could write twenty such letters in an hour. The first consideration in letter writing should be, not the convenience of him who writes it, but of him who is to read it.

Briefly, then, the distinguishing features of the two methods are, that the analytical method aims at accuracy first and a gradual development of speed afterwards; while whatever is done by the movement method is done rapidly, accuracy being

almost completely sacrificed at first until the pupil will have gained sufficient control of himself and of the pen. From the fact that the analytical process is not only the easier for little people, but also productive of better work, is why I would recommend it for primary pupils. A thorough knowledge of form being thus acquired by the pupil, the attainment of movement becomes a mere matter of practice; while, on the other hand, no amount of movement, without a thorough knowledge of analysis will ever produce a fine penman. The analytical method is primarily an exercise of judgment, and is enduring; while the other is primarily a training of nerves and muscles and requires continued practice to make it available, otherwise there is great danger that it will degenerate into a scrawl. This last is the particular caution to be heeded in teaching the movement method. It is a much more delicate and artistic accomplishment, and for that reason more liable to be abused. The movement method must always be used with judgment; for it must be borne in mind that *motion* is not "movement." Correct movement will result in correct form, while mere motion produces carelessness and consequent bad habits. In their application, then, the whole matter may be summed up in that with maturer minds the movement method will produce best results, while with children it is more liable to result in mere motion.

The movement method also requires greater tact on the part of the instructor. Beginning with simplest movements every movement exercise should have steadily in anticipation a definite step in the development of form. The error must not be committed of making the movement exercises the object aimed at. They should not be considered in themselves of any value whatever; they are only the means to an end. The time of a writing exercise should not, therefore, be confined wholly to the movement exercise; but sufficient attention must be given to practical work. Simple combinations should be followed by the more difficult ones, and all require to be gone over and over again. Neither should too much prominence be given to the capital letters. The writing of many students will be found to be sadly deficient in the formation of the small letters. This is due to the fact that there is a certain fascination, especially to the beginner, in a bold movement which is lacking in the case of the small letters; and, also, a mistaken judgment as to good penmanship is by many based upon the skill shown in forming the capital letters. As a matter of fact, however, the capitals are the easier of the two,

for the reason that their forms are more sweeping and continuous, and their combinations not so varied and abrupt as in the small letters.

The teacher who would produce the best results in penmanship must himself be able to do good blackboard work. To see a letter constructed is worth a cyclopedia of instruction upon the same, and is one of the most valuable object lessons. To do this effectively requires some preparation and practice on the part of the teacher, but he should not think of teaching penmanship without it. He may thus throughout an entire writing exercise produce the different movement exercises upon the blackboard. A good plan, also, is to send sections of the school to the blackboard while the rest practise the same exercises with pen and paper, thus serving both as a divertimento and as a valuable aid to the pupil in blackboard work as well as desk work. Count while you write; this is to secure control of the pen, not only to make it go where you wish it, but, what is equally important, when you wish it. Counting produces both regularity and uniformity, and is to penmanship what the governor is to the steam engine.

Finally, as to producing an expert penman within three months, do not be discouraged if you do not succeed. Remarkable progress is, of course, often made along any line, and a great deal, as stated before, depends upon conditions which are not cited in connection with the phenomenal genius whose portrait is displayed as an advertisement in some penman's journal. Practice will often produce wonderful results, even in three months, but in the main it is not to be expected to produce a penman any more than we would expect to produce a musician or an artisan within that time; yet fine penmanship is perhaps as great an accomplishment as either of them.

### **Editorial Notes and Comments.**

We notice that the Rev. Dr. Scrimger in his report on schools to the Presbyterian Synod has a word to say against the school system of Quebec, giving emphasis to a statement made by one of our inspectors, that a large proportion of our teachers have no professional skill. It may or may not be justifiable to discuss in such a report the defects of our system as a whole. But it would certainly be nearer to justice to discriminate between what is good and what is bad in our system, in order that it may not be considered all bad. This, Dr. Scrimger has not

ventured to do, possibly from lack of information, or just as likely from some reason of his own, which he does not care to divulge further than to say that the representation on the Protestant Committee of the Council of Public Instruction is far from being equitably proportioned. Is it not strange that Dr. Scrimger should discuss the sectional at one time and the general at another, evidently for no other purpose than to animadvert against our system?

—In the inspector's statement, which he cites with some unction, our authorities have no new lesson brought before them. The unskilled teacher should have no place in our system, and all the rules and regulations in the world will not make of our schools anything more than they are until some plan is adopted to supply our elementary schools with trained teachers. Building from the top is never likely to be other than a ridiculous suggestion, and any attempt to do so in a plan for the improving of the human race is likely to be as ludicrous in practice as it is ridiculous in theory. Dr. Scrimger, therefore, has made a point when he repeats what has been the experience of one of our inspectors. For his information, however, we may state that something is being done in the province of Quebec to give our young teachers some idea of the process of conducting a school, in our Normal School and at our Teachers' Institutes. Yet the means for filling our elementary schools with trained teachers is confessed to be altogether inadequate, and it remains for the authorities to take action in organizing some additions to our system which shall provide a remedy for what Dr. Scrimger says ought not to exist.

—The *Witness*, in discussing the question of teaching "temperance hygiene in public schools," says, that the educational system of New Brunswick is far ahead of that of Quebec in this respect, and even of the excellent school system of Montreal, where the teaching of the subjects so definitely prescribed in the New Brunswick schools is, comparatively speaking, very partial. Surely the *Witness* writer is not so benighted as not to know that what New Brunswick has just introduced has been in operation for years in our Protestant Schools of Quebec, and that not only is temperance hygiene being taught in these schools, but that every pupil after having been presented in what is called Grade I. Model School is subjected to a written examination every year until the course is completed by the University School examinations. Is it not a pity that we have so little faith in ourselves, as to be ever comparing our own

affairs with those of others, with the facts in our own favour left out.

—A good and true first principle came from the lips of Sir William Dawson, at the late Convocation of McGill University, when he said :

“ I believe that the object of the university in its educational work in all its faculties should be one and indivisible. It is not the purpose of the university to educate in its faculty of arts mere pedants or dilettanti, but to train men and women for the best exercise of their powers in active life. It is not the object of the University to produce mere lawyers or mere engineers. Our graduates in arts should be better fitted by the education they have received to prosecute any profession or business, and that they are so is proved by the high places they have invariably taken in the professional examinations. Our graduates in law, medicine or applied science have, on the other hand, proved themselves well qualified to act their parts in the general social, political, scientific, literary and religious movements of society, as well as to occupy high places in professional life. In our view every graduate should first take his degree in arts and afterward enter a professional faculty. This double degree is a worthy object of ambition on the part of every student. Circumstances may prevent many from attaining to it ; but in any case the graduate in arts should at once enter on professional study or some practically useful business or pursuit in which his education may bear good fruit. Every professional graduate, on the other hand, whom dire necessity has prevented from taking his course in arts, should endeavor to make up for this as far as opportunity offers by continuing to cultivate and extend his general education. The university knows the vast variety of the human interests and relations with which the legal practitioner has to do, and that engineering has reference to everything in the heavens above, the earth beneath and the waters under the earth. Men in either of these professions may be called upon to deal with intricate and important problems not anticipated at the outset of their career, and to discharge important public duties not of a professional character. Who can be sufficient for such things without the best training of all his powers. How great, on the other hand, is the responsibility of those who have had such training. This responsibility devolves on you and it reaches from you not only to your university, but to your country, to mankind and to God. May you go forth into the world in this spirit, and may God grant you grace and power and length of

days, and all fitting opportunity to discharge well and fully your obligations in all these respects, so will you have abundant reason to be grateful for the advantages you have obtained; and your country and the world will be the better for you and the education you have received."

—In referring to the purchase of books for the Redpath Library, Dr. Johnson, in his address, referred to a matter which ought to be discussed by every community in the land in their efforts to have a good library in their midst. "Thanks to the more enlightened policy of the Government," said the Dean of the Faculty of Arts, "we have through the recent change in the tariff, a better chance of filling the empty shelves. At any rate, the tax on knowledge has been lessened; the height of the barrier against the importation of new ideas or the spread of old ones, has been greatly reduced. Great praise is due to the Government for their action. But, as a people, we have no reason to be too proud of the advance. We have not yet reached the stage at which France and Italy and other countries arrived four centuries ago, when there was not only no tax on books, but the universities had authority to fix the prices."

—An excellent word of advice is to be found in the following, which has been taken from the *School Journal*:—"The best of teachers is in danger of neglecting the essentials and spending too much time over the details of his work. To avoid this a skeleton of the work should be constantly kept in mind. Occasionally a lesson may be deepened, and the hold on the general subject broadened by utilizing an unexpected interest on the part of the pupils in some particular phase or question. But this advantage should be promptly applied through its connection with the whole. A scheme of the whole, kept always in clear mental view, will furnish this connection and enable the teacher to cement his work. Thus the branch that has bent to the breeze returns to its normal relation to the tree, and the whole is strengthened and made alive. The weak teacher follows the impulsive interest of his pupils from issue to issue, loses direction, cultivates mind-wandering, and fails to teach the subject he has set out to teach. The formal teacher rivets the mind of the student closely upon detail after detail, teaching these separately and getting no wholeness. Keep your ultimate aim so well in view that the little aim of each passing moment shall not gain an exaggerated importance."



### Current Events.

Dr. Johnson, in referring to liberal endowment of a Professors' Pension Fund for McGill University by Sir Donald Smith and Messrs. Macdonald and Molson, pointed out the warrant for such action in the provisions made elsewhere for the retirement of gentlemen who have spent their lives in college work. "In the universities of the mother country, as well as of this, it has been the general rule that when a professor, after a certain number of years' service, became incapacitated by illness or age, a junior assistant was appointed to discharge his duties, receiving as remuneration a small part of the professor's salary. Even the rich university of Oxford provides in the statutes for this arrangement for some of its chairs. It was the common practice in the Scotch universities for two or three centuries. But, as might be expected, the results were unsatisfactory, and about forty years ago the Imperial Government came to the aid of these Scotch universities and undertook to provide adequate life pensions, according to certain rules, for professors retiring under the circumstances named. Little chance have the universities of Canada that the Canadian Government will ever help them in this way, and they must, for the most part, be content with the time-honored usage. Two or three exceptions there may be, and of these Montreal will be proud to learn that McGill university will be one, not through Imperial liberality, but through the royal gifts of three donors, whose names I need not tell you, but who have, within the last few weeks, each subscribed \$50,000 to make up a superannuation fund of \$150,000 for the university. I think it speaks well for the university as well as for the donors, that not the slightest hint of the great advantages to the university of such a fund has ever been put forward by the university. The action is purely spontaneous."

—The Redemptorist Fathers of Montreal intend to erect a Seminary of Theology and Philosophy in Montreal. This has been their desire ever since their arrival in St. Ann's parish. At present Canada, with the West Indies, simply form a vice-province, depending on Belgium, and postulants and novices are obliged to go to Belgium to enter the order. The whole course of studies must be completed in Europe before the young divinity student is allowed to return to his native land. In the United States a postulant may remain in his own country and become a Redemptorist Father, but should a Canadian go to study in the United States or in England,

he would be obliged, unless he obtained a special permission, which is rarely granted, to remain in either of these ecclesiastical provinces. This is considered a very great disadvantage, which the Fathers are about to endeavor to remedy. As this country has been erected into a vice-province within the last couple of years, it only now remains to erect it into a province. It is not want of money that has prevented this project; but it was feared that there would not be sufficient students to warrant the execution of the undertaking. Since their arrival in this city the Redemptorist Fathers have been joined by about 15 or 20 young gentlemen who are now pursuing their studies in Belgium at the mother house, and this number would form the nucleus with which to begin a studenda.

—President Eliot, of Harvard University, completes this year his twenty-fifth year in his office, and the Harvard Clubs throughout the country intend to unite in commemorating his silver anniversary by presenting to him a gold medal, appropriately inscribed, at the alumni dinner on the next commencement day. But one other President of Harvard has served longer than President Eliot.

—The *Educational Review* of New Brunswick, in speaking of the Bathurst School Case, says that the finding of the Commissioner is regarded as an impartial and conscientious judgment of the matter in dispute, and will no doubt be accepted as such by all who do not wish to see our excellent school system imperilled by prejudice and groundless fears. If the school law continues to be administered with wisdom and tact, as it has been since its inception in New Brunswick, there is no need that the consciences of any sect shall suffer, or that passion or prejudice be stirred up in any locality, if the administrators of it in these localities are prudent men, and have some regard for the feelings and views of their fellow-citizens.

—J. C. Wilmerding, who died recently in San Francisco, bequeathed \$400,000 to the Regents of the University of California, for the purpose of establishing and maintaining a School of Industrial Arts. The testator states that the object of the School shall be “to teach boys trades, fitting them to make a living with their hands with little study and plenty of work”—a wise and practical suggestion, truly.

—The next considerable scheme for adding a great inland city to the list of seaports is the Brussels ship canal project. Brussels already has a small channel for ordinary canal boats which makes its way to the sea, and it is proposed to utilize this passage, transforming it into a veritable waterway for ocean-

going ships. The present plan does not contemplate a depth great enough for vessels of the first rank, but it is estimated that an expenditure of some \$10,000,000 would complete the system in such a manner as to give a uniform depth of twenty-two feet, which would admit vessels of somewhat more than two thousand tons. The Belgian Government has already made a subsidy appropriation towards the project, and has offered to take a considerable part of the stock of the canal company, so that the plan may be considered as upon a practically assured basis.

—Grenville S. Redmond, the deaf and dumb boy who has so rapidly gained distinction in the famous Julian Academy of Fine Arts in Paris, had been an inmate of the Institution for the Deaf, Dumb and Blind at Berkeley since January 2, 1879. While there he gave evidence of great ability. When a mere lad he used to draw with colored crayons remarkable battle pictures and scenes from life, as background scenery for pantomime entertainments at the Institute. His color effects were wonderful, and it is in that direction that he is bound to make a success.

—It is said that the next meeting of the Dominion Association of Teachers is to be held during the Easter holidays of 1895 in Toronto. The next meeting of the National Educational Association of the United States is to be held in Ashbury Park, New Jersey, in July. The annual convention of the Provincial Association of the Protestant Teachers of Quebec is to be held in October as usual.

—Professor Virchow, on assuming the office of Rector of Berlin University, delivered an address on "Study and Research." The purpose of University study, he said, was a very high one; it was to foster general scientific and ethical culture, and the mastering of whatever science the student chose as his specialty. In the higher schools instruction in the ancient languages has from the first had the lion's share, and it must be gratefully acknowledged, has long produced the valuable effect of laying a common foundation of culture for all the civilized European nations, and thus promoting their mutual understanding, and securing the feeling that they belong to one another. All this, he continued, has been entirely changed. The national languages have assumed their natural rights, and we have thus reached a turning-point as regards the classical languages. Grammatical discipline is not the means of progressive development which our young people need, and which generates that love of learning which is

the condition of independent self-development. The methods of other disciplines are now so perfect that they can completely fulfil this end. These disciplines are the Golden Triad—mathematics, philosophy, and natural science—on the development of which all Western civilization rests.

—A contemporary gives both sides of the question about trained teachers in this way: “The accusation brought by the higher grade teachers against the primary teachers of to-day is that they do not train the children to *study*. This the accused take calmly, because, they say, the lower grade teachers always have been, and always expect to be, blamed for whatever shortcomings may appear in the upper grades, and they can only do their best and let them grumble—the trouble is in the children and not in the teaching. It seems to me that there is something to be said on both sides. It is universally acknowledged that the real teaching method, set forth in manifold ways by our normal schools and summer institutes, has not become as wide-spread in the grammar and high schools as in the primary. The cry now is for secondary normal schools.” This may be the case in the United States, but in Quebec the anxiety is about trained elementary teachers, and the means of providing such for the country schools.

—The “Circuit or County school inspectors” in Prussia are mostly professional men. Seventy-two were teachers in gymnasias, forty-seven normal school teachers, thirty-three principals and twenty teachers of common schools, seventeen teachers in progymnasias, thirteen clergymen, eight teachers in modern high schools, three principals of high schools, one teacher of agriculture, two principals of normal schools; of four inspectors their former occupation is not stated. The minister of instruction has issued an order according to which the teachers are responsible for books loaned to pupils from school libraries. They are also made responsible regarding the contents of the books purchased, and must see to it that the books are not offensive to the religious conscience of their pupils. The government has refused to allow religion to be taught in the Polish language in the Eastern provinces where the majority of pupils come from Polish homes.

—The wisdom of employing devices in the school-room to the extent now practised is being seriously questioned by thoughtful teachers. Prof. J. E. Rodgers, of Texas, in a discussion on primary methods at the association in that state, said:—“Some teachers appeal to the devices in order to arrest attention of the child and concentrate it upon the subject in

hand. We are told to follow nature. Will you tell me where did nature ever resort to device? Nature does not introduce devices. If we are assistant teachers aiding nature, the room for devices is very small. When you take your boy or little girl to the photograph gallery and he is impatient the fond parent takes a little rattle to divert attention. Take the honey bees. They are the architects of their own fortunes and mansions. They operate from instinct. Never do they resort to a device. We have instinct, reason, judgment, and power of analysis. It does seem that the teacher should be so thoroughly equipped that he need never resort to device. Devices arrest attention for a while but distract attention. You must use a device as if it were part of the work germane to the subject. Look at a planet through a telescope. Do you see the glass through which you look. So with devices; you must look through without seeing it at all. One of the results of devices is, our boys do not understand their own language. This is one of the most doleful results that could exist."

—One inspector asks us if we think that examinations in schools are of value. Unhesitatingly we say, yes. The fact that teachers have made too much of them, or abused them should not throw them out altogether. They may be called tests or reviews or what not, but the pupil should be trained to express in writing what he knows on certain topics. He should be so trained that he can do the work as he would any other appointed school work, and like it as well.

—The new president of Switzerland, recently elected, is Emil Frey, who emigrated to this country, and in 1861 was a farm hand in Illinois. When the war broke out he enlisted as a private in the Union army, and faithfully served until the close of hostilities, having participated in several of the principal battles, and endured imprisonment in Libby and other Southern prisons. After the war he returned to Switzerland, where his excellent education, vigorous and useful career as a journalist, soon brought him to the front among the public men of his country, and now he has received the high honor of election to the presidency.

—The school baths established three years ago in Prussia have proved to be very beneficial. The pupils are healthier and the cleanliness of body and clothing in the lower schools has greatly improved.

—Some time ago the Bernese public teachers petitioned for an improved salary scale. By 2,512 against 1,100 votes, a new scale of salaries, materially improving the position of the

Bernese teachers, has been accepted by the citizens of Bern. Considering that no small portion of the population of the Swiss capital consists of officials in the employ of the State, who look with an envious eye on the apparently short hours which teachers work, the victory is a notable one. The men teachers will henceforth receive 400 francs per annum more, and the women teachers will benefit at the rate of 200 francs per annum. Half the rise in salary will take effect from the beginning of 1894, and the other half from the beginning of 1896. Henceforth the men teachers in Bern will receive from 2,450 to 3,350 francs, and women teachers 1,700 to 2,450 francs. In addition to this increase, the pensions have been raised from 500 to 800 francs. These pensions are claimable in the case of men after thirty years' service, and in the case of women after twenty-five years. The additional cost to the town finances is estimated at from 30,000 to 40,000 francs per annum, but this will be somewhat reduced by the raising of the maximum number of scholars per teacher from forty to forty-four, and by increasing the number of hours each teacher works from twenty-six to thirty-two.

—A teacher saw something done at a desk that he wished far otherwise ; he said nothing at the time. A moment's lull between the classes gave him the opportunity he needed. "Let me read you a few lines from Henry Ward Beecher : " ' Of all creatures there is not one that has a better right to be a hedgehog than a hedgehog, but he is not a pleasant neighbor ; he is not a pleasant companion ; few have a good word for him.' "—*School Journal*.

—There is in existence on Puget Sound, an organization known as the "Schoolmaster's Club." Male teachers only are eligible to membership in this club. Male citizens only may attend its "Pedagogical Tournaments." Tournaments?—A misnomer we fear. For in the tournaments of medieval fame ladies were invited to a seat in the audience, if not to a place in the lists.

—The contest for science-teaching is only of passing interest, for the issue admits of no doubt. On the side of the opponents there are prejudices and ignorances, but on the other is the whole universe. Science-teaching should be progressive, and should start at the foundation ; as, for instance, in the building of a house. The first stuff is lime and gravel. To make lime, limestone or chalk is needed, also fuel to quicken or burn it ; requiring the description of wood, the growth of plants, and the process of combustion. Coal, ashes, cinders, breeze follow.

The formation of clay, marble, granite, sandstone, and plaster comes next. In this house will be needed iron, lead, zinc, tin plate. Then glass, glue, whitewash, putty. These materials should be handled by the pupil, and the processes shown by means of apparatus. No philosophizing should as yet be done. About here introduce him to the revelation that in all the universe, as far as can be learned, there is but a limited number of prime stuffs,—the elements. Now fire, flame, water may be carefully studied. Charcoal, peat, gas, matches, and their substances, come successively. Then the papering, painting, glazing, varnishing. Furnishing would embrace numerous manufactures and processes. The next division would concern the person, with chapters on clothing, food, washing, writing, reading. Clothing includes the textile fabrics; food, the manufacture of bread, which should be an intellectual epic poem, explaining the growth of wheat, the nature of yeast, the relationship between the constituents of wheat and the body. Such a system should be introduced into elementary education, into the education of school boards, not only that the pupils may be more useful citizens, but that they may have that knowledge which alone gives happiness and never turns to bitterness,—the knowledge of the ways and beauties of nature.”

—A NOBLE EXAMPLE FROM BERLIN.—A resident from Berlin, Herr Sala, has bequeathed to the town a sum of 300,000 marks (nearly £15,000), the interest on which is to be employed in sending to the country or to the seaside sickly children of both sexes. Children of all religious beliefs are to be eligible to participate in the benefits of Herr Sala's bequest.

—A WEALTHY TEACHER'S WILL.—The town of Kreuznach benefits to the tune of 100,000 marks (nearly £5,000) under the will of Dr. Weinkauff, a lately deceased university teacher. The money is to be devoted to educational purposes. In addition to the money, Dr. Weinkauff has bequeathed to the town his library. As a mark of his gratitude to his first teacher, the testator directs that the bust of the former shall be placed in the library.

—HOW CIRCUMSTANCES ALTER CASES.—In Prussia, the Evangelical pastors are by virtue of their office inspectors of the schools in the country villages. The teachers naturally complain of this, and ask that the oversight of the schools shall be committed to educational experts. Quite as naturally, the pastors do not enter into the teachers' views on this question, but on the other hand stoutly uphold the existing order of things. At the usual conference this autumn in Berlin of the clergy of the

Evangelical Church, the question of control being exercised by persons unversed in what is committed to their inspection, occupied a prominent position in the debates. But this time it was the Church, and not the Schools, over which such control was exercised. The reverend orators complained loudly of the injustice of the laws which placed the control of the theological faculties in the hands of members of the legal profession. The inconsistency between their position with regard to their own body and the attitude they take towards the teachers' complaints, does not seem to have occurred to any of them.

### **Literature, Historical Notes, etc.**

—The Franklin Institute has awarded the Elliott Cresson gold medal—its highest tribute of commendation—to Frederick Eugene Ives for his work in composite heliochromy. The committee of members of the Institute who investigated Mr. Ives's work was composed entirely of practical photographers who were agreed that the recipient of the Cresson honor has, by means of photography, reproduced all the colors of nature, a result never before accomplished. Incidental to their investigation was a letter from the committee to M. Lippmann, the French scientist, who, it has been repeatedly announced, has succeeded in making photographs in colors, which needed only the perfection of some details to render his process all that could be wished. In this letter to Mr. Lippmann the committee recited Mr. Ives's claims for his methods and recounted what he has accomplished, requesting the French investigator to describe his process and submit samples for comparison. No reply was received. To reproduce photographically the colors of nature has been from the time of the first daguerreotype, the ardent aspiration of everyone connected scientifically or in plain business way with the profession. At first it was only a devout wish, full of impossibilities; then it alternated from the hope of everything to the despair of all; for the past two decades it has been a will-o'-the-wisp pursued by scores of scientists, constantly confident that it was within their grasp, and as constantly stumbling into the discouraging bog of the impracticable. The number of seekers after this great climax of photography was not lessened by the rewards that were assured a successful outcome of the endeavor. To transfer nature's colors to the plate directly by the action of the sun's rays meant the discovery's adaptation to nearly all the artistic and to half the business interests of the world. The art



student need not leave his own threshold to copy the cherubs in the Madonna of Raphael; the carpet salesman could travel with an album and a tooth-brush instead of his towering trunks; the bull calf would never increase in size while the conscientious painter devoted months to a masterpiece on the subject, and the kodak fiend, in his wickedness, would rejoice at having caught the heavenly blush of his victim as she surprised him pressing the button. Mr. Ives was born in 1856, in Litchfield, Conn., and was apprenticed to learn printing at the age of 13. During the third—and last—year of his apprenticeship he devoted his available daylight hours to amateur photography, his negatives being made with a cigar box camera. Leaving Litchfield when his apprenticeship was finished, he obtained employment as a journeyman job printer in Ithaca, N.Y., but continued his photographic experiments, and finally gave up printing to accept a position as operator in a photograph gallery. When 18 years old he applied for the position of photographer to the Cornell University, and after a trial obtained the position and remained in charge of the photographic laboratory for about four years. Here he laid the foundation for all subsequent work in mechanical and scientific photography. He commenced by perfecting the small gelatine photo-engraving process, then operated with equal success in only one establishment in the country, and followed this by inventing his half-tone block process, the first in the world to be introduced into successful commercial operation. For thirteen years, until 1892, in fact, Mr. Ives was in charge of the photo-engraving department of a large engraving company of this city, bringing out in that period several minor inventions, for some of which he was awarded medals by the Franklin Institute. The most important recent work has been with his own process of composite heliochromy, which he published in 1888 and patented in 1890. At present Mr. Ives is abroad lecturing on heliochromy; he received a vote of thanks from the Society of Arts in London, only last month, after a discourse on the subject. Not to be too technical, the Ives process consists of two devices. The first is a camera attachment, by means of which three pictures representing the effect upon the three fundamental color-sensations are made by single exposure on a single sensitive plate, and from a single point of view. The device as now perfected is simple, being comprised in a small box which may be attached to the front board of an ordinary camera. The division of the little ray is effected by transparent mirrors in such a manner as to dispose the

images symmetrically on a single plane, without altering the position of the camera in relation to the object. The second device, the heliochromoscope, contains the same arrangement of mirrors, turned about so as to serve to recombine the three photographs in such manner that the photographic color-record is translated into color again as readily as the sound-record in the phonogram is translated into the phonograph. The most important advantage of this device is that it may be used at any time at a minute's notice, like the stereoscope; and, as almost everybody may possess one, it is competent to make the realization of color-photography a household affair. It is evident that the Ives system cannot serve any purpose without the employment of the heliochromoscope, or an adaptation thereof, to the projecting lantern. The Lippmann process, should it ever be perfected, must necessarily be far in advance, for then photographs could be taken in colors and duplicated. The heliochromoscope is of the present; the Lippmann invention, according to many enthusiastic advocates, has the future before it, as had Daguerre's.

—There is a Bellamy, or a son of a Bellamy, on the *Hamilton Spectator*, who has been indulging in the cheap and easy kind of prophecy of an idler's satisfied paradise, of which the author of "Looking Backward" was the Mahomet, and he has applied his imitation hypothesis to Montreal after the following fashion:—"In the year of our Lord 2000, a traveller ascending the St. Lawrence river will find the whole island of Montreal covered by a great city. There will be large parks and pleasure grounds; but the city of 5,000,000 inhabitants will spread over the whole island. There will be no vessels in the harbor except pleasure craft, because transportation by electric railway will be so much cheaper and quicker than transportation by water that inland water traffic will have ceased. The ships which must necessarily carry goods and passengers across the Atlantic, not from Canada only, but from the United States as well, will probably sail from Louisbourg. Thence they will reach Cardiff or Southampton in three days.

The streets of Montreal will be three stories high. The present surface roads will be wholly given up to pedestrians, except that the middle will contain flower beds. At about the level of the first stories of the houses on all the streets will be tracks in the centre for electric street cars, and at each side for small electric carriages, carrying from one to four persons each. The regular cars will probably be moved by means of trolleys, the wires of which will be laid beneath the cars

between the rails. The small carriages will be moved by storage batteries. Beneath the present street level, at least in the centre of the city, will be subways through which heavy traffic will be conducted. This underground traffic will also be on rails, and storage batteries will be the motive power. Throughout the whole city there will be no horse. The subways will be frostproof, and all water pipes, as well as electric wires, will be carried through them. The houses will be neither large nor imposing. Each family will have one or two sitting rooms or parlors, and one bedroom for each person, besides one or more bathrooms. The light will be electric, and electricity will also warm the dwellings when necessary. The walls, floors and ceilings of the houses will be of stone or brick and glazed, so that disease germs will find no abiding place in them. The furniture will be plain, though artistic in design. There will be nothing for mere ornament or luxury. Comfort will be consulted, but ostentation will be considered not only vulgar, but disgraceful. The lady of that day will hold earrings in the same esteem as the lady of this day holds nose rings. The barbarism which ministers to vanity with gewgaws will have disappeared. The one consideration in making any article of use—furniture or dress—will be to make it serve its purpose accurately. The people will all take their meals in public eating-houses. Their food will be purchased in wholesale quantities, cooked in a scientific manner under skilled professors, and served in the neatest possible manner at about the prices now charged for the like food uncooked. The waiters will remain almost stationary. The guest will make out his order on a little order slip. The waiter will telegraph it to the kitchen, and the food will be sent to the spot on a little electric railway. When the meal is ended, the dishes will be returned to the kitchen by the same railway, and will be washed by a machine. The food for each person will cost about 10 cents a day. People will not eat grossly, because nobody will labor beyond his strength. No wines, liquors, ale, tea or coffee will be used, because people will not tax either their minds or their bodies beyond reason, and the need of stimulants will not be felt. Five or six hours will constitute a working day. In the factories—and almost all work will be done in factories—one set of hands will work in the morning, and another in the afternoon. The power which will move all machinery, light streets and houses, warm all buildings, public and private, move all cars and carriages, and do all the work of the great city, will be derived from the St. Lawrence river. Between Lake

St. Louis and the harbor of Montreal the river falls forty-five feet. Between Lake St. Francis and Lake St. Louis it falls eighty-two feet. Dams will be constructed across the stream at more than one point, and power will be obtained sufficient to do much more than the work herein outlined when converted into electricity. The people will go to school all their lives. Education is never finished. The man, woman or child who works in the morning will go to school in the afternoon; those who work in the afternoon will go to school in the morning. There will be no "learned professions," because all the people will be learned. There will be few lawyers, for various reasons. In the first place, there will be little quarrelling about property, because everybody will have sufficient for his needs, and nobody will desire anything for display. Then everything will be bought and sold for cash, and there will be no accounts to quarrel over. There will be few doctors, because nobody will be subjected to physical or mental strain. Nobody will work beyond his strength, and nobody will worry about his business affairs. Care will be almost unknown, because every man will find employment, and no man will be anxious about the future. All men will be abstemious in eating, and there will be no drunkenness. In the evenings the people will assemble in public halls, of which there will be enough to hold the whole population. There talented persons will sing or play instrumental music or deliver lectures. The performers will not be paid for their services. Those who are eminently skilled will consider it both a pleasure and an honor to do something for the entertainment of others. The woman who works in a cotton factory may be a prima donna. The man who makes furniture may be an eloquent speaker. These persons would no more think of charging money for exercising their talents than would the lady who sings in her friend's drawing-room. The assembly halls will be built and maintained by the municipality, and there will be no charge for admission. Those who are able to make private contracts for employment will do so. Those who cannot, will go to the municipal director of labor, who will give them employment at the municipal works, where various industries will be carried on which do not conflict with private enterprise. The director of labor will also receive application for workmen from employers of labor. If it shall be found that the supply of labor exceeds the demand, the hours of labor will be shortened by general consent or by municipal law. Every man will be in-

structed in at least two trades. Thus, there will be none idle, and as only the necessaries and comforts of life will be in demand, the people will maintain themselves with the minimum of effort.

### Practical Hints and Examination Papers.

SOME POINTS FOR YOUNG TEACHERS.—1. Do not talk too much. “In the multitude of words there wanteth not sin; but he that refraineth his lips is wise.” 2. Always speak kindly to an angry pupil. “A soft answer turneth away wrath; but grievous words stir anger.” 3. Never be sarcastic. “There is that speaketh like the piercing of a sword, but the tongue of the wise is health.” 4. Some pupils *expect* you to scold them. By all means let them be disappointed. “Reprove not a scorner lest he hate thee.” 5. Reprove and punish pupils in private; never personally in public. “Debate thy cause with thy neighbor himself, and discover not a secret to another.” 6. See nothing, yet see everything. Take immediate action on very few misdemeanors. They are not half as bad as your imagination makes them. “The discretion of a man deferreth his anger; and it is his glory to pass over a transgression.” 7. At the same time, do not hesitate to act promptly when necessary. “A prudent man foreseeeth the evil and hideth himself, but the simple pass on and are punished.” 8. Don’t worry. Teach under “high pressure;” govern under “low pressure.” “Fret not thyself because of evil men.” 9. Never become discouraged, especially with serious difficulties. “If thou faint in the day of adversity, thy strength is small.” 10. “Withhold not good from them to whom it is due, when it is in the power of thine hand to do it.”

—Which is the better plan in graded schools: one or two grades for each teacher? Nearly all teachers will reply at once, *one* grade. In giving this answer so promptly, are we not sometimes influenced by our ideas of what is easy? I presume that this feeling is allowable even in a teacher who is supposed by many to enjoy a very easy existence, but there is no necessity to argue that matter with teachers. I am of the opinion that one grade is sufficient for each teacher, always providing that she makes the most of the opportunities it affords her. If by one grade, one class for the whole school is meant, then a teacher can manage two grades as well as one, and I would advise school officers to impose two grades as soon as possible. Suppose there are fifty pupils in one grade in a room, should forty-nine be kept listening while one is reading, until the whole or a portion of them have read? I think not. Should the class be divided into two sections of twenty-five each, simply because it is too unwieldy? I think that one class of fifty is too large, but that is only one of many reasons in favor of two or more classes. Each teacher has many bright, attentive and regular, and only a few, let us hope,

of dull, inattentive and irregular pupils. These latter pupils cannot advance with the same rapidity that the other pupils can, they require more drill and attention from the teacher; should they be incorporated with the best pupils to be a clog upon their advance and to be discouraged by the effort, or should they be put in a class by themselves? I think they should be separated, but always with the opportunity afforded for promotion if it is deserved. On the other hand, if a pupil fails to keep up with his work there is an opportunity of putting him where he belongs. A teacher will thus have a powerful lever to aid her in her work. With only one class in each room an indifferent teacher will have much idle time on her hands. This should not be. The tendency is to put the most effort upon what is sometimes called the grading class, and to slight "class B." Do not do it. The conscientious and skilful teacher is not marked by the few brilliant pupils, but by the *few unprepared* pupils she has. It may be that the attainments of the few show the opportunities of all. Yes, minus industry on the part of the teacher. Take care of the weak ones and the strong ones will take care of themselves.

### **Books Received and Reviewed.**

The May number of the *Atlantic Monthly* contains several very interesting articles. Among them may be noticed, "From Blomidon to Smoky:" a descriptive sketch of Nova Scotia, by Frank Bolles; two articles on Francis Parkman, by his fellow-historians, Justin Winsor and John Fiske; and, of special interest to teachers, a discussion of the Ethical Problem of the Public Schools, by President W. F. Slocum, besides a quantity of other most readable matter.

The following books have been received and will be reviewed at our earliest opportunity:—

ELEMENTARY PSYCHOLOGY, by Amos M. Kellogg, M.A., and A CLASS IN GEOMETRY, by George Isles; both published by E. L. Kellogg & Co., New York.

ENGLISH HISTORY FOR AMERICAN READERS, by T. W. Higginson, and published by Longmans, Green & Co., New York.

THE PSYCHIC LIFE OF MICRO-ORGANISMS, by Alfred Binet, and published by the Open Court Publishing Company, Chicago.

PUBLIC SCHOOL ALGEBRA, by C. Clarkson, B.A., and CÆSAR, BELLUM GALLICUM, III. AND IV., by J. C. Robertson, B.A., and published by W. J. Gage & Co., Toronto.

SIR FRANCIS BACON'S CIPHER STORY, deciphered by Orville W. Owen, M.D., and published by the Howard Publishing Company, Detroit. Volumes I. and II. of this have appeared. Volume III. is forthcoming.

HIGHER ARITHMETIC and INTERMEDIATE ARITHMETIC, by John H. Walsh, and published by D. C. Heath & Company, Boston.

**Correspondence, etc.**

## EXAMINATIONS FOR DIPLOMAS.

*To the Editor of the EDUCATIONAL RECORD :*

DEAR MR. EDITOR,—Could not the results of the examinations for diplomas be made known at an earlier date? It would be a great convenience to teachers, considering when the examinations take place, to know the result as early as possible.

Yours truly, CANDIDATE.

*To the Editor of the EDUCATIONAL RECORD :*

DEAR SIR,—The following may help to piece out the wail of the gentleman who lately wrote to the *Witness* about the employment of women as principals of our schools.

Yours respectfully, A TEACHER.

An *Empire* reporter yesterday showed Public School Inspector Hughes a clipping from an afternoon newspaper, in which it was stated that eleven-twelfths of the school teachers of the city were women, and containing an insinuation that the work performed was unsatisfactory, and that Mr. Hughes was partly to blame.

“Well,” said the inspector, “there were more men who held Mr. Douglas’s views fifty years ago than to-day. There are men living who can remember when a ‘dame school’ was a rarity; now women are teaching the great majority of the English-speaking people of the world. The movement of civilization is decidedly against the views of Mr. Douglas on this question, and the movements of civilization are always in harmony with truth.”

“Do you think women can discipline rough boys.”

“My answer to that question may be given by illustrations. The boys in the industrial school at Mimico are those whose parents and teachers could not control them. Some of them never went to school until they were twelve or thirteen years old. They are the most uncontrollable boys in the province, yet they are controlled by women in the school at Mimico, and there is no man’s class in the world in which the boys are more respectful or more responsive than they are. Miss How, who was placed in charge of the school for neglected boys, on Elizabeth Street, has been successful not only in disciplining boys, but in reforming lawless ones. The newsboys’ school on Elizabeth Street is taught by Miss Fortune, and it is admirably conducted. Most of the pupils are large boys, who are of the most troublesome age; but Miss Fortune, although a young girl, has never had any trouble with discipline. Dr. Harris,” the Inspector proceeded, “the most experienced educator in America, and the Commissioner of Education for the United States, said at the recent convention of superintendents at Richmond, that when he was superintendent of schools in St. Louis, about thirty years ago, the board ventured to appoint a number of lady principals, and that the conduct of the large boys in school and on the street improved very rapidly, while the

number of cases of corporal punishment was at once reduced by over fifty per cent.

“But do not boys of thirteen or fourteen need to be with masters to become virile and energetic?” Mr. Hughes was asked.

“No. It would be hard on the race if boys had to get their virility from associations with adults of either sex. It is by playing vigorously with boys of their own age that boys develop force and energy of character. The outdoor sports of England have given Englishmen their superior manly character and their self-reliance. The French and the Prussians have adhered more tenaciously to the custom of having male teachers than the English have, and yet the educators in both France and Prussia recognize the fact that Englishmen are more energetic and self-reliant, and that they have more power to resist disease than Frenchmen or Prussians. Both French and Prussians attribute the difference properly to the outdoor sports of England, and two years ago the Prussian Government sent sixty men to England to study the games of that country. Since that time nearly five hundred public playgrounds have been established in Prussia. Our greatest educational need at the present time, especially in cities, is large playgrounds, where boys, and girls too, may develop their physical powers and their characters. Energy and force may be developed there as nowhere else. The strangest thing of all to me,” Mr. Hughes concluded, “is the fact that even a few men continue to ignore or forget that there are girls in the schools as well as boys, and that in nearly all cases our classes are mixed classes. Even if it were true that men were better teachers for boys, it would follow from the very same arguments that they cannot be so good for girls. Surely the training of girls is a matter of vital importance. There was a time, not so long ago, when the schools were for the boys alone. Some men have not fully outgrown the effects of that time.”

*To the Editor of the EDUCATIONAL RECORD :*

DEAR SIR,—As a reader of the *School Journal*, I have clipped the following from that periodical, giving a programme of a unified day's work in an elementary school, and will be very glad, indeed, if you will insert the extract for the benefit of my fellow-teachers. I have left out the musical part of the programme, in consideration of the typographical difficulties in the way of reproducing it.

Yours truly,           ELEMENTARY TEACHER.

WORKING THEORY.—Unification.

GENERAL AIM.—To develop mind and body.

SPECIAL AIMS.—1. To intensify right motives; 2. To increase intelligence with regard to clocks; 3. To give practice in the subjects of the grade.

DAY'S SUBJECT.—The clock.

At nine the door was closed and the roll called. All present replied to their names with the greeting, “Good morning!” As the



teacher closed the roll-book, she smiled kindly at her assembled pupils and said, "Good-morning, children." Then she turned to the blackboard and wrote "49 early children."

As it was a bright morning, the class sang cheerily, "Good Morning, Merry Sunshine!" This song finished, two or three children, waiting outside, too late to bid their teacher good-morning, were admitted and marked late as they sheepishly took their seats. Then began

#### THE MORNING TALK.

The teacher read from John xv., 27: "And ye also shall bear witness, because ye have been with me from the beginning," and preached the following tiny sermon from it:

"This is what Christ said to his disciples—that they had been with him from the beginning, and so could tell the world about him when he was gone from the sight of men. If they had not been with him *from the beginning*, they could not have known him so well; they could not have loved him so well; they could not have learned all the beautiful lessons he taught them; they could not have told the world so much about him. Many, many people now-a-days would give all they have on earth for one glimpse of Christ's face; and these men, these friends of his—just think of it!—were with him *from the beginning*. How happy it must have made them. But we, too, can be happy with Christ in a way. When we are good, we are with Christ; when we do as he tells us to we are with him; when we are loving and kind we are with him; when we are brave and truthful we are with him. Let us try to be with him all the time, from the beginning of every hour, and from the beginning of every day. Don't let us 'wait a minute' to do something naughty, and then turn to go with Christ. You children have the great privilege of being with him from the beginning of your lives, as some grown people have had. You know about him *now*, and how to be good, as he would have you. Some people hear of him too late, for if we begin to be good when we are nearly grown up, we cannot learn to be *very* good. We must begin in time; and so it is very fortunate for you that you have good parents and school and Sunday-school to teach you how to be with Christ *from the beginning*."

#### THE LESSON IN ETHICS.

There are a great many kinds of goodness—a great many ways of being good. You may tell me some of them.

(The children cited, in their childish ways, the virtues they had learned about.)

"Yes," continued the teacher, "we are with Christ when we are quiet in a sick room, helpful to our parents, kind to our playmates, thoughtful for the weak and the old, clean and tidy in our habits; but the kind of goodness we are going to study to-day hasn't been mentioned by any of you. Big folks call it punctuality. We will

call it promptness, being early, always being on time with all that we have to do. The little girl that says, 'Wait a minute,' when mamma wants her to do something right away, is not with Christ when she says that. The little boy who waits for mamma to call him half a dozen times before he gets up in the morning, isn't with Christ *from the beginning* of the day. When we wake up in the morning, we ought to think, 'Oh, dear me! how short the day is going to be!' and jump right up, so as to do all the good we can from the beginning. Some of you children could do good early in the morning by learning to wash and dress yourselves nicely, so that mamma needn't have the trouble of doing it for you any more."

#### THE OBJECT LESSON.

"Now, if we want to be prompt, to be always on time, what must we look at often? Some of you are looking at the clock. What must little children learn to do, before they can look after themselves in this matter of always being early? Yes, we must have clocks; and we must learn to tell time. How many clocks have we in this room?"

"Three."

"Two: the big one on the wall and the little one on your desk. That one leaning against the blackboard isn't a real clock. It's only a clock face. It won't go."

"Which of the two clocks would you like to have?" "The little one, because it's pretty." "The big one because it goes without winding up."

"But the wall clock would not go if the man forgot to attend to the electrical machine down cellar. Of what use is this clock face?" "To move the hands around." "To learn to tell time." "You can set it any time you like."

#### THE NUMBER LESSON.

How many hours on the face of a clock?

How many hours from nine o'clock in the morning to nine o'clock at night?

How many hands have four clocks?

How many long hands have nine clocks?

How many short hands have seven clocks?

How many feet have three clocks like this one?

How many feet have a hundred clocks like the one on the wall?  
(None.)

How many hours is it from one to four?

If this little clock cost a dollar and a half, how much would two such clocks cost?

If the wall clock cost \$4.00, how many could I get like it for \$8.00?

A jeweller has eight clocks on a shelf. Five are wound up and the rest are not. How many are ticking?

How many are not ticking ?

Slates were collected and the talk proceeded.

You think the little clock pretty. Tell me what there is pretty about it. "The gold and silver." "The cunning little feet."

But there is no gold or silver about it. The feet and ring are brass, and what looks to you like silver is only a nickel plating. However, I think the brass and nickel as pretty, as you do. Tell me what a clock and a little child must always have (taking duster from desk and polishing glass)? "A clean face."

I can set my clock or the wall clock any way I like. "They won't stay, unless they're run down. The clock face stays any way you put it."

Well, who wants to set it at the time he got up this morning? (Two or three succeeded, and others read off the time thus indicated.)

Who wants to tell us at what time his family has dinner? (More were able to do this. Others followed, using the clock-face to show breakfast, supper and lunch time, the time for opening and closing school, bed-time, Sunday-school time, etc. Each indication was read by some pupil, and the brighter children made all necessary corrections.)

We will keep this up from day to day until you all know how to tell time, and then we need have no more late children, because you can watch the clock for yourselves. We are going to have recess at this time (setting to 10.30). Now you may tell me why you think more of the two real clocks than you do of this clock-face? "They're some use." "They tell the time."

But, sometimes this little clock of mine that you think so pretty is a naughty little clock. What do you suppose it does? "It goes fast." "It stops." "It goes slow." "It don't tell the time right." "It tells stories."

It *doesn't* (emphasized to correct the "don't" erroneously used by a pupil) always tell the truth. If I were to let it go on without correcting it every day, it would soon tell me it was three o'clock at four, and if I were to believe it instead of the wall clock you would get home late from school. Tell me, why are clocks like people? "They must tell right or they ain't any good." "They have hands." "They have a face." "That little one has feet."

Their hands, faces and feet are not like ours, but clocks are *just* like us in one thing: *They must tell the truth*, or we can't believe them. How do clocks tell the time? "Their hands point to the numbers."

Sometimes I ask where a certain word is on the blackboard. One boy will point to the word. Another will say, "It's the third word in the second sentence." Which boy is like the clock? "The boy that points." And why is a clock like a deaf and dumb person? "Because it can't hear." "Because it can't talk—it has to point."

What makes the hands go? "The wheels, in the back."

The wheels, behind the face; and this is what they look like. I

borrowed these works from a watchmaker to show you. Some time to-day, I shall let you, a few at a time, look at them closely and see how one wheel moves another, and how the works move the hands. This is how it is wound up, and this is how it looks when the wheels are all in motion. Why may we call this the brains of the clock? "Because the works make the hands go."

Yes. If your brains didn't tell your feet where to take you, and your hands what to do, you would be very quiet little boys and girls, indeed. Well, Charley? "My uncle said he felt as though his works were all run down. What did he mean?" I am afraid your uncle had been using himself pretty badly. He thought of his stomach as one wheel, and his heart as another, and his lungs as two more, and his brain as another; and, because he had not fed his stomach as it ought to be fed, or filled his lungs with good, pure air, or given his brain enough sleep, the whole machinery was out of order. Don't let us abuse ourselves like that. It is time we took in some good long breaths of pure air. Open the windows wide, Harvey. (Class stood up and had a breathing, chest tapping, and stretching exercise, after which the windows were closed and slates taken, and the children wrote their names and answers to the following questions, as the teacher gave them out:)

#### PREPARATION FOR DRAWING.

Yes, indeed! clean faces are pretty. And I see other things about the clock that make it pretty—prettier than we could make it. Suppose you were to try to draw it? "We could not make it so round."

No, I'm afraid you couldn't, for it's a perfect circle, but we'll try by-and-by. How about this clock-face? "It has a circle, too." Set in a piece of —? "Pasteboard." What is the shape of the cardboard? "Square." Could you make such a square? "No, ma'am."

No, your square would not be quite so *true*, and so it would not be quite so pretty. Everything perfect in its way is beautiful, and so these squares and circles and neat, perfect numbers on the clock-face are beautiful. The prettiest thing to me about the clock is its neatness.

Now, you may tell me about your manma's clock. Close your eyes and see just how it looks for a moment, before you begin to talk about it. (The teacher seemed to realize that she had done more than her share of the talking thus far, for she simply indicated the children who were to speak, and expressed her interest in what they said by smiles and nods, while she watched their language and took down some of their errors, such as, "It ain't," "It don't," "Ain't got no," "seen" for *saw*, etc. At 10.15 she closed the talk and wrote the following sentences on the blackboard:)

It *isn't* a new clock.

It *isn't* ten years old yet.

It *doesn't* go too fast.

Mary *doesn't* own a clock.

She *saw* my watch.

I *saw* her mother's clock.

## THE LANGUAGE LESSON.

Well, Geoffrey? "I don't know the fourth word in the second line." Who can help Geoffrey? (Words unknown to some pupils were known to others, and they prompted one another until all could read the sentences.)

Why have I underlined some words? "So we'll read them louder." "Because some boys made mistakes." (The sentences were read as italicized, by individuals, and then, each several times, by the class in concert.)

Did that reading sound like talking? "No, ma'am." What shall I do? "Take away the lines." Then what will *you* do? "Read like talking." (The underscoring was removed, and the sentences read with natural emphasis and erased. The department bell for recess closed the exercise and emptied the class-room. The teacher examined the slates, making some notes as to the failures and successes of her little arithmeticians, and then wrote the words of the first, second and last stanzas of the following song upon the black-board, changing "guarded" in the last line to careful, and finishing just as the class filed back to seats.)

## THE READING LESSON.

Arthur (a dull boy) may tell me all the words he knows in these lines, and where to find them, and I'll put a tiny yellow cross beneath each. (Other pupils followed Arthur until all words known were thus marked.)

I'll sing you the song, pointing to the words, and when I have finished, you may show me what new words you have picked up. (Teacher sang all three stanzas, and pupils remembered and told several new words.)

What does the first line say? Florence may make it true. (Florence placed the clock in the centre of the teacher's desk.)

I'll sing the song once more for you, and then you may try once to sing it through with me. (Teacher sang. Pupils pointed out new words "picked up" during the singing. Class made a good attempt to sing it through with teacher.)

Mary read the third line of the first stanza. Laura, which hand shows the minute? Joe, which shows the hour? Franklin, is the second stanza about the little desk clock? How do you know? "Because the little clock has no pendulum."

## THE CALISTHENICS.

Class, stand. Right about—face! (So as to look squarely at the wall clock.) Stretch out your right arm as far as you can and point to the pendulum. Move the whole arm back and forth with the pendulum and say what the clock says. (Each arm separately and then both together were given this exercise while the tongues kept time with the regular "Tick-tock.") Arms down! Left—face!

(Bringing right side toward clock.) Swing your right arm from the shoulder like the pendulum, saying tick-tock. Swing it as though you had something heavy in your hand. Right about—face!  
 (Bringing left side toward clock. Same with left arm.)

Front—face! Clasp hands at back of neck. Swing your right foot like a pendulum, saying tick-tock. Have a heavy weight tied to your foot. (Same with left foot.)

#### THE DRAWING LESSON.

We are going to draw the clock-face. We will draw it in air first. Reach out your right arm and place it for the upper straight line. Draw. (A strong horizontal sweep of the right arm resulted from former exercises of this kind.) Place for left vertical. Draw. Right vertical—draw. Lower horizontal—draw.

Now, we must make the circle inside the square. I am glad you made squares as large as your arms would reach to make them. Place at middle of left vertical. Swing up and around—once—twice—three times—four—five—six—seven—eight times—down! Seats! Draw the clock-face as large as your slates will allow. Willie, Nancy, Sue, Sam, Edgar, and Lemmy (children with cramped, stiff habits of execution) may draw on the board, so as to have plenty of room for big, big clocks.

What did I say was the prettiest thing to me about the clock? "Its neatness." Well, I hope I shall find your drawings pretty in the same way. (While the children drew and compared their drawings, whispering a little without rebuke, the teacher wrote between lines, in Spencerian script that was nearly perfect, the line from the third stanza of the song, "*My hands when they're moving, must always do right,*" and distributed double-ruled books and lead pencils. She then examined the drawings and told the class to turn their slates over and draw the little clock or the wall clock, whichever they liked best. While they did this, she gathered about her, group by group, the pupils to examine the clock-works, conversing with them in low tones about the spring, the various wheels and their connections.

#### THE PENMANSHIP LESSON.

A little more practice on the song, was followed by an exercise in writing in air, while standing. Resuming seats, the children practised a series of movement exercises with meat skewers on waste paper, and then wrote the copy the teacher had set upon the board twice in their books, receiving careful instruction as they wrote. This closed the morning programme, which, while very little resembling the typical school morning, had embraced reading, writing, arithmetic, ethics, physical exercise, drawing, music, language training, and thought training. The teacher said she intended to emphasize word and number drills in the afternoon, with more of the versatile employment that had filled the morning."

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TALKS WITH TEACHERS.

To "make things make themselves" requires a rare order of genius, yet it is the type needed in the school-room. Where this power abides there is life and growth. Too often are we content with the lesser power of "making things." In nothing is this more deplorable than in the discipline of the primary school-room. Our chief business should be to lead the children to the power of self-direction, to teach them what is right and to strengthen within them the desire and power to choose the recognized right. All the discipline of the school should be measured with this in view. It is good if it tends toward this end; otherwise it is bad, *bad*.

What shall we say, then, of the schools where the children sit exactly in the middle of the seats, stand with faces exactly to the front, toe the line exactly, accomplish always the precise military movement, or the regulation see-saw which Dr. Rice so aptly describes, because the teacher (or keeper) says in word or manner, "You'll see what you'll get if you don't!" "Miss A is a fine teacher," says one critic. "Her children are always in order." "Yes," agrees a second, "she gets excellent results."

Order! Results! The exact arrangement of hands, feet, and words in accordance with another's will;—the recitation of the required number of facts without question as to the awakening of thought-power. And these we were pleased to call "good

order " and " satisfactory results." The child leaves Miss A. possessed of a certain category of facts which he can repeat in response to certain questions. He will sit erect and look attentive when he thinks some one is watching. To him these are the chief ends of school. And those who are accustomed to look on the surface for results find in this state of affairs nothing to be deplored, but rather, something to be admired.

Whether, as we began to say before, this outside fashion of the school denotes something good or bad, depends upon the direction in which the child is tending, and the habits which his environment is enforcing. If he is obedient and seemingly studious because of pressure from without, he is not strengthened by the regime. If the moving power is the life within, inspired and animated by the teacher's skill, then is the result good. Johnny sews diligently on his little card, patiently untangling the twisted thread and repeating his laborious stitches, that he may take home to his mamma the needle-book that his own loving little fingers have completed for her. His teacher has made the child's love for his mother the motive power, and the diligent painstaking effort resulting therefrom bears fruit in greater patience and power.

Quite another is that of young Jack, who sits behind the pages of his erected First Reader, making his lips move rapidly in audible attention to his task, whenever his teacher's eyes fall upon him, judging that such pantomime is what she expects when she tells him to study his lesson. There is no meaning in the act except compliance with her dictation,—no life in the lesson nor in him which responds to her arbitrary command. To the casual looker-on the two children may seem equally busy, with equal advantage. But for one there is life and growth, for the other stupid iteration and inevitable indifference and deceit. Between the two acts is all the difference between right and wrong, good and evil.

The discipline of the Primary School should never be that of the camp and the court martial. Its object is to train growing children, not to marshal an army. "Their's not to reason why, their's but to do and die," belongs to another scene. But the child who is to be put in command of himself needs to take hold of all reasonable laws to help him, and not to follow blindly the "Teacher says so," without other guide. "Mother, are my hands dirty?" calls little Helen, making ready for school. "No, but your ears are," replies the mother. "Never mind," as the child flies before the forthcoming implements for scrubbing,— "Teacher doesn't send us home for ears." The



lesson on clean hands could hardly have been well given if it did not extend to ears—and evidently it had not extended thus far. So with the passive arbitrarily enforced obedience, which is dependent upon the teacher's will at the moment, and is not determined by underlying principle. How much better the appeal—"Come children, let us take care of our lips, that we may not interrupt Jimmy's reading," than "The next child who whispers must have his name upon the board and stay ten minutes after school." Do not dream that the necessary order and quiet come less surely for the first than for the second. Obedience to the one is far better assured than to the other.

But under the first regime the child learns self rule; under the second he is fettered by a bond which is meaningless and unreasonable to him. He rebels or disobeys or cheats. What gain if the room is quiet at such a price? And is it strange that the same teacher finds it necessary to repeat the same command, *ad infinitum*, until with "The next boy who whispers" are enrolled "The next boy who makes a noise with his feet," "The next boy who leaves his seat without permission," "The next boy who drops his slate"? Like little Helen, not knowing the reason for the restriction, they infer that the law holds only in regard to the part mentioned, and assume until due notice is given, that they will not be "sent home for ears." The other fashion of direction at once defines a principle of action, in accordance with which the children can govern themselves, restless feet, heavy slates, unsteady hands and impatient lips, for the sake of their loved teacher or their little school-mate.

"Then would you have no implicit obedience without question?" some one asks in surprise. Yes, I would have implicit obedience without question, gladly rendered, too, but it would be won through the confidence which is only inspired by reasonable and reasoning direction. The child learns to trust his father's judgment not because the father tells him that he is wise, but by his own observation that he is so. When he has responded many times to the reasonable requests which his father has made he is ready to believe that the new command is reasonable even if his father says "I cannot tell you why now, but I know it is best." But such willing, trustful obedience follows wise direction and not arbitrary authority. Nor can it be made to flourish in other soil, though its counterfeit is often accepted in its stead.

"Then would you never tell children they must do anything?" Yes, with an inner, not an outer *must*. Awaken them to the

necessity of the right action. Until they recognize that, it is you, not they, who perform the action. And though such performance may seem sufficient for the needs of the present occasion, the child gains little, if anything, through it. "And do you think it wrong to write names upon the board, and keep children after school?" I would never write the names of young malefactors upon the board. "Why?" Imagine yourself upon some black list for some misdemeanor, and then attend a Teachers' Meeting to find your name in capitals upon the board, with the offence noted. Re-read the experience of little David Copperfield with his placard at Salem School. Then compare your black-board list with the two. A boy either learns not to care, a sad thing, or his self-respect is so wounded that he lives up to his black-board reputation.

"For the good of the child" should be our school-room motto. Whatever is for his good will be for the good of the school. In these days of graded schools and careful classification it is easy to subordinate the individual need to the aggrandizement of the school. But no school gains in the end by such sacrifice of the individual. General rules and classified penalties must be adapted to the experience and motive of Jimmy, and Jacob, and John. There is no road to successful discipline except study of the child. The expression is trite, but the practice is far from well worn. The teacher who observes individual children with sympathetic watchfulness, eager to understand and to translate their experience, stands before a wide open door which leads her feet into paths of pleasantness, and her children's into paths of peace.

### TEACHING THE CHILD TO TALK.

Language is an art upon which largely depends a man's success in life. That it may be made to serve the base purposes of the hypocrite and the swindler as well as the lofty aim of the orator and preacher attests the fact that it is a powerful instrument given for man's use and that it is the most obedient of servants. It still more strongly points to the fact that *what a man is* determines what his language shall be. Back of his speech stands his character, dictating in a manner too authoritative to be disobeyed. Language, no matter how artificial its characteristics, is the great index to individuality. Some writer has said that "five minutes conversation with a man gives one an arc long enough to determine his whole circle." Have you ever thought about the number of distinct facts you

learn about a man by conversing with him for even a short time? His accent betrays his nationality; his grammatical expression tells what his education is; his emphasis shows his disposition, his choice of words explain his tastes, whether refined or plebeian; and the theme and tenor of his conversation express his aims and ambitions. Every word he utters is freighted with meanings for the person who is a good judge of human nature. The minister, the lawyer, the teacher, the man of business is anxious to converse with the person with whom he is to deal, before deciding upon the policy to pursue; and people in ordinary everyday associations are constantly listening for the *words* which other people use and constantly storing up, often unconsciously, numberless expressions gained thereby.

Now the questions come to teachers, "Have we any control over the conditions governing child-speech? Can we secure to the child the *art* of language? Most assuredly we can; in numberless ways, if we have only caught the keynote of the art—if we only understand the few, deep-set principles, and then with patient, unremitting care, enforce them every moment in the school day.

Only briefly will the first requisite be here stated, not because it is not of the vastest importance but because it is a subject which teachers are destined to hear and know a good deal about, in the next decade, viz., character-building. An education which does not have for its ultimate end the forming and strengthening of character, has already exhausted itself and is too puny to serve in the twentieth-century development of humanity.

The teacher who is building character is insuring good language. She who is selecting only the choicest influences from the great educative realm, and training the child to partake of them is giving him the power of choice speech. The pupil who, through the whole course of his educational career has absorbed only the best, will surely need and use the best in language to express what is in him.

Is the reader in any way a victim of the theory so hard to shake off, so damaging to the best efforts toward good teaching, that the power of fine speech is a gift with which we are born? Have we ever known a person who at his birth had this power at his ready command? A wail or a desperate howl is the only mode of expression which the infant has. Why? Because he hasn't anything to talk about. A cry is a fitting expression of bodily pains (which is *almost* the sum total of the infant's existence) consequently crying forms the largest part of its

vocabulary. But there comes a day when the child *knows* something and must have a means of expressing it. He has been a constant spectator of the doings of the household, has played with his toys, has watched out of the window and in hundreds of ways has been storing up an array of ideas. Then comes that moment which marks an epoch in the child's life—he *knows* that he *knows*. Then words come to him. He can hold his peace no longer. He talks from morning until night making sentences for himself which tell what there is in his mind. He questions unceasingly and soon he arrives at the last stages of the performance, the getting of knowledge for himself. He can tell you of things which no one has told him about; he has studied them out for himself.

Now the practical application for teachers is this: Give the child something to talk about and he will talk. Make him know a thing and he can tell you about it. If he cannot tell it he does not know it. How often, when you have been trying to get a child to tell you something which you have taught him, he hesitates, uses poor English, and then helplessly tells you he *knows* but he can't tell it. Accept no such apology as this. Lay no such tottering foundation for the child's education by encouraging him in the conviction that he cannot tell what he knows. Do not teach him that language is a poor crippled thing that cannot or will not obey our bidding. Impress upon him the fact that the fault is one of knowledge, not of language. Thus the child will gradually learn to concentrate his mental power upon the *strengthening* and *sharpening* of the idea in his mind rather than upon the telling of it. That will look out for itself.

In summing up, let us hold this law firmly in our minds, namely: Clear knowledge insures good expression. A lack of language implies a lack of knowledge. This law embraces the foundation principle in the acquirement of good language and it is the law upon which mental trainers of to-day have based their work, and the one by which teachers of to-day are making thinkers and speakers of the rising generation. Analyze the workings of your own mind and test the law in every way you can devise; it will hold good in every instance.

In reading we often get an idea which we are anxious to impart to some one else, and after we have begun to explain, find that we cannot tell it very well; that we are using vague language which but poorly carries our meaning. We convince ourselves that "we know it but can't express it," and all the while we are wishing that we had the book with us, and after a

peep into it we feel sure that we could say what we want to. If we had spent a little more time in *strengthening* our *idea* we wouldn't have wasted the time in a difficult explanation and have saved ourselves the humiliation of a failure. A little thought, a little patience in this line and we soon find ourselves on the up-grade of mental development. Not only will we be better teachers, but better thinkers and as a sure result better talkers.

Language is God's great gift to man. It belongs to him by every right, if he will only have it. But how often he refuses to stretch out his hand for that which is to be had for the getting and for the achievements in the mental realm more than in any other he steadily refuses to pay the price which nature demands.

## THOUGHT TRANSLATION.

### THE BASIS OF ELEMENTARY EDUCATION.

By J. H. PHILLIPS, Ph.D., Birmingham.

The keynote to the educational methods of the past still remains the keynote of modern education—the translation of thought. The value of this principle in its application to primary and elementary education has not been sufficiently emphasized, and the child often handles mere words instead of ideas. We have at least four great languages, or forms of expression, in which we find ideas embodied and in which the child should be instructed. The acquirement of thought and its correct expression by the child, constitute the teacher's chief aim. Ideas are acquired and mastered only so far as they may be adequately expressed. Thought expression then becomes the chief work of the school. Upon examination it will be found that there are only four important modes of expressing ideas,—four separate languages, we may call them, by which all ideas may be expressed. In order to gain the mastery of ideas, and to acquire facility of expression, the child must be trained in these special modes by means of thought translation. These modes may be briefly stated as follows: 1. The Objective,—Making; 2. The Representative,—Drawing; 3. The Oral,—Speaking; 4. The Symbolic,—Writing.

1. *The Objective.* Ideas embodied in material form constitute the basis of a child's education. The organic senses acting upon his material environment are the primary media of instruction, and the foundations of education are laid through observation

and experience. By observing and handling objects, and by constructing new forms from materials placed at his command, the child advances in the knowledge of this primary language of nature and acquires greater facility in its use for the purpose of expressing his own ideas. As the child learns to invent, to construct, to make with his own hands, his power of thought expression is materially strengthened. This is peculiarly the language of the kindergarten and of the primary school, but no class from the kindergarten to the college can afford to dispense with it. It necessarily embraces the study of form and color; it exercises the creative faculty and covers the entire field of industrial and mechanical acquirement.

2. *The Representative.* Next to the object itself the child recognizes its picture and is attracted by it. Drawing thus forms an important vehicle of thought,—a distinct mode of thought expression. Indeed the language of drawing enables us to give expression to many ideas that cannot be clearly and adequately expressed in any other way. It is representative, and therefore an indirect means by which the child may express thought under certain conditions and limitations.

3. *The Oral.* Oral language is a direct mode of expression, and facility may be acquired only by exercise. After the picture of the object, naturally oral description is introduced. The study of the object, for the purpose of translation into the representative form, facilitates the further translation of the thought into the form of oral or verbal description. The correct reproduction of ideas in good English must always be a leading aim in every branch of primary work.

4. *The Symbolic.* The relation between the written or printed word and the spoken word is similar to that existing between the picture and the material object. In the former, however, the relation is that of a conventional symbol of vocal sound, while in the latter it consists of certain distinct points of resemblance or correspondence. The transfer of ideas from the oral to the written form of expression,—or the reproduction in writing of correct oral description, forms no small part of the work assigned to the child in the elementary school, and facility in this, as in the other modes of expression, is to be acquired only by constant practice.

These four modes of expression,—making, drawing, speaking and writing, include all the primary modes or vehicles of intellectual expression, and constitute so many languages in which the child should be instructed. Thorough elementary training implies facility in each of these modes of expression.

The child must have abundant exercise in the translation of thought from one form to another. He may begin by modeling a cube or a sphere in clay; he may express the same concept in the language of drawing; let him again translate the same concept, either from the object or the picture, into the form of oral description, and finally reduce this description to writing. The four available forms have thus been used as vehicles for the same thought. The process may be reversed and the child may be required to make or draw the object from dictation, or with the written or printed description as a guide. Whatever the exercise or the subject placed before him may be, the child is still a translator of thought,—he abstracts the idea from one vehicle and conveys it to another form. In each subject, the translation of thought through the four fundamental forms of expression will form the essential key to successful work. In primary reading, the teacher, beginning with the objective, proceeds successively through the representative and the oral to the written or printed form. The material object, the picture, the spoken name, and the written or printed word, form the steps of the tyro's ladder to the art of reading. The value of oral or written reproductions of the reading lesson depends upon the extent to which thought is abstracted and re-embodied in the child's own words. Mere verbal reproduction is worse than useless. Reading as an exercise in the higher grades requires knowledge from observation and experience of the objective realities imaged forth by the words; the printed form suggests mental images which may be reproduced at will, orally or in writing, with variations characteristic of the individual. In geography also, the same order prevails and the same principle underlies successful work. The objective,—knowledge of material forms, divisions of land and water, etc., is fundamental; the representative follows with pictures, drawings and outline maps; then the oral description or the translation of the printed description into the oral or representative form. If this principle is observed in the study of geography, and the proper conception of natural forms and political divisions is first impressed, there will be fewer children in our schools who will point upward and downward when asked to give the directions of north and south, or to speak of one state as *blue*, another *red*, and still another *yellow*, because they chance to have these colors associated with them on the map studied. These modes of expression as applied to reading and geography will be found equally effective in their application to arithmetic, language and history. In all subjects let the primary idea of thought

translation be constantly kept in view by the teacher and there will be less of mere *memoriter* work, and fewer parrot-like reproductions of text-book definitions of which the child understands nothing.

By adhering rigidly to this principle in the primary grades, the child will be trained to observe closely, to compare forms and qualities, to reproduce accurately, to express ideas cogently and fluently, to execute skilfully, to reason from facts to conclusions. The habit of thought abstraction by means of translation will grow into a power which, in time, must dominate all his intellectual efforts. In all exercises, next to the apprehension of thought, accuracy, conciseness, and facility of expression are to be emphasized. The use of so much written work and the introduction of drawing and industrial training, find their justification in the increased power brought to the child's aid in the manipulation of thought.

### PHONETICS IN OUR ACADEMIES.

It is unfortunate, yet doubtless true, that the term Phonetics will need to be defined for many readers. Phonetics, or phonics as it is sometimes called, is the science of articulate sounds and their relations. It deals not merely with sounds as sounds, but also with their physiological and mechanical formation. As the difference between articulate sounds depends upon the difference in the form, position, and action of the vocal organs, it is evident that a true science of voice sounds must be based upon the form, position, and mode of action of the articulating organs.

The principles of this science are extremely simple. A teacher who has mastered them can make them clear to a child of twelve. Yet in spite of this simplicity and of the fact that many of the philologists and language teachers in our colleges and universities are familiar with its principles, little or nothing has been done with it in our public schools, except in a few cities mostly in the east. It is also true that there are few, if any, studies that offer so much saving of labor to the teacher and the student of language as Phonetics.

The teacher of a foreign language usually tries to teach his pupils to pronounce it. How difficult the process is, and how unsatisfactory are the results in most cases, only the language teacher fully knows. To reduce this process to a minimum of labor with a maximum of result is the practical benefit found in the study of Phonetics. The student learns the form and position of the vocal organs for each articulate sound, and learns



to associate the perception of the sound with the perception by muscular sense of the form and position of the organs producing the sound. He further learns the positional and form relations of the various articulate sounds. He is now ready to recognize the sounds of a foreign language, knows how each sound is made, and can reproduce it when heard. Even if his training does not go so far as to make him a master of all foreign sounds,—as it usually will not,—still training only on the English sounds and forms will enable him to recognize the position and form of most sounds not English, and to reproduce them much more readily and accurately than he could have done without such previous study.

The economy of this method is almost self-evident. Both teacher and pupil are familiar with a form system covering the entire field of articulate sounds. The teacher has but to refer any new sound to its articulate position and the pupil understands it at once. Perfect training would enable the pupil to recognize the vocal form and position from the sound itself, but it would be assuming too much to expect this in every instance. Furthermore, the knowledge of pronunciation which one gets in this way is far more clear, definite and satisfactory than that which comes from mere imitation. There is the same difference that always distinguishes systematized and scientific knowledge from that which is not.

Although it is in learning to speak a foreign language that the value of Phonetics is most easily apparent, its influence upon our English is very important. Few persons, if asked to tell what positions the articulating organs take in pronouncing a single short word, could do so with any degree of accuracy. And not only is this true, but the ordinary pronunciation of English that one hears is very careless and slovenly. The pronunciation of the average high school pupil or college student is very far from correct; and even that of many of our teachers is unworthy of imitation. Nor are these imperfections, even among our teachers, confined to those mooted or doubtful words in which we expect variety and disagreement; they are too frequently the habitual mispronunciation of certain simple sounds. This mispronunciation is often only just enough to imply local misuse or general want of culture, and in many cases probably had its origin in a wrong impression of the form in childhood. The practical study of Phonetics not only overcomes all these defects, but adds a clearness and accuracy of pronunciation that carries the suggestion of education and culture. Even the mere knowledge of the right articulate

forms, once definitely acquired, will do much toward producing correct and cultured speech without special practice; for knowledge, especially of this kind, once in the mind of a thinking man, tends to work itself out into practical form unconsciously.

Probably some readers are by this time asking, "How can an additional study really save time and labor?" This is a fair question; but it is much the same kind of question that the ancient workman who hammered out coins might ask of the modern coin-maker whom he saw making a die before beginning to make a coin. The ancient could without doubt hammer out several coins while the modern was preparing his die, but the die once at work outstrips the hammer in no time both in the quantity and the quality of its coin. So it is easier to learn two or three sounds by imitation than to learn a system of Phonetics; but the system once learned serves for all spoken sounds.

And it is not difficult to learn. A bright teacher once said to me, "Bell's System of Phonetics is so simple that it can be learned in a single evening." While this is too short a period for the average intellect to secure a working knowledge of it, a bright high school scholar who means business can get a practical knowledge of the subject, sufficient to begin work on, in ten or a dozen lessons; and the teacher by reason of his superior mental training can prepare himself to begin teaching it in an equal number. Language teachers have told me that in attempting to teach only one foreign language it is time saved to begin with a few lessons in pure Phonetics, to say nothing of the greater satisfaction in dealing with the subject in a systematic way. If this is true of one language, it is doubly so of two. And I believe that the majority of those who study language study more than one. Concede this, and the question of economy is answered. The saving will not be seen in two weeks, nor in six probably, perhaps not in twelve; but in a year it certainly will, and it will be more and more apparent with every added year. Recall also the improvement in speaking English that comes from this study, and its practical usefulness is still more evident.

It is now barely thirty years since the true scientific basis for the study of speech sounds was discovered by A. Melville Bell, and set forth in a system, which he called Visible Speech. All subsequent work of any value has been built upon the foundation that he laid. Although scarcely a generation has passed since Professor Bell's researches reduced the subject to scientific methods, there has been marked progress in its study

and development. It has already secured a permanent place as an aid in philological and other language study; and the time ought not to be far distant when it will be deemed folly to attempt to teach the pronunciation of any language without a knowledge of *Phonetics*.

There is but one thing more to be added, and that rather by way of postscript, and only for the sake of avoiding a possible misunderstanding of my position. This argument is limited to high school and other advanced work; it is not my purpose to urge drill in phonetics, or phonetic rules in the primary and intermediate grades even though a scientific system were used, for I doubt its value to the child till he is able to grasp the subject as a system. Much less do I favour the laborious drill that was so often given upon the sounds and rules found in the old dictionaries and spelling books, and was called, or rather miscalled, phonetic. Bell's Visible Speech, however, is a very valuable aid to all *teachers* of the lower grades, both as a scientific basis for their own speech, and as a most convenient means of correcting those defects in the pronunciation of their pupils which arise from a dull or defective ear.

G. W. SAUNDERSON.

### **Editorial Notes and Comments.**

There are few, if any, teachers in our province who are not familiar with the name of W. J. Gage, the Toronto publisher, who has done so much, through the firm of which he is the head, to alleviate the trials of the schoolroom by introducing new and improved text-books in the market. It has now been intimated that Mr. Gage has made a proposal to the City Council of Toronto to endow a Hospital for Consumptives, where those who are affected with that disease may have a comfortable home in their isolation from the home in which they were accustomed to move before the fatal disease took hold of them. In connection with the proposition which Mr. Gage has made, it is his intention that such a hospital shall be a retreat for teachers affected with the disease; at least, that one or more beds shall be made free to those who have had their health undermined in the schoolroom to such an extent that their lungs have become dangerously affected. The movement is one which does credit to Mr. Gage's head and heart, and will no doubt be accepted in the proper spirit by those who can help him to mature his plans. The fact that Mr. Gage has remembered the teacher in his general plan, shows

how far he desires to sympathise with him in his arduous labours and enterprises of self-denial.

—The Honors System of ranking in our universities has its supporters and its declaimers. It has lately been introduced in New Brunswick University, and comes in for a severe share of criticism from the press of that province. This is what one of the editors says about the matter, and in his words there may be a hint or two to the college authorities of our own province that the course might be modified in some way to obviate the impugment by outsiders of the process that makes an honor's man. "The ranking system," says the editor of the *Gleaner*, "which was introduced in the university a few years ago, and is still in vogue, seems to be as unfair as it is unintelligible. This paper published last night the announcement of the result of the degree and honor examinations as made by the faculty yesterday, and we venture to say that no one save the university students, and possibly a few graduates, who had received some instruction in the matter, understood any part of it. It seems that fourteen students—the entire senior class—succeeded in passing the degree examinations. Seven of these went in for honors, that is, they underwent special examinations in chosen subjects for the purpose of getting honor certificates in those subjects; the other seven were content to confine their attention to the ordinary, regular work of the prescribed curriculum. Those students who tried the honor work, whether they made a first-class mark—that is, over seventy per cent.—or a second-class mark—over fifty per cent.—graduate with honors, while those who did not choose to divide their attention between the regular and the honor work, but confine it solely to the former, take simply the 'Pass B.A. Degree,' and in the list, which is given out by the faculty for publication, are placed below all the so-called honor students, notwithstanding an honor student may have obtained only second-class honors, which seems to be no honors at all, but rather evidence of failure in an effort to win them; and notwithstanding a student in the regular work of the course may have made a much better general average than all or any one of the honor students, and indeed may have excelled over the honor student in the very subject which the latter had chosen for special honor work. As a matter of fact, we are told that this very thing occurred in the examinations just closed. For instance, A, who likes Classics best, and is weak in English, Philosophy, Mathematics and all the other subjects, concludes that he will go in for honors in his favorite subject, which, by

the way, ranks first in the order of prominence. He accordingly devotes nearly all of his time to the preparation of his honor work, neglecting the work of the regular course in that and all other subjects. If he makes over seventy per cent. on his honor papers, he succeeds in getting a first-class honor certificate and being placed at the head of his class, honors in classics, as intimated, being deemed to be the highest honors in the course. He may even fall below seventy per cent., and make a bare fifty per cent.—second-class honors—and still he ranks superior to all others who have not chosen to neglect their regular work. In his examination in classics in the regular work, which should be the most important, else there is something radically wrong with the curriculum, all the members of the class may excel over him and make a much higher percentage than he did even on his honor papers, but that makes no difference—he is ranked first. Besides this, he may not make any more than a bare pass-mark on all other subjects,  $33\frac{1}{3}$  per cent., and this circumstance is not sufficient to pull him down from the position of leader. The whole system is radically wrong, not only as a ranking system—for the ranking business really does not amount to much—but as tending to impair the efficiency of the whole college curriculum by inducing students to neglect the work which should be most important for the sole purpose of appearing to be a class leader. The system is said to be an attempt to imitate the Oxford and Cambridge system, but it is none the less unfair and nonsensical for all that.

—In face of the attempt that has made of our Latin pronunciation, for the moment at least, a mixed quantity, it is re-assuring to know that an effort is being put forth among the schoolmasters of the United States to emphasize the necessity of preventing the importance of reading Latin by quantity from being lost sight of in the dilettantism of those who have been making such a flourish of trumpets over the invention of an un-English method of pronouncing it. Though the movement does not involve any obstruction to the Kikerites, as they have been called from their manner of pronouncing Cicero's name, it seeks to emphasize the simple rules of accent as something that must not be overlooked in teaching boys and girls Latin. The boy who says he has passed for his A.A. or for his B.A., and thinks that the Latin word for "run" is *curre*, that the genitive of *radix* is *radicis*, or that the imperfect of *amo* is *amābam* and the future *amābo*, will always have a chance of being mistrusted when he claims to be a Latin scholar. Yet we have heard a teacher maintain with not a

little unction, as if there was some "soft *c*" infidel near by, that Kikero was the right way of pronouncing the old orator's name, while there was not a pupil in the class under his instruction who could escape making blunders in quantity akin to the above during an oral examination. We have met a teacher of Latin brimming over with Chautauqua methods in general, and the so-called Roman pronunciation in particular, who had never heard of the simple rule: When the penultimate is long, put the accent on it, and when it is short, put the accent on the antepenultimate. Such is the waywardness of those who hasten after the "faddist" and the change that has in it no element of progress, that the old and necessary is often neglected simply because it is old, while the new and inconsequent assumes all the importance of the necessary.

—In this connection, though it is perhaps a little out of place among editorial notes, we are anxious to emphasize the necessity of having Latin read with due attention given to quantity and accent, by quoting the method of a practical teacher, who says: "As a matter of fact, it is not at all difficult to teach a class to scan Virgil in a very few lessons," and it is needless to say that as soon as a pupil can scan a few lines of the *Æneid*, he soon sees the necessity of knowing all about quantity and accent. No rote work in the memorizing of rules is necessary. After the structure of the hexameter has been explained through the medium of some English verses like Coleridge's lines on the Homeric hexameter—

Strongly it bears us along on its swelling and limitless billows,  
Nothing before and nothing behind but the sky and the ocean—

the first line of the *Æneid* may be written on the board by the teacher. He will then proceed to explain how the quantity of each syllable in the line may be determined. As soon as the reason for the quantity of a syllable is developed, he will write underneath the line the working rule by means of which it is known. After a few lines have been treated in this way, the board will look somewhat like this:

|         |           |     |     |         |                 |    |
|---------|-----------|-----|-----|---------|-----------------|----|
| 2       |           | 7   | 4   | 10      |                 | 11 |
| 1 3 4   | 2         | 5 4 | 6   | 8       | 9 4             | ⏟  |
| Arma vi | rumque ca | no, | Tro | iae qui | primus ab oris. |    |

1. The first syllable in a hexameter is always long.
2. When a vowel is followed by two or more consonants, the syllable is long.
3. Final "a" is short except in ablatives, adverbs and imperatives.

4. One short syllable never stands alone.
5. Que is short. The "u" is a parasite of the "Q," and "ue" is not a diphthong.
6. Final "o" is long.
7. Three short syllables never stand together.
8. A vowel followed by a consonant is long.
9. Diphthongs are long.
10. Two long syllables imply the presence of a third.
11. Feet 5 and 6 are always scanned : — ◡ ◡ — ◡.

|        |        |          |         |               |
|--------|--------|----------|---------|---------------|
| 1 4 12 | 2 4    | 6 13 12  | 2 4     | 11            |
| Itali  | am, fa | to profu | gus, La | vinaque venit |

12. A vowel followed by another vowel is short.
13. When, by assuming that certain syllables are long or short, you can make the line scan correctly, do so. In order to verify results in such cases it is well, of course, to consult the vocabulary or the dictionary.

|         |              |              |         |               |
|---------|--------------|--------------|---------|---------------|
| 1 4 3   | 7            | 10           | 15      | 11            |
| Litora, | 2 14 2       | 14 2 2       | 2 2     | tatus et alto |
|         | mult (um) il | l (e) et ter | ris iac |               |

14. When a word ending in a vowel or a vowel followed by m precedes a word beginning with a vowel or a vowel with h, the vowel with m or the final vowel is dropped (elided).

15. Is is long in plural cases.

|         |          |          |        |               |
|---------|----------|----------|--------|---------------|
| 1 13 13 | 2 9      | 9 13 13  | 2 4    | 11            |
| Vi supe | rum, sae | vae memo | rem Iu | nonis ob iram |

|           |              |        |          |                |
|-----------|--------------|--------|----------|----------------|
| 2 3 4     | 14 2 2       | 6 2    | 2 2      | 11             |
| Multa quo | qu(e) et bel | lo pas | sus, dum | conderet urbem |

|       |           |         |          |               |
|-------|-----------|---------|----------|---------------|
| 2     | 4 4       | 2 4 12  | 6 13 13  | 11            |
| Infer | retque de | os Lati | o, genus | unde La tinum |

|      |          |          |             |              |
|------|----------|----------|-------------|--------------|
| 2 4  | 17       | 7 2      | 14 2 9      | 11           |
| Alba | nique pa | tres, at | qu(e) altae | moenia Romae |

16. Final "i" is long.

17. If a mute or liquid "l" or "r" follows a vowel the quantity of the syllable in which the vowel stands is common. Thus, if we say pat-res, the first syllable is long: if we say pa-tres, it is short.

—To the outsider, who knows no Latin, the method thus exemplified may be set aside as "the process of the profane." But the teacher, the true teacher, the scholarly teacher knows

that such a lesson is but the beginning of a knowledge of the *technique* of the poet and the versifier. As each rule is developed, the learner will write it, with its number, in his note-book. After a few lines have been treated in this way by the teacher, the pupil may be set to work analyzing other lines in the same way. His work will be simplified if he will at this point review his conjugations and declensions, learning the quantities of the terminations. By the time the class has analyzed one hundred and fifty lines they will have a thorough knowledge of the mechanical structure of the verse. After that the work in scansion should consist of reading, and the utmost effort should be made to get the pupil to read as if the verse meant something. In our opinion, there are two great advantages in this method of teaching scansion. In the first place, it saves time. In the second place, it exercises the reasoning faculties, while the process ordinarily employed is purely mechanical.

—Professor Loissette, the specialist on the memory, has been visiting Canada, and his visits have certainly drawn attention to a subject which has seldom an interest for the citizen who is troubled about the many things that make for his comfort and worldly prosperity. There is money in the Loissettian plan for the improving of the memory, if the person who pursues it, with some knowledge of the laws of thought co-relation, has industry to pursue it until the effects become apparent. The student who has passed through a thorough school-training, has had his memory exercised in a different way to the student of the Loissettian system, and just as efficiently; but that should not prevent anyone from looking into the scientific basis on which the latter is built, for there will be perhaps a money value in the examination to the business man whose memory has probably been neglected since his school or college days.

—At the closing of the Normal School, the Rev. Mr. Silcox made a speech in which there is said to have been a broad humor, an aptness of homely illustration, which struck a note of pathos, and stirring, earnest words. "The teacher," he said, "was not made of common clay. Anybody could see that by looking at the faces which now met his own. Nothing less than terra cotta would do. The teacher was a sort of symposium. It took twelve ordinary men to make a judge, and it took a number of men and women to make a good teacher. It was well to have the diploma; a day would come when there would be another diploma, but this would be purchased down



town by some eligible young man. (Laughter.) Well, the prospect for the teacher was improving. There was a man out west who had made a great deal of money on horses. He gave to the man who trained horses \$10,000 a year. One day he thought he would found a university. And he said to himself: 'I'll give the principal as much as I give the man over my stable there who trains my horses.' And he actually gave that principal \$10,000 a year—the same rate of pay as the man who trained the horses. So they saw that things were improving. (Laughter.) They had a kindergarten out west for colts—that was a fact. It took about \$50 a month to train colts in the kindergarten. The owners of the colts paid men for training them until they were able to go on the turf. It was found that this kindergarten paid handsomely in results; and a writer had said that some day it might be recognized as a paying investment to spend as much money upon the training of boys and girls as was spent upon the training of colts. (Laughter.) Still, it paid better to sell beer than to sell books. Sometimes the ministers made great mistakes in preaching, not only bad theology, but bad morals. They constantly heard that people should be humble. Well, don't be humble. Be ambitious. Be ambitious for yourselves and for your pupils. And say, friends, find out the dull pupils. There are wonderful possibilities in the dull pupils. I would like to say a word to the backward boy or girl. A word will stimulate—will awaken something in the breast—will make the future of the boy and girl. I was riding on a load of hay one day, when someone said to me, 'Say, Silcox, what do you intend to make of yourself?' I said I did not know that I had any particular ambition at the time. 'Be a teacher,' said he. A teacher. The thought made me dizzy. But, mark, the suggestion went home. I did not think I could be a teacher, but he did, and that stimulated me, and I did become a teacher. (Applause.) Sir Humphrey Davy once found a little ragged boy by the classic name of Mike. Long afterwards he was asked what was the greatest discovery he had ever made, and he replied, 'Mike—Michael Faraday.' (Applause.) Garfield used to say that he felt like taking off his hat to every little ragged boy he met, for he did not know but he was confronting the future statesmen or president. Let them not be content with the diploma. Let them attain to higher heights of knowledge. It was not systems or colleges that counted, but the individual."

—The Hon. Justice Lynch had also at that gathering some inspiring words for the teachers which they will be glad to

linger over. "The keynote struck by the judge was a high patriotism which would rise above every consideration of creed and nationality, and make a splendid Canadian nationalism—the only thing worth working for. God and nature meant this country to be great. It could only be great by all classes rising to the need. An awful responsibility rested upon the teachers. The teacher made the nation. Let them rise to the height of the situation. Let them inculcate those principles of patriotism that would bear fruit in the ripening manhood and womanhood of the country. They had to begin this work with the child. It was not knowledge, it was not systems—it was character which made a people, and it was character which the teacher must impress on the young, so that they might grow up into worth and value, and help to make the country, occupied by divers races, prosperous."

—A teacher who is not learning, a teacher who is not keenly in pursuit of new ideas, and thinks no new stimulating thoughts, a teacher who does not read, who does not mentally stretch himself upon the great thoughts of great minds, is a teacher stagnant, unproductive, like a blasted tree, dead at the top and dying downward. Let no such teacher imagine that any arduous discharge of duties is real teaching.

### **Current Events.**

At the last meeting of the Teachers' Association of Montreal, Sir William Dawson, the father of the Association, said that he was glad to be able to appear before his hearers, and hoped in the future that, after he had obtained a needed rest, he should have the opportunity of addressing them more often. He then quoted from his speech as chairman of the meeting held in the same hall thirty years ago, in 1864, when the Teachers' Association was formed. He had come across the address recently while overhauling some old papers. "As teachers," he said, "we hold one of the highest offices society can bestow and it behoves us to make ourselves worthy of the trust, and it is for this reason the Association was established, that teachers might have the benefit of comparing notes and getting ideas from each other, and thus increase their usefulness." Given a good teacher, there would be good work done, and the effect would be seen in the pupils; that is why the training school for teachers was founded. A good teacher must be in advance of the general mind and of the times. He believed in progressive young teachers, and teachers who never grow old. He dwelt

at some length on the cultivation of a teacher in his profession and in his personal culture. He thought the Association gave great opportunities for such cultivation, and that in other ways it should be practised. He himself had found that he learned a great deal from reading examination papers, which was an illustration of what may be picked up in a small way, if the desire was there. Sir William considers the Apostle Paul a great teacher, and his advice to Timothy on carefulness and patience as being worthy of emulation. He also gave the parable of the blind leading the blind as one all teachers should remember, and by constant study never give occasion that any one might say of them that they could teach such and such a one no more—they had reached their limit. He concluded by saying that Universal Education would be the true method of solving all the much mooted questions of social economy and ethics of the day.

—The Hon. Mr. Ouimet, in addressing the students of the McGill Normal School lately, dwelt upon the difficulty which a minority must always labor under with respect to education, in spite of the most just and generous laws which could be devised. Their people were scattered throughout sparse districts, and it was a burden to provide an education for their children. With every convenience at hand, the artisan could produce good work, and where there was difficulty and deficiency, it required extra skill. And so, under the circumstances of the minority, it required the very best teachers. Professional training for all teachers could not yet be made compulsory, but he believed that all would in time come to copy the models which the trained teachers set. He urged perfect English as their mother tongue, but also a thorough acquaintance with French. The majority considered the two languages essential. People were mutually suspicious when they remained strangers; but, when they learned to communicate with each other, that led to intimacy and confidence, and the way to secure that mutual confidence in this province was for all to speak the two languages. Referring to the Manitoba school laws, he expressed the hope that common sense would decide to do justice to the minority in that province.

—We notice that Mr. Max Liebich, formerly head-master of the Berthier Grammar School, has started a scholastic agency at 12 Beaver Hall Hill, Montreal. This agency has been established for the purpose of procuring teachers suitable positions at reasonable fees, and of providing Principals and School Trustees with teachers without the necessity of their

advertising for the same. No entrance fee is charged to teachers.

—Among the fifteen candidates selected by the council of the Royal Society to be recommended at an early date for election into the society, was Prof. H. L. Callendar, professor of Physics at McGill College. The qualifications of the candidate are thus stated in "*Nature*":—"Hugh Longbourne Callendar, Fellow of Trinity College, Cambridge, Lecturer on Physics, has made important investigations on the measurement of temperatures by electrical means. These are described in the papers: "On the Practical Measurement of Temperature." (Phil. Trans., 1887A, p. 161); "On the determination of the boiling point of sulphur, and on a method of standardizing resistance thermometers by reference to it." (Ibid, 1891A.—This paper is written in conjunction with Mr. Griffiths); "On the construction of platinum thermometers," (Phil. Mag., July, 1891); "Some experiments with a platinum pyrometer on the melting points of gold and silver," (Ibid, February, 1892).

—Dr. J. G. Fitch, inspector of training colleges in the English department of education, the best known educational leader of England, has resigned because of his advanced age. Dr. Fitch made a visit to Canada some years ago, and the many personal friends he made on his way through the country will regret to hear of his withdrawal from active service.

—*The Outlook* writes: "The compulsory education law for New York state, passed by the Republican legislature and signed last week by the Democratic governor, illustrates how completely all parties have repudiated the dogma that 'individual liberty' involves the right of parents to bring up their children in ignorance. It is worthy of note that this law, prepared by the Council of School Superintendents of the state, was especially indorsed by the labor organizations, though its immediate effect will be to reduce the income of a great many laboring-class families. We have observed before that nearly all of our so-called socialistic legislation, instead of supplying the material needs of the working classes, actually makes it harder for working-class parents to supply those needs. Compulsory education is another example of this tendency. It sets a higher standard of civilization and requires parents to conform with it, no matter if they must forego certain material wants."

—Prof. Kneeland, in addressing the graduating classes of the McGill Normal School on behalf of the professors, said that the teacher had the right to expect proper remuneration and re-

cognition, and the community had a right to expect from the teacher character and ability, pure, high ideals, and a rule of conduct scrupulously honorable—a life which would eschew even amusements if these were, in the opinion even of a minority, objectionable. Indeed, the office was a holy one, in the best sense of that word, because it made not merely for time—which if it did, the spelling-book would suffice—but for eternity; and when one was charged with making character for eternity the responsibility was enormous.

—The National Educational Association of U. S. A., with Hon. A. G. Lane, Supt. Public Schools, Chicago, President; Hon. J. M. Greenwood, Supt. Public Schools, Kansas City, Treasurer; Hon. Irwin Shepard, President State Normal School, Winona, Minn., Secretary, and Hon. N. A. Calkins, Asst. Supt. Public Schools, New York, Chairman of Board of Trustees, will hold its 1894 meeting at Asbury Park, N.J., July 6th to 18th, inclusive.

—Mr. R. MacDougall, who graduated as B.A. in the McGill University with first rank honors in philosophy, has just obtained the additional honor of the highest resident fellowship in the department of philosophy in Harvard. This provides a handsome honorarium with no duty but that of carrying on the experimental work which he has been conducting for the past year in the psychological laboratory under Dr. Munsterberg, the eminent Harvard professor of experimental psychology.

—The death of Professor Henry Morley removes from the scene of his labors a most prolific and diligent worker in the field of English literature. Professor Morley's works were marked by sound scholarship and painstaking care, and were of a kind that are at once helpful and stimulating to the student of literature.

—Miss M. E. Findlay has been appointed principal of the High School for girls. Miss Findlay is a B.A. of London University, England, where she graduated with honors in mental and moral science and German. She also holds the London University Teachers' Diploma; the Cambridge higher local honors and certificate for religious knowledge and modern languages; the Kensington drawing certificate and Leipzig cardboard Slojd certificate.

—The annual dinner of the Canadian Club of Harvard University was lately held at the Hotel Vendome, Boston. In spite of the inclement weather forty-five guests gathered about the tables, to unite with those who in other parts of the city were assembled to do honor to our gracious sovereign Queen

Victoria. Harvard's roll of honor in Canada is a brilliant list of Canadian jurists, statesmen, theologians and scientists, who have received training at Harvard during the last two centuries.

—Mr. J. W. Alexander, B.A., principal of St. John's High School, has been appointed principal of Granby Academy, and Mr. J. H. Keller of Cookshire has been appointed to Sherbrooke in room of Mr. McArthur, who goes to Montreal under favourable auspices and increased emolument.

—The Toronto School of Pedagogy, of which Dr. McLellan is the principal, is to be affiliated with the University of Toronto. Degrees in pedagogy will be conferred. Ontario is bound to keep at the head of the column as far as the professionalizing of teaching is concerned.

—A splendid opportunity was lately afforded to see what the Kindergarten of the Montreal Collegiate Institute is doing and can do. A finer or more perfect exhibition could not easily have been found elsewhere. Parents and friends returned home delighted with the entertainment.

—The school board of Boston has received a petition with about 580 signatures, requesting that the girls in the high school be allowed to study modern languages in place of Greek.

### **Literature, Historical Notes, etc.**

—The following sketch of the career of David Stow, "the father of the training system" and founder of the first normal school in Britain, may be read with interest by the student of the History of Education :—

David Stow was born on the 17th May, 1793. His father, William Stow, who was of English birth, had come north from County Durham to push his fortune, and succeeded so well that he rose to be a "merchant and magistrate" in Paisley, as, in Glasgow, did that worthy personage Bailie Nicol Jarvie, whose domicile was situated in a certain famous locality with which the subject of this notice was afterwards to become intimately acquainted—to wit, the Saltmarket. David Stow was educated in Paisley Grammar School, and, it is said, also received an excellent religious and intellectual training at home. Entering the employment of a Glasgow mercantile firm at the age of eighteen, he took up his residence in that city, and having occasion to pass daily through some of its slums, he became much impressed by the squalor and misery that prevailed therein and by the neglected state of the children, who were allowed to grow up as best they could. Moved with

compassion, he resolved to do his best for the reclamation of at least some of them, and he accordingly started a Sabbath-school in a densely populated part of the Saltmarket, lying between St. Andrew street and the Cross. It was the custom then for teachers to skim the front streets only in search of scholars. Stow soon saw through the comparative futility of this method. Each Sabbath night brought different pupils from various parts of the town, and as they could not easily be visited, any good impression produced by the teaching was effaced during the week. He accordingly put into practice a plan of his own—what he called “deep-sea fishing”—in the particular area, containing about seventy families, which he had selected. There he visited twice a week, and thus was enabled not only to maintain a superintendence over his pupils, but also to become acquainted with their parents. Rev. Dr. Chalmers, at that time in Glasgow, and organizing his parochial machinery, was soon attracted by this local and exclusive plan of Sabbath-school teaching, and established it in his own parish of St. John’s with good results.

Dr. Chalmers and David Stow soon became close friends, and before long the young man was made an elder in St. John’s Church. What with this new responsibility and the daily attention his business required, Stow, had he been less enthusiastic, might have felt constrained to give up his Sabbath-school work; but he did not do so. Still, experience had led him to realize that more than Sabbath work among the young was necessary, it being only too evident that the one day of religious training in the Sunday-school was more than counter-balanced by the six days of evil training in the streets. He saw that daily training, as well as Sunday training, was necessary for the reformation of the vagrant young, and with characteristic earnestness and energy proceeded to impress the necessity for this change upon others, and at the same time to put it in practice as far as lay in his power. Unfortunately, at this time Dr. Chalmers left Glasgow to fill the chair of moral philosophy in St. Andrews, and Stow was thus deprived of the active help, if not of the counsel, of that gifted divine.

It was in the Drygate—a very poor and degraded district—that Stow made his experiment in the training system. A house and a garden were turned into a school and playground for about 100 pupils and a dwelling for the teacher. “The principles on which the school was to be conducted were,” we are told, “of such a simple and natural character that they had been overlooked by educational theorists in their search after

the new and unknown. Devotional principle and moral practice, the chief essentials of human training, were to be inculcated during the whole week instead of a seventh of it. They were to be inculcated also, not by formal lessons and grave harangues, which would only have repelled or puzzled the young learners, but in a way best suited both to their likings and capabilities." Well aware of the mesmeric power of mutual action, especially in the young, Mr. Stow aimed at opposing the sympathy of companionship in what is evil by the sympathy of companionship in what is good.

The new system—the substitution of *education* for teaching—provoked no little criticism, but Stow held on his way undaunted. Many were won over to the system by exhibitions which some of the Drygate School pupils, under charge of their teacher (Mr. Caughie), gave during 1829 in numerous towns in the West of Scotland and also in Edinburgh, the establishment of the Edinburgh Model Infant School being the result of the demonstrations of the pupils' powers in that city, while the system was taken up in other towns as well, although in some cases the interest proved merely ephemeral.

Encouraged by proofs of the utility of his plan—although greatly hampered through lack of pecuniary support from the public—Mr. Stow determined to establish another school, into which might be drafted those children who were too far advanced for the infant one, because in this manner scholars of the same age and progress "could better sympathise in the work of the school-room and the playground, and more effectually promote each other's improvement." In this lay the basis of the plan of "graded schools," which has since been so widely adopted.

But it was necessary that accommodation should be provided, not only for pupils, but for the training of teachers, 100 of whom had even thus early been indoctrinated entirely by Mr. Stow himself. It was in this that Normal colleges had their origin in this country. The first institution of the kind was inaugurated in Glasgow on the 14th Nov., 1836, with considerable ceremony. The objects of the college Mr. Stow stated as follows:—"First, to improve the system of our popular education; secondly, to organize our school system, that it might be an assistance to parents in training their young; and thirdly, to diffuse and extend the system, by establishing a model school for the instruction of the public, and for the training of schoolmasters." Although the Glasgow Normal College had a fair start, pecuniary and other troubles ensued,



thus tending greatly to increase Mr. Stow's labor and anxieties. But his merits as a reformer in education were now so generally recognized that the first Inspectorship of Schools in Scotland was offered to him by the committee of the Privy Council on Education. Much gratified by this proffered honour, he nevertheless, after full consideration, declined it, partly because he did not like to accept payment for any services he might render in the cause of educational reform, and partly also because of the knowledge that his health was failing.

The rectorship of the Normal College being placed in good hands, Mr. Stow was enabled to enjoy longer intervals of rest than hitherto, and was also gratified by the wide adoption of the training system he had founded. There was, however, a debt of upwards of £10,000 on the college, and as voluntary contributions were but scanty, Mr. Stow applied to the Government for aid on the plea that the Normal Seminary was unsectarian in character. The Privy Council Committee offered a grant of £5000, provided that the site, buildings, and school management were transferred to the Established Church. These terms Mr. Stow joyfully accepted, little thinking what that acceptance would entail—little dreaming that before long he was to be “driven as an intruder from this beloved house, which he had spent so much time and labour in rearing.”

In 1843, the Disruption of the Church of Scotland suddenly and unexpectedly took place, and Mr. Stow and his colleagues having thrown in their lot with the seceders, his Normal Seminary and all its appurtenances became the property of the Established Church, and subject to its exclusive control. An appeal to the Privy Council proved vain—the transference of the college was only a matter of time and convenience; but until it occurred Mr. Stow, with characteristic energy, continued his work of teaching. In May, 1845, the melancholy exodus took place. Mr. Stow, in deep dejection, with the directors and teachers, and followed by 50 students and 700 pupils, “proceeded to a long series of canvas-covered tents, floored with sawdust and seated with rough benches, which had been extemporised as a Normal College.” This reverse of fortune was enough to daunt the strongest-hearted, and although David Stow was not a man to be easily daunted, the “Canvas College” must have made slow progress but for one of those new conditions to which the Disruption gave rise. Although in the first instance the Free Church contemplated only the upholding of the ecclesiastical institutions, and its efforts and means

were primarily expended in the support of the ministry and the building of churches and manses, the "coming out" of many parochial schoolmasters and the great liberality of the Free Church communities soon made that church widen its aims, so as to embrace the establishment of colleges and schools. An institution which had so proved its worth as the Normal College was not likely to be over-looked; and the friends and adherents of the system originated by Stow set to work with such vigour and earnestness that a second Normal College—not of canvas, but of substantial stone and lime, and much more imposing than the old building from which he had been ejected—was in a few months built and ready for use. The cost was £10,000, of which the Government contributed nearly one-third. No sooner was the college opened than it was crowded with eager students of different denominations, and by-and-by additional buildings became necessary, although in the first instance there were ten large class-rooms, four large halls, students' rooms, and a library and museum, not to speak of spacious playgrounds on the outside.

With this splendid monument of his labours, Mr. Stow naturally felt delighted, and here, with more ample means at command, and a greater efficiency than was possible in former circumstances, he continued to illustrate the worth of his training system, the merits of which were almost universally recognized, as is amply evident from its being adopted as a system of national education.

Up till his death Mr. Stow's interest in benevolent and educational objects continued as strong as ever, and his well-spent life came to a close at Bridge of Allan on 6th November, 1864, when he had reached his seventy-second year. That he had literary tastes is evident from his correspondence, but for the extent of which, and also of his labours in the field of educational reform, it is probable that he would have written more than the one published work which he left behind him, viz, "Moral School Training for Large Towns." He was, it may be stated, twice married, his first wife being Margaret Freebairn, an accomplished young lady of much personal worth, whose early death he had to mourn in 1831. His second wife was Elizabeth McArthur, to whom he was married in 1841, and who predeceased him in 1847.

—The Baconian theory of the authorship of the Shakespeare plays did not die with the adverse verdict of the jury of litterateurs empanelled by the *Arena*. Mr. Ignatius Donnelly, who has done more to sustain the claims of Bacon than any

other man, writing from St. Paul to a member of the *Toronto Empire* staff, says: "I know you will be glad to know that all my leisure time has been given to further studies of the cipher, and that I have reduced it to an absolute arithmetical certainty, moving with the regularity of a piece of mechanism. In the 'Great Cryptogram' I admitted that the workmanship of the cipher was not perfect. I did not have the order in which the words were delivered. During five years of diligent labor I have elaborated this, and when I publish my second book, which I hope to do in a year, I shall place the reality of the cipher and the authorship of the plays beyond controversy."

—THE INFLUENCE OF THE MIND ON THE BODY.—Fear, anger, revenge, grief, love, hope, joy, friendship, may all affect physical condition. As illustrative of the belief in theory, so early a writer as Churchill says:

The safest way to health, say what you will,  
Is never to suppose we shall be ill;  
Most of the ill that we poor mortals know,  
From doctors and imagination flow.

The efficacy of strong emotion in producing, or in helping to produce, such conditions as diabetes, cholera, and epilepsy, is well recognized, and, we venture to say, undoubtedly; but it is always difficult to estimate correctly the influence of such accidents, or to say how much may be due to them and how much to an underlying instability which such a disturbance merely makes evident. That a depressed physical and mental condition also renders the bodily organs more susceptible to the influence of some poison, such as that of the specific fevers, is well recognized; and when the inseparable connection between mind and body, and the profound alterations which fear or joy bring about in (for example) secretory organs, are taken into account, it is not surprising that violent emotion should, as it were, open the gate to allow the admission of sundry toxic influences.

It is an interesting question how much of the general—but by no means invariable—immunity which medical men enjoy from infectious diseases is due to the calmness and unconcern with which they regard such disease in relation to themselves. They forget to be afraid, and so they are clothed with an invisible and often an invulnerable cloak. It appears, then, that Faith and Hope are the two great principles which the physician must encourage to seek to evoke in his patient. The diseases to which man is liable may be looked upon as so many

enemies which lay siege to the citadel of his life, and often he is so fiercely assailed by them that he finds no help or defence in himself; and it is then that the physician, coming to his rescue with the powerful allies Faith and Hope, may perchance create within him courage which will enable him to make at least a brave stand against his foes.—*Dr. Wm. Dale.*

—The metal aluminum of which the general public sees so little is nevertheless the most abundant of all metals. Not a hill nor valley exists in the universe which does not contain it. Those who have not made minerals and metals a special study will be startled when told that there is ten times more of this metal in the world than there is of iron, lead, copper, zinc, nickel, gold and silver combined. Besides being abundant, aluminum possesses in itself qualities peculiar to no other individual metal. It is stronger than iron, while it is as malleable as copper; it is as hard as silver, while it is only one-fourth the weight of that metal; it is white as polished steel, while, unlike that metal, it is unaffected by the atmosphere—that is, does not corrode or rust. It may well be asked, if aluminum is so plentiful, and if it possesses so many excellent qualities, why is it not more extensively used? The answer is, it is too dear. Its high price has arisen from the difficulty which hitherto has existed in separating the metal from its combinations as formed in nature. The ore of iron has only to be thrown into a blast furnace, along with a flux, and the metal flows; but it is otherwise with the ore of aluminum; it has hitherto declined to be treated so expeditiously. A cheap method of attaining the end in view has been the quest of chemists and metallurgists for years. This long-sought-after process has been at last discovered by a Dr. Meyer, of Berlin, by which the metal can be produced at about twopence per pound (in 1828 the price was £1000 per pound); the price to-day is about 4s. per pound.

The time, therefore, seems not to be far distant when aluminum will take the place of iron, copper and brass in the construction of everything where strength, lightness and durability are essentials, and it would be hard to mention any engineering construction intended for use on land or water, and it might be added, in air, where these three qualities are not a necessity.

—The old students of the Albany normal school told for many years the story of a pupil who was to be examined and put into a class. He had informed Mr. Page that he had finished arithmetic and hinted he felt that he might go into the senior class. “Please tell me how much 13 1-2 pounds of pork

will cost at 11 1-2 cents a pound?" The work was quickly done. "Now tell me the cost if it was only half fat?" The young man turned around to the blackboard rather hesitatingly this time. At last he said: "It seems easy enough, but I don't know what to do with the fat." This was an example of one who had been taught arithmetic, but was not thereby able to think; a very common case. Mr. Page was a teacher who set his pupils to thinking; they soon felt the need of study. His pupils never left his room without having something to think out.

—A few years ago the traveller through Switzerland might have seen a charming little village, now, alas! no longer in existence. A fire broke out one day, and in a few hours the quaint little frame houses were entirely destroyed. The poor peasants ran around wringing their hands and weeping over their lost homes, and the bones of their burned cattle.

One poor man was in greater trouble than his neighbors even. True, his home and cows were gone, but also was his son, a bright boy of six or seven years. He wept and refused to hear any words of comfort. He spent the night wandering sorrowfully among the ruins, while his acquaintances had taken refuge in the neighboring villages.

Just as daylight came, however, he heard a well-known sound, and looking up he saw his favorite cow leading the herd, and coming directly after them was his bright-eyed little boy.

"Oh, my son! my son!" he cried, "are you really alive?"

"Why, yes, father. When I saw the fire, I ran to get our cows away to the pasture lands."

"You are a hero, my boy!" the father exclaimed.

But the boy said: "Oh, no! A hero is one who does some wonderful deed. I led the cows away because they were in danger, and I knew it was the right thing to do."

"Ah!" cried the father, "he who does the right thing at the right time is a hero."

—"He was an amiable man. He was fond of me and I loved him." This is the reason given by the venerable poet, Dr. Holmes, why one of his instructors had influence with him. Here is a truth which is very fundamental. A knowledge of just how the mind works, of the relations of percepts and concepts, of the most extensive knowledge possible of science and philosophy, the teacher may possess, but if he is without that virtue that binds the child to him, his teaching, so far as it touches motive or develops power, is very near zero—certainly but the tinkling of a cymbal. So that we have no hesitation in saying that she or he who has not this gift had better be

earning his living in some other way than that of labor among youthful minds. And this is no cant. We do not believe in mere sentimentalism, and we have no patience with that hypocrisy that talks about the 'dear children,' and, at the same time, sees always the shining dollar in everything he does in their behalf. Neither do we admire very much that equally sickly sentiment that would drive from the school-room all earnest work on the ground that work is drudgery and childhood is the period for play—and we might add, to complete the thought, of shirking burdens. But we do believe that teaching means influence; that the imparting of knowledge is merely incidental, and that there can be little influence with the youthful mind unless there is between teacher and child that certain mysterious power—call it what you please—that binds heart to heart, and, therefore, mind to mind.—*Popular Educator*.

METAL BANK NOTES.—A recent report conveys the intelligence that Sir Henry Bessemer recommends the issuance for monetary purposes of what may be called a bank note made of metal. It would answer all required purposes and would make forgery and fraud next to impossible. His proposition is to take a thin plate of aluminum, suitably stamped and engraved, about the size of the florin, this disk of "the strange new white metal" to serve the purpose which the one pound English bank notes now fill; that is to say, it would represent the value of one pound, and should be made redeemable on presentation. Its intrinsic value would be small, of course, but by means of a newly invented process it could be made so it would defy all the ingenuity of the forger; which would really make it a thing of greater value after all. The metal is so light that the little aluminum disk could never be mistaken for a silver coin; and it would surely be a much pleasanter thing to handle than a crumpled dirty bank note, impregnated, possibly, with the germs of many diseases.

—A pupil will not thoroughly understand and enjoy Scott's "The Lady of the Lake" unless he knows something about Scottish history and customs. Particularly he should be informed about brave, ill-starred James V. and the kingdom he ruled. Ginn's edition of "The Tales of a Grandfather" is good for reference here. Certain incidents of the "Fair Maid of Perth" illustrates the clan's devotion to the chieftain, and various highland customs, as the circuit of the fiery cross. Some old Scotch songs may serve a similar use.

The story of Thomas of Ercildoune, as given in "The Minstrelsy of the Scottish Border," is apropos of Alice Brand. Scott's

“Demonology and Witchcraft” may be referred to in connection with Brian’s augury—the statements regarding the gudeman’s craft may come up with the mention of Beltane games, and other passages throw light upon the legends about the goblin cave and the superstitions of Brian and Allan-bane. The description of the hunt in the eighth chapter of “The Bride of Lammermoor” may be compared with the chase in “The Lady of the Lake.” In “Rob Roy” some of the same landscapes are more picturesquely portrayed than in the poem.

A map of Perth and Stirling shires, and of all Scotland should be at hand, and as many views of the Trosachs and other interesting scenes as possible.

Every piece of literature studied should deepen the sympathies and quicken the interest of the pupil in human endeavor and achievement. What can he get from “The Lady of the Lake”? An ideal of chivalrous manhood, of song, and its potency, the superstitions of a half-barbarous time, and the physical strength and valor of a people, which was rude and fierce, but still possessed many noble traits, are some thoughts to be emphasized.

English work should be made very attractive, but this is not always easy, for with younger pupils there is so much necessary correction of their writing and speaking connected with it.

Many devices should be employed, for what delights one may fail to please another, and happy is the teacher who can in one way or another reach every pupil. One is most interested in the personal element, and Fitz James, Douglas, and Ellen become warm friends. Ask if Roderick was a good man, and if the highland depredations could be justified, when you want a lively discussion. Some children enjoy selecting the most beautiful scenery descriptions, or the particularly melodious and significant words.

A plan that will usually infuse interest into a recitation, even when the enthusiasm is at its lowest ebb, is to give a notable line and ask who said it, or where it appears in the poem. Then see if some one can quote the lines which precede or follow. It is a good test of accurate memory and appreciation of the plot as well as a quickener of interest.

Encourage memorizing the best, and just as much of it as possible. Let them try a little versemaking sometimes. You may be surprised by a result far better than you expected, especially if your pupils are fairly steeped in the imagery, the language, and the measure of the poem. At any rate it is good practice for them in the use of words.

If a boy does not like poetry it is quite probable that he does not understand it. Definite questions on the text posted the day before the lesson is recited are often helpful in directing the pupils' attention to difficult points. Make them feel that every line should yield up its meaning, but the questions should not be so minute as to squeeze out all the juice and flavor and sweetness.

### Practical Hints and Examination Papers.

THE ASTONISHED FARMER.—A and B took each thirty geese to market. A sold his at three for a dollar, B at two for a dollar, and together they received \$25. A afterwards took sixty alone, which he sold, as before, at five for two dollars, and received but \$24. What became of the other dollar?

—One of those school examiners who like to ask "catch" questions put this not long ago: "What views would King Alfred take of universal suffrage, of the conscription, and of printed books, if he were living now?" The ingenious pupil wrote in reply, "If King Alfred were still alive he would be too old to take any interest in anything."—*Exchange*.

ARITHMETIC.—A good teacher of arithmetic must combine the following qualities: 1. Quickness in mental operations. 2. Correctness in calculation. 3. Power rapidly to form new examples, especially in concrete numbers. 4. Knowledge of geometry. 5. Ability to teach objectively and find illustrations. 6. Patience with slow pupils. 7. Thoroughness everywhere. To improve in teaching arithmetic, he or she must improve in all these qualities.

HINTS FOR TEACHING GEOGRAPHY.—Never conduct a geography lesson without a map before the class. When a recitation is made by a pupil concerning the physical features of the earth, let some other pupil point to the map, and indicate the locality. Never, under any circumstances, conduct a geography lesson with a book open before you. This will mean hard study oftentimes, but it will give the pupils confidence in the knowledge of the teacher, and will put the teacher in sympathy with her class by knowing the difficulties they have to contend with.

—We have lately in several journals seen the discussion of the correct process in securing results in such questions as

$$\begin{aligned} 6 + 4 \times 5 &= ? \\ 6 - 4 \div 2 &= ? \\ 15 \div 3 + 2 \times 3 &= ? \\ 2 \times 5 - 6 \div 3 &= ? \end{aligned}$$

Some of our text books are confusing on this question. There ought to be no trouble in the matter. If the teacher or the student will remember that in arithmetic as in algebra any two quantities have the sign of multiplication or the sign of division between them



are but a single quantity, and that the signs + and - are equivalent to the conjunctions *and* and *less* he will read these questions in this light, and he can hardly make a mistake. Thus 6 and 20; 6 less 2; 5 and 6; and 10 less 2, are the questions simplified. These present no difficulties whatever.

—It is a mistake to allow carelessness and slovenliness in the preparation of written work, and especially at the blackboard. Pupils are forming habits that will last through life; so they cannot afford to form incorrect ones, for “habits are soon assumed, but when we strive to strip them off ’t is being flayed alive.” When pupils are allowed to make figure 3s that look like the sign of scruples, 6s that look like naughts, 7s and 9s that look like interrogation points, they will continue to do so through life; so do not let them begin it.

—That excellent teacher’s paper the *School Journal* of New York gives the following hints on Physical Culture so much needed in our schools, and now compulsory in our superior schools:—

We are everywhere confronted with apparent antagonisms, attraction and repulsion, day and night, force and inertia, growth and decay. A law that has its basis in the nature of things is not to be disregarded with impunity. Not only must we maintain the opposition between the various parts of the body, the chest and the chin, the chest and the abdomen, etc.,—but even our exercise must conform to this universal rule. There are times when the teacher is weary, when the ordinary noises of the school-room are almost distracting. Things do not seem to move smoothly. He begins to feel a little discouraged—in short, he is nervous; and the children, quick to imitate everything good or bad, become nervous, too. The pencils are tapping on the slates, the little feet are restless, the minds inattentive, and an air of uneasiness pervades the place. Not only time, but vitality, life itself, is wasting. This is the moment for the devitalizing exercise, something to draw this excess of nervous energy from the extremities to the centres where it may be stored for future use. If we could but collect and hold in reserve all the nervous force that is every day expended uselessly, what wonderful things we might accomplish. Perhaps some Edison may yet evolve the fact from the wish. In the meantime we will do what we can to economize it. Where ten or more consecutive minutes are given to calisthenics, the energizing and relaxing exercises should be alternated. Where but a minute or two at a time is taken, give a relaxing exercise when your pupils are restless, nervous, or impatient of control; an energizing exercise, when drowsy, dull, or indifferent. Games that contract the chest, bring the chin forward, and keep the body bent, are debasing; games that expand the chest, draw the chin toward the neck, and retain the body in an erect position are elevating. It must be understood that the following exercises, though relaxing, are very effectual in creating muscular tissue; for instance, No. 6 if practised faithfully will make the neck firm and round.

The chest should be lifted and expanded in all the exercises outlined below, except the last two, which are given more especially for teachers. No. 9 will give one a feeling of rest and will induce sleep. No. 10 is one of the best aids to digestion. While it relaxes much of the upper part of the body, it increases the activity of the digestive organs. *Exercise each side of the body equally.*

#### RELAXING EXERCISES.

No. 1. Military position; extend fore-arms horizontally in front, hands relaxed; shake fore-arms up and down; from side to side, to devitalize hands.

No. 2. Same position as in No. 1. Shake fore-arms circularly, in and out. Vary exercise by shaking sidewise, in, up, and down, out, in, out, etc.

No. 3. Extend left arm in front; grasp upper arm with right hand; shake upper arm by hand to devitalize lower part of left arm. Same with right arm.

No. 4. Arms extended horizontally at side, fore-arms relaxed and hanging at right angles to upper arms; shake upper arms back and forth.

No. 5. Raise arms, straighten arms, tips of fingers touching over head; let arms fall as if lifeless.

No. 6. Close eyes; let head fall, as if nodding, forward to chest, backward; from side to side; then around from left to right, right to left.

No. 7. (Either standing or seated.) Shake right leg back and forth to divitalize right foot. Same with left leg.

No. 8. Weight on left foot; shake right thigh back and forth, right leg relaxed.

No. 9. Weight on right foot, left foot advanced; bend knees; turn body at ankles, allowing motion of body to swing right arm. Head and arms to be relaxed; rest of body as nearly so as possible.

No. 10. Bend at floating ribs, forward and backward; from side to side; circularly, left to right, right to left, as far as possible without straining, head and arms relaxed.

—The true teacher will desire to improve in scholarship. If not very successful in teaching arithmetic, he must study algebra and geometry; if not successful in English grammar, he must study rhetoric, literature, logic, and Latin; if he cannot interest his pupils in American history, he must study the history and government of England, France, and Germany; if he wants to teach physiology better he must study zoology. He will be a hard student; he will "burn the midnight oil" in his room; he will attend summer schools; he will stop and take one year or four years in college or normal schools.

KEEPING IN.—Many teachers feel that they must keep the disobedient, the lazy, and the late comers after school. They say that is the only way to punish the first, to get knowledge into the second and to cause the third to be punctual. It is done conscientiously; it

is no pleasure to the teacher, he certainly suffers. But should it be done? Should the plan be followed as a plan? To this it may be answered distinctly, no. The teacher has been there long enough and so has the pupil. Only now and then should the teacher and the pupil remain: (1) For private conversation; (2) at the instance of the pupil generally for special assistance; (3) for preparation for special exercises—this voluntary. Only in the first case is it to be involuntary. But what shall he do with the disobedient? The subject is too great to be discussed at length here. It is sufficient to say that keeping in is not a terror to evil-doers. The plan of dismissing all but certain ones five minutes before the hour is adopted by some, as those who have done well file out first, and are followed by others who have not done so well, a distinction is made that may be valuable. But the objection against "Keeping in" is that it fails in its object. When it is done as punishment the pupil soon ceases to have any fear of it. Let the teacher ask to what motive does it appeal? Usually the pupil objects to stay because he wants to be in the company of some other pupil on his homeward way. But he can see that pupil to-morrow. Those who use this method will observe that they keep the same pupils in day after day. Don't punish with a punishment that doesn't punish.

—A letter from a teacher to the *School Journal* contains a page relating to a plan of deriving assistance from pupils which he has found very successful. He has had 60 children from five to twenty years of age and they have attended with great regularity.

A corner of the room was fitted up with a curtain and a blackboard and one of the older girls (possessing special aptness, gathered the youngest pupils here. This assistant was instructed by the teacher in methods of teaching reading, drawing, clay-modeling, etc., and she became a right hand of help. There were six in this class.

Twelve of the older pupils were formed in a committee to help run the school, and here is a list of things done by them—they drew on the others for aid, it must be noted:

(1) The windows were washed; (2) the floor was scrubbed weekly; (3) the walls were whitewashed; (4) a plank walk was put down to the gate a distance of 130 feet; (5) the woodshed was repaired; (6) a new blackboard was put up; (7) a curtain was put on a rod across the corner of the room; (8) forty hooks for hats were put up; (9) a hectograph was obtained and used for songs; (10) sheets of manilla paper were written on.

This committee acts as a board of helpers all along the line, and makes it possible for the teacher to do more work; in fact it makes it possible to do good teaching even with sixty children of all grades. The pupils are a mine of help; let no one look on them solely as chessmen to be moved when ordered.

—HINTS ON DISCIPLINE.—Ventilate the school room well. Make few rules. Enforce all. Speak low and pleasantly. Teach singing

and calisthenics. Insist on having your orders carried out *precisely*. Go slowly, if need be. Be firm. Be dignified. Be as courteous to your pupils as to your school board. Visit the parents of your pupils. Be willing to learn. Criticise yourself. Dress as well as you can.—  
*Lucy Agnes Hayes.*

## EXAMINATION PAPERS FOR THE SUPERIOR SCHOOLS.

### ENGLISH GRAMMAR (GRADE I. MODEL SCHOOL.)

#### SECTION I.

1. Analyze the sentence: "The *next day* a large number of persons, *in addition to those immediately interested, assembled to hear his decisions.*"

2. Parse the words printed in italics in the above sentence given for analysis.

3. What is a simple sentence? Name and define the various parts of a simple sentence. Construct a simple sentence of your own, containing at least fifteen words, and analyze it.

#### SECTION II.

4. What parts of speech are inflected for case? What parts of speech are inflected for comparison? Write out five verbs, and show how they are inflected for person.

5. What is the function of a pronoun? Name the various kinds of pronouns, and give examples. Write a sentence with at least three pronouns in it.

6. Enumerate the different kinds of verbs, and give examples. What is meant by a participle?

#### SECTION III.

7. Write out any five rules of syntax. Correct what you consider to be errors in the following: You hadn't ought to have done it. Between you and I, there aint no harm in what John done. Either you or we are wrong. Let your books lay there, on that there desk. I wonder why John don't come.

8. Give the past tense, present participle and past participle of each of the following verbs: Ring, wring, work, flee, fly, beseech, crow, grow, reward, run.

9. What is gender? How many genders are there in English. Give examples of five nouns that are inflected for gender.

### DICTION, READING AND WRITING (FOR ALL GRADES.)

#### *Dictation.*

GRADE I. MODEL SCHOOL.—The first paragraph of the lesson on "The Sagacious Cadi," on page 79 of Gage's Fourth Reader; or the first paragraph of the lesson, "Three Caitiffs," on page 65 of the

Fourth Royal Reader. This dictation is to be given on Friday afternoon, from 2 to 3.30.

GRADES II. AND III. MODEL SCHOOL, OR GRADE I. ACADEMY.—The first paragraph of the lesson on “Alcohol,” page 66 Gage’s Fifth Reader; or the first paragraph of the lesson on “Egypt,” page 49 of the Fifth Royal Reader.

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.

#### *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:—*Oui, monsieur, il fait beau temps, aujourd’hui. Où irez-vous demain? Je ne vous comprends pas. Non! ne parlez-vous pas français? Nous parlons français dans notre école. Où demeurez-vous, monsieur? Ici. Qui est devant la fenêtre de votre maison? Est-ce votre sœur? Non, c’est mon petit frère. Ah! combien de frères avez-vous?*

2. Translate into French:—The weather is very bad, this month. What church do you attend? Do you not understand me? Your mother speaks French and English. She speaks French to my father, but she never speaks French to me. I live in Quebec. In what town? Ah! how many inhabitants are in your town?

3. What is the English for:—*Chaise, casquette, bouche, hiver, froid, chaleur, pont, fleuve, chemin, bateau?* What is the French for:—stable, purse, nose, summer, warm, thirsty, mountain, country, side-walk, steamboat.

#### SECTION II.

4. Write out the present and imperfect tenses of *avoir* and of *être*.

5. Give a list of the personal pronouns and their possessive forms: my, thy, his, her, our, their.

6. Write in French the cardinal numbers from *twenty* to *forty-one*. What is the French word for *eighty*?

## SECTION III.

7. How do nouns form their plural in French. Give the plural of *animal, marteau, bas, livre, bijou, ciel, travail*.

8. What is the feminine form of:—*Petit, neuf, attentif, blanc, beau, cher, vieux, frais, sec, fou*.

9. Write out five sentences in French, each containing at least ten words.

## MENTAL ARITHMETIC (GRADE I. MODEL SCHOOL.)

1. What is the sum of  $48 + 36 + 29$ ? Ans.....
2. Multiply 64 by 12, and divide by 3. Ans.....
3. Divide five dozen by 20. Ans.....
4. How much is  $\frac{1}{2}$  of  $\frac{1}{3}$  of 18? Ans.....
5. Add 5 score to five dozen. Ans.....
6. Multiply 3426 by 5. Ans.....
7. How many drams in an ounce? Ans.....
8. Multiply 2134 by 25. Ans.....
9. Divide 4 feet by 3 inches. Ans.....
10. How many cwt. in 16 tons. Ans.....

## ARITHMETIC (GRADE I. MODEL SCHOOL.)

## SECTION I.

1. From the sum of 58465, 781, 903645, 7895, and 686, take the sum of 84, 962, 385, 29, 784, 688, 389, 645; multiply the difference by 365, and divide the product by 29.

2. From the sum of  $3\frac{1}{4}$  and  $\frac{2}{3}$  take  $\frac{3}{4}$  of  $\frac{5}{12}$ , multiply the difference by  $\frac{6}{7}$  of  $\frac{1}{4}$ , and divide the product by  $4\frac{2}{3}$ .

3. A man bought 3500 bushels of wheat and 2763 bushels of rye for \$5778.55. If the cost of the wheat was 98 cents per bushel, what was paid per bushel for the rye?

## SECTION II.

4. Find the prime factors of 6435; the least common multiple of 5, 15, 25, 40, 45, 50; and the greatest common measure of 1938, 2074.

5. I bought a farm for \$6737.50, and sold it for \$7218.75, gaining \$2.75 per acre. How many acres did the farm contain?

6. A merchant bought 5 hams weighing respectively  $12\frac{1}{2}$ ,  $18\frac{5}{8}$ ,  $15\frac{3}{4}$ ,  $14\frac{1}{2}$  and 16 pounds at  $11\frac{1}{2}$  cents per pound. What was the total cost in dollars and cents?

## CANADIAN HISTORY (GRADES I. AND III. MODEL SCHOOL.)

## SECTION I.

1. Name any five distinguished explorers mentioned in Canadian history. What part of America did each of these explore?

2. Name any five of the French Governors of Canada, and give a prominent fact connected with the rule of each of them.

3. Describe the position of any five of the places in Canada which were besieged at any time previous to Confederation, giving the dates of the sieges and the names of the leaders on both sides.

### SECTION II.

4. Two statues have lately been placed in the façade of the Parliament Building at Quebec, those of Frontenac and Lord Elgin. Give an account of either of these Governors.

5. Enumerate the principal events of the American invasion of Canada in 1775.

6. What events led to the siege of Louisbourg in 1758? Describe the siege.

### SECTION III.

7. What was the Quebec Act? What was the Constitutional Act? Tell what you know about both.

8. State the political causes which led to the passing of the British North America Act.

9. Of what provinces did the Dominion of Canada at first consist? What provinces have been added since? Give dates.

## ENGLISH (GRADE I. MODEL SCHOOL.)

### SECTION I.

1. Complete the stanzas in which any three of the following lines occur. Name the poem from which they are quoted, and the author who wrote them.

Breathes there a man with soul so dead.

Why are children's eyes so bright, tell me why.

I bring fresh showers for the thirsting flowers . . . .

Strike the tent, the sun has risen . . . .

But lo!—the last tints of the west decline . . . .

Bird of the wilderness, blythesome and cumberless . . . .

### SECTION II.

2. Write a composition on the "American Beaver," or on "Health, and How to Retain it." Be careful in the construction of every sentence.

3. Give the meaning of the following words which occur in your reader: *adversary*, *decisions*, *dexterity*, *equitably*, *inflicted*, *recognize*, *refuted*, *subjection*, *approval*, *determination*.

4. Give the derivation of the above words.

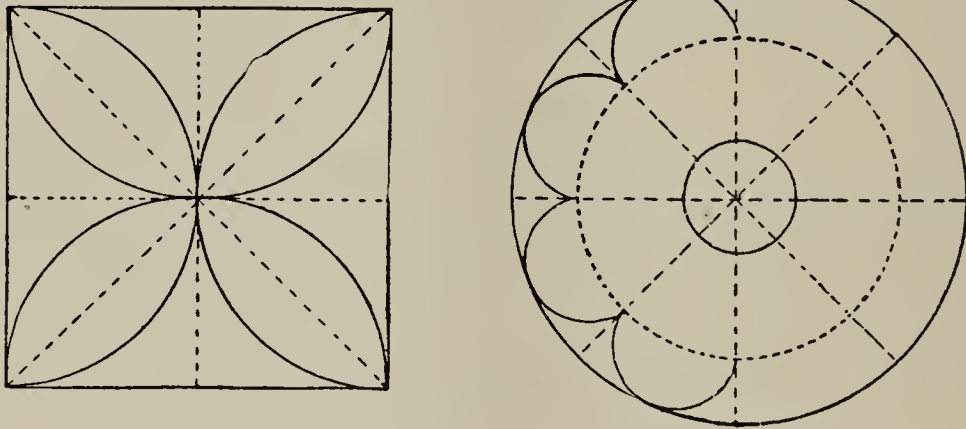
### SECTION III.

5. Write out in your own words the paragraph which was read to you for dictation on Friday; or compose sentences of fifteen words

each, the first containing *adversary*, the second *decisions*, the third *dexterity*, and the fourth *determination*.

#### DRAWING (GRADE I. MODEL SCHOOL.)

1. Draw a square at least three inches in diameter, and describe a circle within and without it.
2. Draw an ellipse four inches by two.
3. Represent on paper one of the windows or doors of the school.
4. Increase these figures given below to double the size, and complete them with the usual finishing line. (The paper used must be regulation drawing paper.)



#### BOOK-KEEPING (FOR ALL GRADES.)

##### SECTION I.

1. What is meant by an *Account Current*? Illustrate by drawing up one with at least six items on both sides.
2. Name and explain at least five of the books used in book-keeping.
3. What is meant by "protesting a note." How would you "discount a note" at the bank? What is meant by the "maturing of a note."

##### SECTION II.

4. Explain the terms "debit" and "credit." Give a specimen of a page of an ordinary Day-book, and one of a Ledger.
5. Explain the terms:—*Bonded goods, capital, consignment, days of grace, inventory, mortgage, letter of credit, post office order, promissory note, assets.*
6. What purpose is served by keeping the "journal?" Give an example of a page of a Journal.

##### SECTION III.

7. State the difference between Single and Double Entry.
8. Explain Bills of Exchange, Bills Payable, Bills Receivable Draught on the Bank, and Bill of Lading.
9. How do you strike a balance? What is meant by the balance being against any one? What is a trial balance?



## PHYSIOLOGY (FOR ALL GRADES.)

## SECTION I.

1. Name at least ten of the organs of the human body. Indicate their functions.

2. What is meant by a narcotic? Name three of the more common of the narcotics that have an influence for evil on the human system.

3. Enumerate ten of the laws of health.

## SECTION II.

4. Describe the structure of the eye. What part of the brain receives the optic nerve?

5. Describe the structure of the heart. What are the constituent parts of carbonic acid gas?

6. Draw a diagram showing the various parts of the inner and outer ear.

## SECTION III.

7. In the case of a person being "all but drowned," what remedies would you suggest to bring him back to consciousness?

8. What are the causes of "headaches?"

9. Explain the following terms: Hemorrhage, cuticle, ventilation, temperature, infectious, contagious, epidemic, digestion, cerebrum, pulmonary.

## GEOGRAPHY (GRADES I. MODEL SCHOOL AND I. ACADEMY.)

## SECTION I.

1. Name at least ten of the great rivers of North America, and give the tributaries of any two of them.

2. Name the political divisions of North America which border on the Atlantic Ocean, with their capitals.

3. Give an account of the physical features of California or of Mexico.

## SECTION II.

4. Draw a map of the Gulf of St. Lawrence, with at least twenty names of places printed neatly on it.

5. Name the counties of Ontario, Quebec, and New Brunswick which border on the United States. What are the chief towns of these counties?

6. Describe the climate of British Columbia, the river system of Nova Scotia, and the natural products of Ontario.

## SECTION III.

7. Name at least five of the great rivers of South America, and give the tributaries of any two of them.

8. Name the political divisions of South America, and mention two towns in each of them.

9. Draw a map of the West Indies.

## SACRED HISTORY (MODEL SCHOOL GRADES.)

## SECTION I.

1. Name five of the Jewish patriarchs, and give a prominent fact connected with each.
2. Name five of the kings of Israel, and give a prominent fact connected with each.
3. Draw a map of Palestine large enough to fill a quarter-sheet of foolscap. (Let the outline be in pencil, and the names neatly printed.)

## SECTION II.

4. State where the following places are, and name some event connected with each : Sinai, Gilgal, Joppa, Lebanon, Carmel, Kadesh, Gaza, Bethel, Shechem, Nebo.
5. Give a prominent event in the lives of each of the following persons mentioned in Scripture : Job, Lot, Samuel, Jonathan, Elisha, Daniel, Aaron, Joshua, Esther, Samson.
6. Give an account of the wanderings of the Children of Israel through the wilderness.

## SECTION III.

7. Write out the Second Commandment and the Fourth Commandment.
8. Give a description of the tabernacle, and draw the plan of it.
9. Describe the reign of Rehoboam minutely, or of Jeroboam.

## ENGLISH GRAMMAR (GRADE II. MODEL SCHOOL.)

## SECTION I.

1. Analyze the following stanza :—

*But who amid the crowd is seen,  
In peasant garb, with simple mien,  
Firm, leaning on a trusty stave,  
In form and feature tall and grave ?*

2. Parse the words printed in italics in the above stanza given for analysis.

3. What is a simple sentence ? Name and define the various parts of a simple sentence. Construct a simple sentence of your own, containing at least twenty words, and analyze it.

## SECTION II.

4. What is meant by "Etymology" as a branch of grammar ? What is meant by "the derivation of words." Give the derivation of the words *noun*, *adjective*, *pronoun*.

5. Name the various kinds of nouns and define them, giving examples.

6. Name the various kinds of adjectives and define them, giving examples.

## SECTION III.

7. Name the various kinds of pronouns and define them, giving examples.

8. What is meant by *case*? Name the various cases and compose a sentence in which they are exemplified.

9. Write out any ten rules of syntax. Correct what you consider to be errors in the following :—

The number of our days are fleeting.

He who committed the offence thou should'st correct, not I who am innocent.

When the nation complain, the rulers should listen to their voice.

It was either him or his brother that gained the first prize : I believe it was him himself.

The river was froze over ; at least so he has wrote to me.

## ALGEBRA (GRADE II. MODEL SCHOOL.)

## SECTION I.

1. If  $a = 3$ ,  $b = 4$ ,  $c = 27$ , find the value of

$$3ab + ac + 4\sqrt{a^2b} - 3\sqrt{b^3c} + \sqrt{a^2 + b^2}.$$

2. Simplify the expression :—

$$5c - 6a - \{3(2b - c) + 4(a - 2b) - 6(2a - c)\}.$$

3. Multiply  $x^3 - x^2y - 2y^3$  by  $x^3 + x^2y - 2y^3$ .

## SECTION II.

4. Subtract  $(x + y)(3a - 2b)$  from  $(x + y)(3a + 2b)$ .

5. Divide  $x^2 + y^2 + 1 - 2y + 2x - 2xy$  by  $x - y + 1$ .

6. Express algebraically :—The fourth power of the sum of two numbers,  $a$  and  $b$ , together with twice the product of their squares, is equal to the sum of their fourth powers together with four times the product of their product and the square of their sum.

## SECTION III.

7. Show that  $(x^2 + 2xy + 3y^2)^3 + (y^2 - 2xy + 3x^2)^3$  is divisible by  $4x^2 + 4y^2$ .

8. Define *multiplication*, *product*, *coefficient*. Divide  $14a^4 + 15a^3b + 33a^2b^2 + 36ab^3 + 28b^4$  by  $7a^2 - 3ab + 14b^2$ .

9. Express algebraically :—The square of the sum of two numbers is equal to the sum of their squares and twice their product. Prove this when the numbers are 764 and 538.

## FRENCH (GRADE II. MODEL SCHOOL.)

## SECTION. I.

1. Translate into English :—Mon père est allé au concert hier au soir. Il fit trois autres voyages. Il passa la nuit, assis à la poupe du vaisseau. La nuit se passa tranquillement à naviguer vers cette terre inconnue. Dans la journée on vit plusieurs oiseaux. Les peines

n'étaient pas près de finir. Il était assis devant une table et étudiait une carte de géographie.

2. Translate into French:—My brother left for France yesterday morning. He has been in Montreal three times and Paris once. The ship he sailed in was a large one. The ocean was very quiet all the way. One morning they saw sixteen vessels. There was no difficulty in getting on shore. Examine the map for yourself.

#### SECTION II.

3. Write out the present and imperfect tenses of *avoir*, *être* and *parler*.

4. Give examples of the adjectives as they are inflected for gender.

5. Give the French for 3,267. Write your post office address in French, and give the day of the month and the year of this examination.

#### SECTION III.

6. Write out five sentences in French, each containing fifteen words.

7. Write to dictation the paragraph read by the Examiner or Teacher. (The passage to be given is the first paragraph of *Christophe Colombe*, page 65 of Progressive Reader.)

8. How do nouns form their plural in French. Give the plural of *animal*, *marteau*, *bas*, *livre*, *bijou*, *ciel*, *travail*.

#### MENTAL ARITHMETIC (GRADE II. MODEL SCHOOL.)

1. What is the sum of  $48 + 36 + 29 + 94 + 58$ . Ans.....
2. Multiply 26362 by 25, and divide by 5. Ans.....
3. Divide fifty dozen by a score. Ans.....
4. Divide 3 yards by 1 foot 6 inches. Ans.....
5. Subtract  $\$5\frac{3}{4}$  from  $\$8.80$ . Ans.....
6. Take 25 lbs. from 3 tons. Ans.....
7. Add  $2\frac{1}{2} + 3\frac{3}{4} + 6\frac{1}{4}$ . Ans.....
8. How much is  $\frac{1}{2}$  of  $\frac{1}{3}$  of  $\frac{1}{4}$  of 96. Ans.....
9. Multiply 6784 by 25. Ans.....
10. Divide 4128 by 16. Ans.....

#### ARITHMETIC (GRADE II. MODEL SCHOOL.)

##### SECTION I.

1. Multiply  $2718\frac{2}{3}$  by  $35\frac{5}{11}$ , and divide  $75\frac{2}{3}$  by  $14\frac{3}{4}$ .
2. A can do a piece of work in 15 days and B in 18 days. In what time can it be done if both work together?
3. I bought 9 bags of wheat, weighing respectively  $123\frac{1}{2}$ ,  $119\frac{3}{4}$ ,  $125\frac{5}{8}$ ,  $120\frac{7}{8}$ ,  $117\frac{1}{8}$ ,  $119\frac{5}{16}$ ,  $122\frac{1}{4}$ ,  $120\frac{1}{2}$  and  $119\frac{1}{2}$  pounds, at  $\$1\frac{3}{8}$  per bushel of 60 pounds. Allowing 1 pound for the weight of each bag, what was the total cost?

##### SECTION II.

4. Multiply .0000915 by .0063 and divide .0002784 by .0324.

5. I paid \$5280 for a house and .03125 as much for a lot. What was the cost of house and the lot together?
6. The product of two factors is 2285.035 and one of the factors is 318.25. What is the other factor?

## SECTION III.

7. Reduce 73 ac. 15 ro. 18 yds. to inches, and divide 29 bu. 3 pk. 3 qt. by 5 bu. 3 pk. 7 qt.
8. From a cask containing 42 gallons of water, 1 gal. 3 qts. leak out daily. In what time will the cask be emptied?
9. Add £45 19s. 6 $\frac{3}{4}$ d., £234 4s. 5 $\frac{1}{2}$ d., £218 4s. 6d., £45 3s. 8d., 13s. 7d., £18 9s. 9 $\frac{1}{4}$ d., and £147 17s. 6d., and multiply the sum by 44.

## ENGLISH HISTORY (GRADE II. MODEL SCHOOL.)

## SECTION I.

1. Explain what is meant by the Feudal System.
2. Give an account of Wat Tyler's insurrection and the cause that brought it about.
3. Tell what you know of Joan of Arc.

## SECTION II.

4. When was the battle of Bosworth Field fought? Relate the events that led to it, and the most important event that followed it.
5. Name the sovereigns of the Tudor line, and opposite each name mention an important event, with its date, that happened during that reign.
6. What were the "Massacre of Glencoe" and the "Siege of Limerick."

## SECTION III.

7. What was the "French Revolution?" Tell all you know about it.
8. Give five of the most important events in the reign of Queen Victoria, with dates.
9. Tell the story about George IV. and Queen Caroline.

## ENGLISH (GRADE II. MODEL SCHOOL.)

## SECTION I.

1. Complete the stanzas in which any three of the following lines occur respectively. Name the poem and the author:—
  - . Fresh glides the brook and blows the gale . . . .
  - And soon that toil shall end . . . .
  - Burly, dozing humble-bee! . . . .
  - Down to the vale this water steers . . . .
  - Sing on, sweet thrush, upon the leafless bough . . . .
  - O blythe new-comer! I have heard . . . .

## SECTION II.

2. Write a composition on "Alcohol" or on the "United Empire Loyalists." Be careful in the construction of every sentence.

3. Give the meanings and derivations of the following words:—*abstinence, assimilate, auricle, beverage, capillary, carbon, cavities, distillation, hydrogen* and *putrefaction*.

4. Write ten sentences of at least twenty words, each containing respectively one of the above words.

## SECTION III.

5. Reproduce in your own words the paragraph which was read to you for dictation on Friday. (The examiner may read the paragraph to the pupils once.)

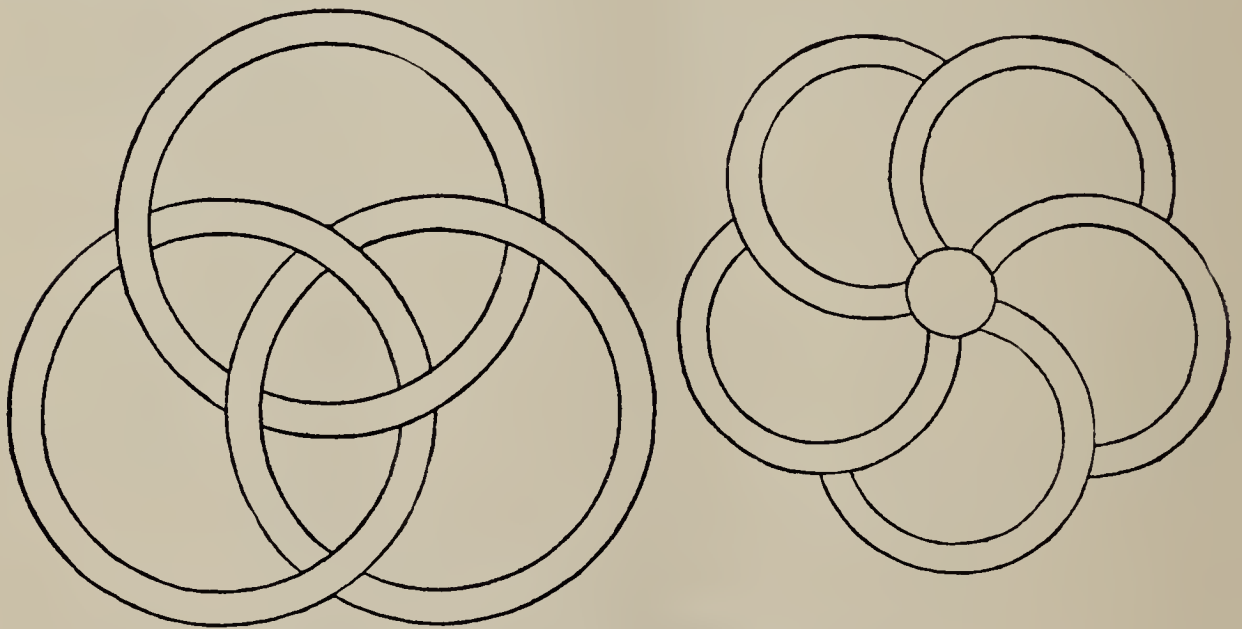
## DRAWING (GRADE II. MODEL.)

1. Draw a regular cylinder two inches in diameter and five inches in length.

2. Draw a square prism in perspective whose length is three times its width.

3. Represent on paper the teacher's desk.

4. Enlarge these figures to double their size, and complete them with the usual finishing line. (The paper used must be regulation drawing paper.)



## LATIN (GRADE II. MODEL SCHOOL.)

## SECTION I.

1. Translate into English:—*Hortus agricolae magnus est. Dona domini servis sunt grata. In Graecia sunt templa multa. Multa animalia vitas breves habent. Magistri argentum puero dat. Ager lapides multos habet. Minerva aram in oppido habet. Amicis discipuli dat mala multa. Columbae albae filiae bonae sunt! Dominus servos bonos habet.*

## SECTION II.

2. Parse the words in italics in the sentences above.
3. Decline : *Mensa, dominus, urbs, gradus, res.*
4. Decline : *gratum donum* together.

## SECTION III.

5. Write out the imperfects indicative and subjunctive of the verb *sum*.

6. Translate into Latin : The eagles have eyes. The masters have three books. My friend gives me a servant. The pigeons in the garden are numerous. The altar is golden.

7. Write out the Latin numerals up to *twenty*.

## GEOGRAPHY (GRADE II. MODEL SCHOOL.)

## SECTION I.

1. Name the countries of Europe that form the boundary-line of Austria. Name five towns in Austria.

2. Name the mountain ranges in Europe, and the countries through which they run.

3. Draw a map of Spain and Portugal, tracing the principal rivers and mountain ranges. (The map should be drawn in clear pencil outline, to fill the quarter-sheet of foolscap. The names should be neatly printed in ink.)

## SECTION II.

4. Name the four divisions of Ireland and the three divisions of Great Britain.

5. Name the counties in any one of the above divisions.

6. Draw a map of the districts drained by the Tweed, the Thames, the Severn and the Shannon, indicating the tributaries of these rivers.

## SECTION III.

7. Tell all you know of London, Glasgow and Dublin.

8. Write an account of a trip taken in a vessel sailing from London to Glasgow near the coast-line.

9. Where are the following places :—Amsterdam, Cromarty, Inverness, Londonderry, Southampton, Havre, Oporto, Leghorn, Palermo, Hammerfest. Tell what you know about each place.

## ENGLISH GRAMMAR (GRADE III. MODEL OR I. ACADEMY.)

## SECTION I.

1. Give the general and particular analysis of the following stanza :

*Near yonder copse, where once the garden smiled,  
And still where many a garden flower grows wild ;  
There, where a few torn shrubs the place disclose,  
The village preacher's modest mansion rose.*

2. Parse the words printed in italics. (In parsing an adjective or adverb the words qualified or modified must be mentioned.)

3. What is a compound sentence? What is a complex sentence? Give examples of both in which there are more than three clauses. Analyze your own examples.

### SECTION II.

4. Quote any two special rules for the formation of the plural of nouns. Name and distinguish the plurals of nouns which have two forms of plural with different signification. Write the plural of: wharf, folio, spoonful, Norman, cherub, memorandum, alumnus.

5. Explain the terms:—Declension, Conjugation, Case, Mood, Tense, Voice, Person, and Participle, illustrating your answer with examples.

6. What is meant by affix, prefix, stem. Write out five affixes with their meanings and some English words in which they are to be found; five prefixes with their meanings and the English words in which they are found. What is the stem in *reformation*, *telegraph*, *position*.

### SECTION III.

7. Classify adjectives and give an example of each. Give five adjectives that are irregularly compared.

8. Write out at least ten rules of English syntax.

9. Correct or justify the following:—

Many persons will not believe but what they are free from prejudice.

I will lay me down and take my rest.

The latter end of that man shall be peace.

We hastily descended down from the mountain.

There was more than one sophist in their midst.

### ALGEBRA (GRADE III. MODEL SCHOOL OR I. ACADEMY.)

#### SECTION I.

1. Multiply  $b^2 + (a - b)(b - c)$  by  $c^2 + (b - c)(c - a)$  and show that your answer is correct by substituting  $a = 2$ ,  $b = 0$ ,  $c = -3$ .

2. Divide  $5x - 3 - 4x^2 + x^4 + x^3$  by  $x^2 - 3 - 2x$ .

3. From  $\frac{1+x}{1+x+x^2}$  take  $\frac{1-x}{1-x+x^2}$ .

#### SECTION II.

4. Resolve the following expressions into factors:—

$$81x^4 - 1, (4x + 3y)^2 - (3x + 4y)^2, 12x^2 - 14x + 2.$$

5. Solve the equation:—

$$\frac{1}{x^2 + 3x + 2} + \frac{1}{x^2 + 5x + 6} = \frac{1}{x^2 + x - 2}$$

6. Solve the equation:—

$$\frac{1}{8} \{ (2x - 32) - (x + 16) \} = \frac{1}{11} \{ (x - 20) - (2x - 11) \}.$$



## SECTION III.

7. A is three times as old as B. Seven years ago A was four times as old as B. Find their ages now.

8. The sum of three consecutive whole numbers exceeds the greatest of them by 19 : what are the numbers.

9. A boy has a barrel of apples. He gives three more than two-fifths of them to his sister, six more than a quarter of the remainder to his brother, and keeps three-thirteenths of what then remains, and finds he has exactly two-sevenths of the original number left. How many had he at first ?

## FRENCH (GRADE III. MODEL SCHOOL OR I. ACADEMY.)

## SECTION I.

1. Translate into English :—Un jour, un ami de Swift lui envoya un magnifique poisson. Le groom qui l'apporta avait souvent fait la même commission sans avoir jamais rien reçu de Swift. Cette fois il déposa brusquement le poisson sur une table en s'écriant : "Voici un turbot que vous envoie mon maître."—"Plait-il ?" répartit aussitôt Swift. "Est-ce ainsi que tu remplis tes fonctions ? Tiens, prends ce siège ; nous allons changer de rôle, et tâche, une autre fois, de mettre à profit ce que je vais t'enseigner." Swift alors s'avance respectueusement vers le domestique, qui s'était assis dans un large fauteuil, il lui dit, en lui présentant le poisson, "Monsieur, je suis chargé par mon maître de vous prier de bien vouloir accepter ce petit cadeau."—"Vraiment ?" répondit effrontement le valet, "c'est très aimable à lui ; et tiens, mon brave garçon, voici trois francs pour ta peine." Swift se hâta de congédier le groom.

## SECTION II.

2. Translate into French :—They thus continued to sail all week. The large number of birds which they saw and the bits of floating wood told of the nearness of land, and the murmuring of the sailors ceased. However, the spirit of revolt again burst forth and Columbus began to despair of subduing his crew when God took compassion on him. On the fourth of October, the number of birds was so great, and they flew so near the ship that a sailor killed one of them, and on the seventh of the month they came in sight of land. It was only on the eleventh or twelfth however that land was signaled.

## SECTION III.

3. Write out a list of the pronouns. Put down opposite each the class to which it belongs.

4. Write out the present and imperfect subjunctives of *savoir* and *aller*.

5. What are the rules for forming the feminine of adjectives? Give examples.

## MENTAL ARITHMETIC (GRADE III. MODEL SCHOOL.)

1. What is 20 per cent. of \$1600 ? Ans.....
2. What is the cost of 3,450 lbs. at \$25 per lb. ? Ans.....
3. Reduce 6 lbs. to drams. Ans.....
4. What is the square root of 256 ? Ans.....
5. Subtract  $\$14\frac{3}{4}$  from \$36.52. Ans.....
6. How many feet in a mile ? Ans.....
7. Find L.C.M. of 4, 6, 8, 12. Ans.....
8. What per cent. is 15 of 45 ? Ans.....
9. Deduct 20 per cent. from \$60.60. Ans.....
10. Multiply 123456789 by 21. Ans.....

### 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 University Extension World*, issued by the University Press of Chicago, is the most prominent exponent of a movement which has become world-wide in its importance. Our teachers should provide themselves with a copy of it, as it contains intelligence on educational topics of the most advanced type. *Harper's Bulletin* can be had free from the publishers, Harper & Brothers, Franklin Square, New York. *The Kindergarten News*, published by Milton, Bradley & Co., of Springfield, Mass., has a freshness about it which cannot but charm our elementary teachers. The last number of the *Presbyterian College Journal* is a very creditable number. *Education* continues to enjoy the new era of its success. We recommend the work to all our academy principals. It is published by Messrs. Kasson & Palmer, 50 Bromfield Street, Boston. *The Magazine of Poetry* for April sustains its high character as a quarterly; it is published by Mr. Charles Wells Moulton, Buffalo. *The Monist*, which is the quarterly exponent of the best thought of the day, is published by the Open Court Publishing Co., Chicago. Its table of contents for this month indicates the high tone of its pages, for in it are mentioned, "The Three Aspects of Monism," by Prof. Morgan; "The Parliament of Religions," by Gen. Trumbull; "Modern Physiology," by Prof. Verworn; "Kants' Doctrine of the Schemata," by Prof. Williams; "The Exemption of Women from Labour," by Lester F. Ward; "Ethics and the Cosmic Order," by the editor; etc. *The Tariff Bill* of the United States has been sent to us, and will be placed in position for reference as soon as the Canadian Bill is issued. *Current History*, published by Garretson, Cox & Co., Buffalo, is an excellent compendium for the teacher who gives his pupils a daily lesson on what is taking place in the world around them. The magazine should be subscribed for to be placed in the school library. *The Annual Report* of the schools of New Brunswick has been received. *The National Popular Review*, published by Mr. J. H. White, Chicago, contains a "Symposium on Physical Culture" which will be read with interest by our teachers. *Self-Instruction in Practical Business Book-keeping*, by Mr. Charles S. Macnair, may be had by writing to that gentleman in Detroit.

COMPLETE GRADED ARITHMETIC, by Mr. George E. Atwood, and published by Messrs. D. C. Heath & Co., Boston. This is part second, prepared for the higher grades, and from it our academy teachers will find many valuable hints. The book, like its predecessor, is devoted to the practical element in Arithmetic.

INTRODUCTION TO BOTANY, by Prof. Volney M. Spalding, of the University of Michigan, and published by Messrs. D. C. Heath & Co., Boston. Such a helpmate to the usual text-book on Botany has long been looked for by our teachers, when they are giving experimental lessons. Prof. Spalding has done his work well, having sought in

this, his latest work, to develop a natural and practicable method of approaching the study of living things.

POPULAR SCIENCE, edited by Dr. Jules Luguiens, of Yale University, and published by Messrs. Ginn & Co., Boston. This book is a compilation in French, to help the student of that language to a knowledge of scientific terms. As a change from French fiction and poetry, of which the usual French Reader is made up, the book is sure to find a place.

A PRACTICAL GERMAN GRAMMAR, by William Eysenbach, and published by the Messrs. Ginn & Co., Boston. This is an edition of Eysenbach, revised and largely re-written by William C. Collar, A.M., of the Roxbury Latin School, and Mrs. Clara S. Curtis. Those who know the larger Eysenbach by Mr. Collar and its excellent arrangement will prize this smaller edition all the more, seeing a more contracted edition has long been regarded as a necessity. Collar's Shorter Eysenbach is sure to be popular with teachers and pupils.

PUBLIC SCHOOL ALGEBRA, by Mr. C. Clarkson, B.A., Principal of Seaforth Collegiate Institute, and published by the Messrs. W. J. Gage Company, Toronto. This book, as the author states, is intended as an introductory series of development lessons in Algebra on the inductive method, and is expected to form a guide to oral teaching and a thorough introduction to larger works. Mr. Clarkson is not a teacher who believes that a text-book is everything in school, and has prepared this text-book of hints to fortify the teacher who expects more from oral teaching than mere memorizing. It will reveal a new departure in Algebra teaching to many a teacher who is anxious to make his personality a more important factor in class-drill than the text-book.

OBJECT LESSONS, AND HOW TO GIVE THEM, by Inspector George Ricks, B.Sc., of London, England, and published by the Messrs. D. C. Heath & Co., Boston. Many of our teachers continue to enquire after a good book on Object Teaching, and here is one at last which we can heartily recommend, from which the namby-pambyism of the object lesson on a chair or a pin has been judiciously eliminated. The book is scientific in its tendency; yet we can hardly believe that any teacher will not find in it all that is necessary for giving children an idea of the inner laws of ordinary phenomena.

MORCEAUX CHOISIS OF ALPHONSE DAUDET, edited and annotated by Mr. Frank W. Freeborn, of the Boston Latin School, and published by the Messrs. Ginn & Co., Boston. This is an excellent reader for the pupils during the earlier period of the study of the French language.

COMMERCIAL LAW, by Prof. J. E. C. Munro, LL.M., of the Middle Temple, and published by the Messrs. Macmillan & Co., London. The object of this book is to provide an elementary text-book for those who are preparing themselves for business life in our commercial schools. The work, with its glossary of law terms and examination questions, is very complete.

ROUSSEAU AND HIS "EMILE" is a highly interesting brochure by Mr. Ossian H. Lang, and will tell our teachers who Rousseau was and how he came to write a work on education. The same author has written a monograph on HORACE MAN : HIS LIFE AND EDUCATIONAL WORK, which will also be highly prized. The publishers of these booklets are the Messrs. E. L. Kellogg & Co., New York and Chicago.

THE CONTENTS OF CHILDREN'S MINDS ON ENTERING SCHOOL, by G. Stanley Hall, President of Clark University, and published by the Messrs. Kellogg. This is really a book which every primary teacher should possess. The case is as though a new hand should sit down at a loom to complete a work that had already been begun. The question should be: "What is the design of the previous workman? How far has it been carried on? How shall I join my work properly to his?" In the ordinary primary work the teacher asks none of these questions. She proposes to leave what has been done alone and put in an entirely new lot of materials; whether they will connect or do connect with the materials already used is not asked. The maxim is, "Learn these new things." Now, it must be apparent that it is of the utmost importance to know what the child already knows, and then to weave the new knowledge into this already obtained and make a unity of it. Hence the value of this volume.

PRACTICAL METHODS OF MICROSCOPY, by Mr. Charles H. Clark, A. M., Principal of Sanborn Seminary, and published by Messrs. D. C. Heath & Co., Boston. Several of our academies have lately become possessed of a microscope, and in the above volume is the very thing which the principal wants, in order that he may fully know how to utilize the instrument in class-work. The explanations and illustrations are all that he would wish for in giving a lesson on structural botany or in mineralogy.

MY SATURDAY BIRD CLASS, by Miss Margaret Miller, and published by the Messrs. D. C. Heath & Co., Boston. It is the wish of the authoress of this little book that the experiences related may inspire others to try the plan outlined in these pages of interesting children in the study of nature. The book, it is needless to say, will be welcomed by many an elementary teacher whose heart is in her work.

OUTLINES OF PEDAGOGICS, by Prof. W. Rein, Director of the Pedagogical Seminary at the University of Jena, and published by the Messrs. E. L. Kellogg & Co., New York and Chicago. The trend of American educational thought is to philosophical and systematic pedagogics. This accounts for the attention that Herbartian literature is attracting in this country. Prof. Rein's masterly "Outlines of Pedagogics" will undoubtedly receive a welcome from students of education. Prof. Rein is known as the best expounder of the pedagogic system of Herbart. His seminary and practice-school at Jena is world-renowned. Teachers from America and other parts of the world flock to Jena every year to study under him.

THE RELIGION OF SCIENCE, by Dr. Paul Carus, and published by the Open Court Publishing Co., Chicago. The life-work of Dr. Carus has been one of reconciliation, and in his present work his appeal is to all mankind. Of the old religions his effort is to make prominent all that is good and true, to purify their faith by rejecting superstitious and irrational elements, and to discard their errors. His mission is a task—a superhuman task, we are afraid; and yet he labours away at it, and deserves the commendation of our best thinkers. His “Religion of Science” is sure to be read with zest by all lovers of truth within the churches and without.

THE PSYCHOLOGY OF ATTENTION, by Prof. Ribot, of the Collège de France, and published by the Open Court Publishing Co., Chicago. The teacher who desires to have in his library the best of professional books will not fail to procure this volume. What are the causes of inattention in school will be all the better emphasized in the teacher’s mind by his studying the fundamental principles of attention as they are to be found in M. Ribot’s chapters on spontaneous or natural attention, voluntary or artificial attention, and the morbid states of attention. The book can be secured for twenty-five cents.

THE PROGRESSIVE SPELLER, by F. P. Sever, and published by the Messrs. D. C. Heath & Co. THE LABORATORY GUIDE, by Mr. G. W. Benton, A.M., is also published by the Messrs. Heath. The latter is filled to overflowing with the most instructive of experiments, and is just the help the teacher of chemistry wants in his classes.

Among the many interesting articles in the *Atlantic Monthly* for July there is one which will especially attract the attention of all interested in education, “The Scope of the Normal School,” by M.V. O’Shea, of the State Normal School at Mankato, Minnesota. In this able paper is told the history of the Normal School in the United States, comparing its methods with those of European countries. “The End of Tortoni’s” is a sketch of some interest, giving incidentally an account of the social side of Parisian literary life in this century. “Behind Hymettus,” telling of Greece as it now is, by J. Irving Manatt, and Frank Bolles’ series of articles on Nova Scotia, are continued.

*The Cyclopedic Review of Current History*, published by Garretson, Cox & Co., of Buffalo, N.Y., gives in a concise and readable form the History of the World for the first quarter of the year 1894. To those who wish to keep *au fait* with the doings of the world at large the *Review* cannot help being welcome. The *Scientific American* continues to give each week practical information on all matters scientific. Its record of inventions is one of the most extensive published.

ENGLISH HISTORY FOR AMERICAN READERS, by T. W. Higginson, and published by Longmans, Green & Co., New York, has a very laudable object in view. The name of the book, as the author says, is based on the fact that it is not the practice of American readers, old or young, to give to English history more than a very limited

portion of their hours of study. This work, which introduces the student in a very pleasant manner to the history of England, from the earliest times, ought to do a great deal to overcome this defect. In addition there is given a list of useful books for consultation. The book itself has an attractive appearance.

MATHEMATICS FOR COMMON SCHOOLS, by John H. Walsh, and published by D. C. Heath & Co., Boston, is a one-book Arithmetic in three parts. These parts are published separately. Part I. is an *Elementary Arithmetic*, and takes the pupil as far as fractions. Part II. is an *Intermediate Arithmetic*, treats fully of common and decimal fractions, of compound numbers, and of the simpler and more practical parts of percentage and interest. Besides this, there is a short chapter on algebraic equations of one unknown quantity. Part III. is a *Higher Arithmetic*, and completes the course. It treats also of algebraic equations and elementary geometry. This work is a valuable acquisition to the small number of good mathematical text-books. Its being in three parts makes it a most serviceable book for graded schools.

Messrs. E. L. Kellogg & Co., New York, have kindly sent us three very neat little volumes for teachers. In ELEMENTARY PSYCHOLOGY, by Amos M. Kellogg, the processes by which we know are exhibited by employing familiar examples and illustrations. It proposes Psychology by self-observation and experiment. The student who masters thoroughly this little book will be prepared for a more detailed study of the science. OUTLINES OF HERBART'S PEDAGOGICS, by Ossian H. Lang, is full of good things for students of education, and will be welcomed by all who care for an insight into the ideas and methods of the founder of scientific pedagogics. A CLASS IN GEOMETRY, by George Iles, shows how pupils may be *interested* in Geometry, by leading them to observe the common things around them, and to consider the laws of form and space binding all these together. The low price of these little books places them within the reach of all.

THE FIRST PRINCIPLES OF AGRICULTURE, by James Mills, M.A., and Thomas Shaw, and published by the J. E. Bryant Co., Toronto, is a most admirable text-book of instruction in a study that is perhaps too much neglected. The book is well arranged and otherwise well gotten up, although published at a very moderate price.

CÆSAR, DE BELLO GALLICO, BKS. III. AND IV., by J. C. Robertson, B.A., and published by W. J. Gage & Co., Toronto, is one of the latest additions to the Series of High School Classics issued by these gentlemen. The work keeps up the high reputation of the series, and contains, besides the text, notes, maps, exercises on translation at sight and on re-translation, and a vocabulary of the words found in the text.

THE MULTUM IN PARVO ATLAS OF THE WORLD, published by W. & A. K. Johnston, Edinburgh and London, is an exceedingly handy

little book, containing nearly one hundred maps, with a geographical index, and all the general information required about the world and its divisions. It is compact, hence not expensive.

FIRST STEPS IN ALGEBRA, by G. A. Wentworth, A.M., and published by Ginn & Co., Boston. In this elementary work on Algebra the pupil is introduced to the subject gradually and easily. The difficulties are smoothed out, and great care is given to the explanations of the fundamental operations and rules. The examples are selected to suit the pupils for whom the book is written. Messrs. Ginn & Co. are doing a great work in the publication of text-books for schools and colleges.

Messrs. Houghton, Mifflin & Co., Boston, continue to place within the reach of all, by means of their *Riverside Literature Series*, good literature of all kinds. They have just issued another number of the series, containing the first five chapters of a new History of the United States by John Fiske, with auxiliary matter by Frank A. Hill. The complete book will be ready this month.

### TEACHERS' NORMAL INSTITUTES, 1894.

INVERNESS AND LACHUTE, JULY 3 TO 6.

NEW RICHMOND AND SHAWVILLE, JULY 10 TO 13.

Dr. Robins and Mr. G. W. Parmelee will lecture at Inverness and New Richmond, Dr. Harper and Prof. A. W. Kneeland at Lachute and Shawville. Inspector McOuat will give four lectures on The Reading Lesson, and Mr. N. T. Truell four on Arithmetic, at Lachute.

SYNOPSIS OF WORK OF DR. ROBINS AT INVERNESS, 3RD TO 6TH, INCLUSIVE, AND AT NEW RICHMOND, 10TH TO 13TH.

TIME.—One hour a day for School Organization and Discipline.

One hour a day for Arithmetic and Mensuration.

One hour a day for Discussion of School Difficulties in common with Mr. Parmelee.

SCHOOL ORGANIZATION—Tuesday and Wednesday.

(a) Its aim. Limit Tables. What is possible in school life?

(b) In relation to place. School-rooms and play-grounds. What is necessary and desirable in arrangement and in furnishing?

(c) In relation to time. How shall the pupil's time and how shall the teacher's time be expended? The double time-table.

(d) In relation to pupils. Classification; its advantages, its disadvantages, its kinds, its base, its limitations.

(e) School records; roll of attendance, records of conduct, of recitations, of examinations and of progress.

## SCHOOL DISCIPLINE—Thursday and Friday.

- (a) Its nature and aim.
- (b) Outside aids to discipline ; co-operation of parents and public opinion.
- (c) Discipline within the school.
  - The teacher ; his character and his manner.
  - Pupils as subjects and supporters of discipline.
  - School work as aiding discipline.
  - School regulations.
  - The habit of obedience.
  - Rewards and punishments.

It is requested that, in preparation for this course of lectures, teachers who purpose to attend these Institutes will

- 1st. Carefully consider the heads of discourse here submitted ;
- 2nd. Consider where in the scheme each topic germane to the subject should fall ;
- 3rd. Determine what subdivisions of the general heads are advisable ; and
- 4th. See what light is cast on the topics discussed ; first, by their experience, and secondly, by their reading.

## ARITHMETIC—Tuesday and Wednesday.

- (a) Arithmetical Rules in general ; their nature and the order and manner of teaching them.
- (b) What to teach and how to teach it, in Notation and Numeration, Addition, Subtraction, Multiplication, Division, Greatest Common Measure and Least Common Multiple.

To prepare for the lectures on Arithmetic, teachers are requested

- 1st. To reconsider the grounds on which methods to which they have been accustomed are based ;
- 2nd. To consider what principles, if any, underlie in common all arithmetical rules ;
- 3rd. To invent and explain other and in some cases possibly better methods of procedure than those in vogue ;
- 4th. To re-examine the order of procedure to which they have been accustomed in teaching arithmetical rules, with a view to confirming or altering their mode of procedure.

## MENSURATION—Thursday and Friday. The measurement

- (a) of angles.
- (b) of accessible and of inaccessible lines.
- (c) of the circumference of circles.
- (d) of the rectangle.
- (e) of the parallelogram.
- (f) of the triangle.
- (g) of the circle.



- (*h*) of the volume and surface of the right rectangular prism.
- (*i*) of any prism, including cylinders.
- (*j*) of any pyramid, including cones.
- (*k*) of the sphere.

In preparation for the lectures on Mensuration, teachers are asked to consider the truth of the following propositions, and carefully examine the way in which their minds are convinced of and see their truth:—

1st. He who walks around the outline of any closed figure which is at no point concave, faces successively every point of the horizon; *i.e.*, he turns through four right angles.

2nd. Triangles which are equiangular to one another, have the sides which are opposite equal angles, proportional.

3rd. The area of a rectangle contains the square of the unit of length, employed in measuring its sides, as often as there are units in the product of the numbers representing the lengths of two conterminous sides.

4th. The volume of a right rectangular prism contains the cube of the unit of length, employed in measuring its sides, as often as there are units in the product of the numbers representing the lengths of three conterminous sides.

5th. If any two solid figures stand on any plane surface, and if their sections made by planes parallel to that on which they stand, be equal at all heights, the solids are equal in volume.

6th. A triangular or a rectangular prism may be divided into three equal pyramids, of which at least one shall have the same base and height as the prism.

Mr. Parmelee will lecture upon The Art of Teaching, with special reference to questioning, and general class methods; school law and regulations which affect the teacher directly; methods of teaching English and Geography. Those who purpose attending the Institutes should prepare themselves by consulting critically any standard work upon these subjects.

Dr. Harper's lectures at the Lachute and Shawville Institutes will refer particularly to the management of an ordinary country school, such as is to be found in the province of Quebec, with special consideration of the social environment and its difficulties. The question of child-training—physical, mental and moral—will be discussed in these lectures under the heading of "school drill,"—class drill, vocal drill, mind drill, language drill, and the drill of the moral functions of the child. The student-teachers are requested to study Baldwin's "School Management" beforehand.

Professor Kneeland proposes to lecture on English and Geography as follows:—

TUESDAY, FIRST HOUR—ENGLISH.

The Sentence; (*a*) its place in the study, (*b*) its composition, (*c*) general discussion.

## TUESDAY, SECOND HOUR—GEOGRAPHY.

The Map ; (*a*) map-making, (*b*) its proper use, (*c*) problems.

## WEDNESDAY, FIRST HOUR—ENGLISH.

The Proposition ; (*a*) its structure, (*b*) its varieties, (*c*) its connectives.

## WEDNESDAY, SECOND HOUR—GEOGRAPHY.

Land Phenomena ; (*a*) table-lands and mountains, (*b*) lowland plains, (*c*) causes determining natural products.

## THURSDAY, FIRST HOUR—ENGLISH.

Practical exercises on the work of Wednesday.

## THURSDAY, SECOND HOUR—GEOGRAPHY.

Currents ; (*a*) of air, (*b*) of water, (*c*) special study of the tides.

## FRIDAY, FIRST HOUR—ENGLISH.

The Word ; (*a*) its place in the study, (*b*) its classes, (*c*) its relations in the proposition.

## FRIDAY, SECOND HOUR—GEOGRAPHY.

Climate ; (*a*) influences determining, (*b*) special discussion of the climate of localities, (*c*) general discussion.

N.B.—It is proposed to utilize the hour from 11 to 12 A.M., daily, for a general discussion of difficulties. Teachers and others about to attend the Institutes are requested to come prepared by reading up the topics, to discuss the subjects intelligently.

### Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION,

QUEBEC, May 11th, 1894.

On which day the 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 ; The Honorable Gédéon Ouimet, D.C.L. ; Sir William Dawson, C.M.G., LL.D. ; The Venerable Archdeacon Lindsay, M.A. ; George L. Masten, Esq. ; The Reverend W. I. Shaw, LL.D. ; Professor A. W. Kneeland, M.A. ; The Reverend A. T. Love, B.A. ; The Right Reverend A. Hunter Duun, D.D. ; E. J. Hemming, Esq., D.C.L., Q.C. ; The Very Reverend Dean Norman, D.D. ; The Reverend G. Cornish, LL.D. ; The Reverend Elson I. Rexford, B.A. ; S. P. Robins, Esq., LL.D.

The minutes of the last meeting were read and confirmed.

The Inspector of Superior Schools read his interim report, and the list of the deputy-examiners as submitted by him was approved,

the Chairman being authorized to fill vacancies that may occur before the examination. The report was received and discussed. It was resolved that the Inspector's report be sent to the Chairman through the Secretary at least seven days before the date of the meeting, at which they are presented by the Inspector.

Correspondence submitted by the Secretary :—

1. From Mr. W. J. Simpson, M.P.P., asking permission to appear before the Protestant Committee to discuss the matter of an increase of salary for Inspector McOuat, and one of later date stating that he might be unable to attend, but that he warmly approved of any steps that might be taken to adjust Mr. McOuat's salary in accordance with the original recommendation of the Protestant Committee.

After discussion a sub-committee consisting of the Chairman, Sir William Dawson, the Lord Bishop of Quebec, and the Reverend E. I. Rexford was appointed to wait upon the Honorable the Premier and the Honorable the Provincial Secretary to urge the immediate settlement of the matters in regard to salaries which have been so long pending.

2. From Mr. N. T. Truell, applying for a first class academy diploma.

In view of the satisfactory documents presented the Committee recommended that a first class academy diploma be granted in virtue of regulation 56.

3. Communication concerning manual training.

Moved by the Rev. Dr. Shaw, seconded by the Venerable Arch-deacon Lindsay, and resolved : "That we hereby acknowledge the receipt of the communication from the Secretary of the National Woman's Association of Canada relative to manual training, and we assure the Association of our sympathy with the object in view, and have pleasure in stating that much is being done in Manual Training in the Protestant Schools of Quebec, and that the subject is at present engaging the special attention of the Protestant Committee of the Council of Public Instruction with a view to extending the benefits of Manual Training in our schools."

Moved by Dr. Hemming, seconded by Dean Norman, and resolved : "That a representative sub-committee be named to take into consideration the whole question of grants by this Committee in aid of Superior Education, more particularly with reference to :—

1. The principle that should govern this Committee in awarding such grants so as to promote the general diffusion of Superior Education, and to that end whether it is desirable that the grant should be awarded solely to those having control of such institutions, or to the teachers therein, or to deserving scholars in the shape of scholarships or bursaries, or to all three combined.

2. The conditions on which such grants should be made, such as the permanency of the institution benefited, its location, buildings, organization and curriculum.

3. The means to be adopted to ensure that the grant shall be applied in accordance with the intention of this Committee.

4. The distribution of the same as between the different grades of Superior Education.

5. Whether such grants should be continued when any institution shall have become self-supporting; and generally such other matters in connection therewith as the sub-committee may consider desirable, and to report to this Committee at its next session."

Moved by Dr. Hemming, seconded by Archdeacon Lindsay, and resolved: "That the sub-committee on grants under Dr. Hemming's motion be constituted as follows: Dr. Heneker, Sir William Dawson, Dean Norman, Dr. Shaw, Reverend E. I. Rexford, Mr. G. L. Masten, Archdeacon Lindsay, Dr. E. J. Hemming and Reverend A. T. Love."

It was agreed that the Reverend Principal Shaw, The Reverend E. I. Rexford, and the Reverend A. T. Love, be the three elected members of the sub-committee on the distribution of grants in September; the Chairman and the delegate from the Protestant Teachers' Association being *ex-officio* members.

Inspectors Parker, Taylor and Hewton, Mr. Robert M. Harper and the Reverend T. Z. Lefebvre were appointed to assist the Inspector of Superior Schools in the examination of the June papers. In view of the short time in which the work must be done, it was agreed to pay forty dollars from contingencies in order to secure the services of an additional examiner this year. The Secretary was instructed to make the necessary arrangements.

The Secretary made an interim report upon the EDUCATIONAL RECORD. The Chairman, the Quebec members, the Reverend E. I. Rexford were appointed to confer with him and to consider the future of the RECORD and to report at the September or November meeting.

The report of the sub-committee on text-books, and revision of the list was read by Professor Kneeland, and adopted.

The Dean of Quebec made a verbal report upon the examination questions and results of the examination furnished by Dr. Robins, in connection with the sessional examinations of the Normal School for the conferring of elementary and model school diplomas.

He stated that both questions and results were excellent, but that in his opinion, the standard in Latin was lower in proportion than the rest of the work. Dr. Robins, in explanation, admitted this statement to be correct, but said that the Normal School authorities purposed to introduce Latin into the last term of the first as well as the second year, with pupils selected at the Christmas examination, which change will, it is hoped, raise the standard in classics.

The following appendix to the report presented by the Dean of Quebec at the last meeting of the Committee was read and placed on file: "It further appears to your committee desirable to occupy a part of the month of June in the preparation of school exercises,

covering the more important branches of school work done in the former part of the session, such exercises to be of a character determined by regulations to be issued by the Protestant Committee of the Council of Public Instruction, and adapted for permanent preservation as a record, both of the progress of the individual pupil and of the nature of the work done in the school."

The Chairman, Sir William Dawson and the Lord Bishop of Quebec having withdrawn to interview the Government, Principal Shaw took the chair.

It was then moved by Dr. Robins, seconded by Professor Kneeland: "That this Committee desires to commend to the careful consideration of the University Board of Examiners the representations of the Executive Committee of the Provincial Association of Protestant Teachers concerning the text-books in French prescribed for the A.A. Examination as reported from the said Committee hereto annexed." Carried.

The deputation having returned reported that it had been courteously received and that the Honorable the Premier had requested that Mr. Parmelee call upon him on Saturday, the 13th instant, to give him further information in reference to the various questions which had been presented. The Secretary was instructed to act accordingly.

It was then moved by Dr. Shaw, seconded by Reverend Mr. Love, and resolved: "That this Committee hereby recommends that in order to adjust the salary of Inspector McOuat his salary be fixed at \$1,200 for the current year, and at \$1,000 for subsequent years: (2) That the salary of Mr. Paxman be raised to \$1,000 per annum to take effect from July 1893: (3) That the salary of Inspector Parker be fixed at \$1,000 and his district extended as recommended."

The following financial statement of the Committee was submitted by the Secretary, examined and found correct:—

Financial statement of the Protestant Committee of the Council of Public Instruction:—

*Receipts.*

|                |  |            |
|----------------|--|------------|
| Feb, 23, 1894. | Balance on hand as per bank book . . . . . | \$2,865 50 |
|----------------|--|------------|

*Expenditure.*

|                |  |            |
|----------------|--|------------|
| Feb. 26, 1894. | Salary of Inspector of Public Schools . . . . .          | 125 00     |
| do.            | Salary of Secretary . . . . .                            | 62 50      |
| Mar. 2, 1894.  | T. J. Moore & Co., printing Marriage L. report . . . . . | 51 00      |
| do.            | Travelling expenses Inspector Superior Schools . . . . . | 300 00     |
| May 11, 1894.  | Balance . . . . .  | 2,327 00   |
|                |  | \$2,865 50 |

## NOTE.

|                                    |            |
|------------------------------------|------------|
| Contingent Fund debit balance..... | \$2,037 44 |
| Outstanding cheque.....            | 300 00     |
| Balance.....                       | 2,327 00   |
| Bank balance.....                  | 2,627 00   |

R. W. H.

There being no further business the Committee adjourned until Friday, September 28th, or earlier on the call of Chairman.

G. W. PARMELEE, *Secretary.*

## NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, under date March 20th, 1894, to appoint a school commissioner for the municipality of Cloridorme, county Gaspé, and one for Notre Dame du Rosaire, county Montmagny.

April 9th.—To appoint a school commissioner for the municipality of St. Tite des Caps, county Montmorency.

April 5th.—By order in council:—To detach from the municipality of Bristol, county of Pontiac, N. E.  $\frac{1}{2}$  of lots 9 and 10, N. W.  $\frac{1}{2}$  E.  $\frac{1}{4}$  and S. W.  $\frac{1}{4}$  lot 8, of range eleven; lots 8 and 9 and S.  $\frac{1}{2}$  lots 6 and 7, of range twelve, and annex them for school purposes to the municipality of Onslow North, same county.

April 18th.—To erect a distinct school municipality under the name of "Village of Hébertville."

April 28th.—To erect a school municipality under the name of "Village of St. Pierre aux Licus."

April 23rd.—To appoint Mr. Mathew Geraghty, school commissioner for the municipality of Maun, county Bonaventure, and Mr. Charles Witchar, school commissioner for the municipality of the village of Roch Island, county Stanstead.

April 28th.—By order in council:—To detach from the school municipality of Tingwick, county of Arthabaska, lots Nos. 21, 22, and 23, of the 5th and 6th ranges, Nos. 21, 22, 23 and 24, of the 4th range, and Nos. 21 and 22, of the 3rd, of the township of Tingwick, and annex them to the school municipality of "Chenier," in the same county, for school purposes.

May 12th.—To erect a school municipality under the name of "St. Edmond, county Maskinonge."

THE  
EDUCATIONAL RECORD  
OF THE  
PROVINCE OF QUEBEC.

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**Articles: Original and Selected.**

THE DAY MISS DIXON WAS LATE.

BY MISS FANNIE ALLEN.

Miss Dixon's lapse did not occur on the morning of the December day that went into history under this title. Five minutes to nine on that day found her enumerating the small inhabitants of Number Eight, her little school, as they made the most of the minutes left for gay morning chatter.

Up and down the rows of shining faces went Miss Dixon's eyes. There were the fresh collared and aproned children of the Spinningville mill-owners; the children of the mill operatives in collars and aprons of the same cut, but a little less brilliantly clean, and more frayed at the edges; the minister's son, the deacon's daughter; Jimmy Daley, with an offering of fragrant pine cones, damp from the woods, and Jerry Flynn, with his chronic complaint, "Feets is cold!"—all these and more. But where was Batty McLean?

Now in Spinningville the three school virtues were silence, studiousness and punctuality; but the greatest of these was punctuality. Number Ten had managed to carry a register clean of tardy-marks through a term, and every other school in the village burned to do as well, or better.

The usual salutation between teachers was the question, "How many marks?" followed by "What per cent.?" One

heavy borrower of trouble tortured herself thus: "Ten sessions this week—forty-eight children—four hundred and eighty chances for tardy-marks—Oh me!"

It was much the same among the children. "I dreamed I was late and *they all looked at me!*" sobbed a little girl one night, as she woke in a fright; and less sensitive youngsters dreaded that look, especially when it was accompanied by the pointed and energetic singing of "Oh, where have you been, Tardy Boy, Tardy Boy?" or "Tardy Tommy came to school."

"All here but Batty McLean," said Miss Dixon, on this December morning. "Can any one tell me about him?"

"He's 'way down by the bridge, but he's a-running," announced Charley Cole, who sat by the window.

"Only two minutes more!" sighed Miss Dixon.

"The scholars in Number Nine do be all the time singing:

" ' Number Eight,  
Always late, ' "

scowled Nora Kelly.

"I've heard something like:

" ' Number Nine  
Feels so fine, ' "

on this side the fence," smiled the teacher. The children smiled back. "It's

" ' Number Ten  
Can't do it again, ' "

they said; and then they all watched the door where Batty would enter in silence.

The minutes went by, and the great bell struck nine and ended hope. Three seconds later Batty McLean threw himself at the stairs, and somehow reached the school-room door with a pounding heart and an aching chest.

He was twelve years old, and small for his age. He had shaggy red hair, quick blue eyes, and a plucky, freckled face. He was an odd little figure, in his outgrown belted jacket and new, long trousers which allowed a size or two for growth; but he did not look at all like the limp creature who usually trails behind occasion.

"Well, Batty?" demanded the teacher.

"Had to go to some place!" panted Batty.

"I'm afraid you did not get up early. Wouldn't rising half an hour earlier have brought you back from your place in season?"



Batty considered a short space, smiling queerly. "Yes'm, p'r'aps."

That smile, with its faint suggestion of mockery, killed Miss Dixon's pity for the boy's evident exhaustion; and as Batty sank into his chair, she arose from hers and gave an eloquent impromptu address on the subject of punctuality. She pointed out to the children the dangers to which neglect of this virtue would expose them through life. She explained the reasons for the school rules, and dwelt upon the selfishness of letting the reputation of the school suffer through the neglect of one.

The children listened approvingly, and wondered what Batty McLean was thinking behind his elbow.

There was a reaction of pity for the culprit, however, when she wrote two lines of figures on the board:

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

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and pronounced the horrible sentence, "Multiply the digits by the digits reversed, and prove the result."

"That is hard lines for careless Batty," reflected Miss Dixon, "but it's good practice for him, and I must make an example."

Still, she felt a little remorseful at recess when Batty, turning his back to the window which commanded the playground, ranged "the digits and the digits reversed" upon his sticky slate.

"You need not do it all now, Batty."

"I'd rather get it over," he said; and his pencil clicked until the other children came back rosy from their snowball frolic.

When Miss Dixon went home at noon, she left Batty still manfully doing battle with the digits and the digits reversed.

"I'd rather get it done," he again replied to her advice to seek the fresh air; and an uneasy memory of his flushed face haunted her home-ward walk, her hasty dinner, and the half-hour of "per centing" which followed.

And now comes the almost unbelievable part of this truthful story. It had never happened before; it never happened again. But on this fated day Miss Dixon, who had worked late the evening before and was very tired, fell asleep over her pile of corrected papers; and while she dreamed of discovering an infallible device for the Suppression of Tardiness, the town clock struck its deep note, and all the school-bells responded.

With this Miss Dixon awoke with a great start; and saw

that she, the stern foe of unpunctuality, would be at least ten minutes late at school, and without the shadow of an excuse!

Down the long, windy street hurried a guilty figure; past the deserted hill, so lately black with coasters; past the ice slide, freshly etched with nails of little boots; past the village centre where the row of waiting farm horses stopped browsing their posts to look, and the dogs came out from under the waggons to bark at her. Now, there only remained the gauntlet of School Street, with wondering eyes at the windows, which Miss Dixon did not see, because her own were fixed on the swaying tree shadows that crossed her path.

At last she climbed the school-house stairs, and stood before the door marked Number Eight.

"Poor Batty McLean!" she sighed, with her hand on the door-knob, "I suppose *I* am going to be looked at now."

Not at all. Here were long rows of young students so utterly absorbed in the pursuit of knowledge that not one seemed to be aware of her presence. Such intensity of application had not been seen in Number Eight before.

For a moment only; then a dimpling smile ran along the ranks, and fifty pairs of eyes asked Miss Dixon what she was going to do about it.

"I haven't a word to say for myself, children," she said. "What I said this morning was every word true. But I'm *very* proud of Number Eight." How the smile broadened at that!

A little talk followed about their ability to govern themselves and her trust in them. When it was over, Arthur Niles, who was a privileged character, raised his hand and said in his half-roguish, half-deprecating way:

"But, Miss Dixon, don't you think you ought to put down a tardy-mark?"

"Yes, indeed, Arthur, and you shall all stay while I learn—."

"No'm, we'll excuse you this time," chorused Number Eight, with a little laugh at the end.

"You always stay, you know," said Alice Miller. "Wouldn't it be a little more different to take us skating on the pond in the woods where the evergreens grow?"

"I think I shall remember, Alice, and I'm sure you will, but if the lessons go well, we will see."

Then Miss Dixon stepped from the bar to the rostrum, and Number Eight was itself again. But, at recess, she went to Batty McLean, who was engaged with the digits and the digits reversed, which still refused to "prove."

“Did you tell me all about it, this morning, Batty?”

Batty felt that there was a bond of sympathy between himself and his teacher, which did not exist in the morning, and he opened his heart.

“Didn’t mean to do it,” he said. “My father runs a milk-cart, an’ he’s got the grip, an’ I had to take his route. I got up at half-past two, for it’s a good bit over to the five corners, with old Billy horse, when it’s drifted so—that was why I laughed when you asked me why I didn’t get up earlier. But I got all round in time if I hadn’t had to go to the ’pot’ecary’s. It was Jimsy’s turn, but the clerks at the ’pot’ecary’s do be fooling all the time, they won’t come for us till they’re good and ready, and Jimsy cried, for it would make him late. Jimsy never had a tardy-mark in his life,” said Batty, proudly.

“I’ve had ’em,” he went on “and I can run faster than he can, so I said I’d go. Well, they *did* keep me waiting. I ran all the way, but ’twasn’t no use. I got another mark for Number Eight;” and Batty’s pencil began to click again, its owner quite unconscious of the things his teacher was thinking of him.

She shook the chapped little hand, pencil and all. “To think how we used you, Batty, after all that brave trying!”

“Why, no’m, no’m, you didn’t. I *was* late fair enough.”

“I’ll make all the amends I can, Batty; the children shall know. I’m proud of a tardy-mark that stands for such a morning’s work. Now, don’t lose another minute of this recess.”

Batty gently interposed his elbow between the digits and the digits reversed, and the wet sponge that threatened them.

“Please, I think it’s coming, this time, and I’d rather see.”

It did “come,” and Batty went out in such a frame of mind that although the teacher in charge of the stairs was looking another way, he conscientiously touched every stair, in going down, when he might have whirled down on the baluster.

There was cheering for Batty McLean, after recess, in Number Eight. Some one proposed three times three for Miss Dixon, too, but she struck the bell sharply. There was no occasion for that, she said.

“I’ll make it up to you later, Batty,” she thought to herself, “but what *will* become of the attendance record of Number Eight? How can I say a word, now, whatever, happens?”

But Miss Dixon did not have to solve that question, for, singularly and illogically enough, there was not another tardy-mark in Number Eight that quarter.

## THE RELATIONSHIP BETWEEN THE COMMUNITY AND THE TEACHER AND ITS OBLIGATIONS.

At the closing exercises of the McGill Normal School held before the mid-summer holidays Prof. A. W. Kneeland, in bidding the graduating class good-by, spoke to them as follows:—

That you may the better meet the unknown future upon which you are launching out, permit me, in a few words, to point out some of the obligations which rest upon those among whom you may labour and some of those which, as certainly, rest upon you.

In other words, I would say that you have a right to expect certain things from the community, and the community have a right to expect certain things from you. In the right appreciation of these obligations rests largely your future success or failure in the path upon which you have entered.

Let me invert the order of these statements, and, first, state that you have a right to expect fair remuneration for your services. You are giving the best years of your life to the work of training the future men and women of the land, of making good and industrious citizens, of developing statesmen and patriots; you are moulding that which is immortal, *not* the soulless clay with which men toy; yours is a work for eternity, not for bounded time; therefore, I say that your work should be recognized and rewarded according to its importance above the work of those who fashion the perishable things of this world alone, however important that work may be.

Again, you have a right to demand respect from the community. The dignity of your calling, the importance of your mission, the influence which you wield over the future, the nobility of life and character which, we believe, is yours, all demand as a just meed the honour and respect of an intelligent community.

Again, it follows, if my last proposition be true, that you have a right to expect admission into and recognition by the best society in the land.

Here, too often, may sin be laid at the door of the thoughtless people who are ready to commit the care of the mind and manners, soul and body of their children, for a large proportion of their waking hours, to those whom they refuse to recognize as fit to enter their homes or sit at their boards.

The teacher should be and usually is of the true nobility, is refined, cultivated, deserving of the best that society has to

offer ; expects, therefore, and merits the open doors and open hearts of the aristocracy of culture and worth.

Now, while you have rights, and you should demand their recognition, you must not forget that the community have rights as inalienable as yours ; and these rights you are bound to heed and respect. Teachers sometimes appear to think that children exist for the express purpose of affording them an opportunity for displaying their idiosyncrasies, venting their spleen and practising their cruelties, and that parents who presume to remonstrate at unfair treatment and cruel neglect, are presumptuous and rude, and should be treated with contempt.

Teachers, remember that the boy or girl who comes to you for light and uplifting is dearer to the parent than earthly riches or even life itself, and that with solicitous care and anxious heart he watches over the growth and development of his character, jealous of the slightest frown and hurt by the softest blow.

But I must speak briefly of the parents' rights in regard to the teacher: First, they have a right to demand proper preparation on the part of the teacher ; this, so far as possible, we strive to give you here : but, while we endeavor to place before you the best methods of teaching and a modicum of instruction in branches new to you but useful in broadening your intelligence and cultivating your minds, there is a preparation in self-restraint, in consecration to duty, in reliance upon the Almighty, that you alone can make ; this preparation, as well as the scholastic work which you are called upon to do, the community have a right to demand.

Again, the community have a right to expect an earnest and conscientious discharge of duty on the part of the teacher.

The consequences of carelessness, of indifference, of neglect, are stamped forever on the life and character of those committed to the care of the teacher who is a mere time-server and who heeds not where he treads ; so too the fruit of earnest consecration to duty is ever borne by those who, in early years, have come under the refining influences of a true and conscientious life.

The community, also, have a right to demand that the example set by the teacher be a safe one ; for his example, consciously or unconsciously, the child will follow. I can conceive how the life of the politician may be corrupt and the world not be made much worse ; for he deals with men much like himself ; I can conceive how the merchant may be dishonest

and the people not influenced largely thereby; for he deals with men of mature minds; I could even conceive how the clergyman might enunciate false doctrines from his pulpit, and men not be swayed very far to right or left; but I *cannot conceive* how the teacher of youth can live a corrupt life or utter sentiments at variance with truth and purity without contaminating the whole social stream; for he is the fountain head of the influences that are making our world what it is. Has he doubts concerning the great problems of life and destiny, let him hide them deep in the recesses of his own beclouded mind; has he habits that will not bear the light of day or the criticism of the purest or most refined, let him forsake forever a duty that is holy; does he indulge even in amusements that are questionable or in habits that are considered wrong by a fair minority of the community, let him set these aside as forbidden things, lest he perchance cause one of these little ones to stumble.

“*Sans peur et sans reproche*” should be his motto; and the community have a right to demand that his life accord therewith.

Again, growth may be rightfully demanded.

Where there is no growth, there is death; this is as true of the mental and moral as it is of the physical.

The world is advancing; new light is being thrown upon the great problems of mind and matter; improved methods of conveying instruction are being sought out; the teacher who does not advance with the times, is not doing justice by those committed to his care, and is not worthy of the confidence and esteem which he demands.

Like the tree that has ceased to grow, he is decaying at the heart and hastening to his fall, which involves not only his own mental ruin but that of those coming under his deadening influences. Finally, the community have a right to demand that the teacher recognize the complex nature of the being with whom he deals. Were man all mortal, were life all labour, were this life all of existence, were the culture and refinements of life not to be recognized in the life to come, were the science and the mathematics and the language not to influence the future life, were habits of exactitude and neatness and promptness and honesty not to make better men and women; then might the teacher confine his work to the spelling book or the arithmetic or the workshop or the gymnasium or the catechism or the creeds; but, if all that is refining, broadening, uplifting, strengthening, purifying, has to do with truest

success and enjoyment on earth and felicity in the world to come, then should we concede the demands that the community makes upon the teacher to mould the child so that with a symmetrical growth he may best fulfil the objects for which he was created.

With these thoughts, dear young teachers, go forth to your life work, assured that our sympathies are yours and that we feel safe in committing to your hands the honour of our noble profession.

### **Editorial Notes and Comments.**

It is said to have been lately the regret of a member of a certain teachers' association, publicly expressed, that there was not sufficient of the fire of antagonism in the proceedings of its conventions to draw out the enthusiasm of its well-wishers. Alexander the Great is said to have wept when he had no one to quarrel with, and the weeping and wailing of those who have "feathered their own nest" with office and emolument is even in these days not an infrequent accompaniment to the restlessness of an ambition that has succeeded in carrying everything before it. When ambition is satiated from without, jealousy generally ferments from within, and thus in a man or in a convention or triumvirate of men there continues an excitement in the after events of an ambition "completely sated," until all rivalry is remorselessly crushed under foot. Thus it was perhaps in the conventions which the above mentioned critic stigmatized as being flat to *ennui*, not the absence of enthusiasm over educational progress that gave rise to the dullness, as the intolerance of those who are forever frowning upon the advocacy of any improvement as a vote-of-want-of-confidence in their own foresight and efficiency. Such intolerance is sure to crush out the general enthusiasm of any society and make of its gatherings a mere dumping ground for coterie-congratulations. Yet the personalities that are indulged in or provoked by the men who are always manœuvring in their own behalf are sometimes hard to subdue even in an arena where intolerance is a tyranny that replies by a vote. The worm will and does turn occasionally. The strident tones of the polemic who crows as loudly when there is no victory to claim as when there is one, makes meekness of ear a crime at times, when reticence blushes to find herself running a-muck instead of running away, as was her wont on other occasions, to hide her head.

—The polemics that indulge in personalities are, however, seldom if ever justifiable, no matter how insidious may be the provocation. Politics grown wild in foreign fields is a fit name for such indulgence in Christian gatherings. Yet forbearance, like the worm, will and does occasionally turn, and no one knows this better than the principal of the Chicago or Cook County Normal School, who has been lately arraigned in the newspapers of that city. Every teacher has heard of Colonel Parker, the great educational publicist, the educationist who has discovered that there is no method so great as the method that cannot be called a method, no device legitimate that does not reach the heart as well as the head of the pupil. Several of our readers have no doubt heard the Colonel speak, and may have been amused, interested and possibly instructed by what he said on the occasion. For Colonel Parker is an able speaker. He seldom addresses an audience that ever forgets they have heard Col. Parker. He is full of anecdotes and illustrations and can raise a laugh with the best of our humorists. But the Colonel is a theorist, at least Mr. Charles Thornton, a member of the Board of Education, has declared him to be so, and proceeds to criticize the Normal School, of which he is the principal, in the following merciless way. Mr. Thornton has found that the Cook County Normal School is a means to an end, the end being itself and the glorification of Colonel Parker, and it may be interesting to our readers to hear Mr. Thornton's side of the story.

—By facts and figures taken from the records of the school Mr. Thornton proves the utter inefficiency of the institution as a training school for teachers and shows Colonel Parker's ideas of instruction methods to be visionary, if not positively harmful. It is set out in Mr. Thornton's letter that the cost to the public of sending out a graduate from the normal school is more than \$500 per year, while the cost of maintaining a pupil in the Chicago public schools is but a trifle more than \$24. Mr. Thornton further demonstrates the inefficiency and inutility of the school under the present management, by submitting the results of examinations of a number of normal school graduates who applied for appointments as teachers in the Chicago schools. Out of forty-five graduates who took the examinations, only six gained the very low required 75 per cent. of correctness. Specimens of answers to questions put to members of these examination classes are given, and they would be funny, indeed, if the matter were not so serious. The normal school pupils seem particularly weak in mathematics and science. Principal



Parker's methods of teaching are severely arraigned by Mr. Thornton. It is said that all known rules and methods of instruction are either unknown or ignored in the institution. Whenever the Colonel hears of some new "idea" he at once tries it on the unfortunate pupils of the normal school, and as experiment rapidly succeeds experiment the pupils receive no sound, substantial instruction. The Colonel is said to be an ardent advocate of the "new education," which is also said to be Oscar Wildeism in instruction. According to Mr. Thornton it is rather difficult to tell just what Colonel Parker considers essential to an education. He does not think much of mathematics; grammar is useless and the sciences are subordinated to the theory of developing the student's "power to observe and feel." Mr. Thornton specifically asserts that the school has been turned into an asylum for Colonel Parker and his friends. More than half the graduates are not residents of the county, but have come from other states. Outside of Chicago the normal school certificate is accepted as a proof of a teacher's ability. In Chicago, where Colonel Parker and the normal school are known, the Parker diploma is not recognized, but all his graduates who apply for positions as teachers must pass examination. Mr. Thornton gives specimens of absurd songs which the pupils are compelled to sing in fulsome praise of Colonel Parker to the tune of "Willow, Tit-Willow, Tit-Willow." It is charged also that certain favored non-resident pupils have not been required to pay the \$75 a year for tuition, as prescribed by law, but are given nominal employment in and about the school. It is asserted that in 1893 the school was turned into a world's fair hotel and that no one knows what became of the profits. Colonel Parker himself is dealt with in harsh terms. He is said to lack moral perception, to be vainglorious and unfit for the position he holds. He is charged with neglecting his duties to make lecturing tours, and to spend his time writing a book instead of acting as principal of the school. In conclusion, Mr. Thornton says in reply to Commissioner Kunstman's query that he will not be a candidate for re-appointment to the county board of education, and he expresses the hope that a change of the management of the normal school will soon be made.

—But there is another side to the story of Colonel Parker's powers as an educator and an educationist; and perhaps it was the fact that there were two sides to the story so widely dissimilar that led us to trouble our readers with reading it. The teacher who has learned to look upon this picture and

upon this,—to listen to both tales, as the Montreal Society for the Prevention of Cruelty to Women and Children do, is sure to be all the better a teacher for it. “Some years ago,” says Principal Parker’s admirer, “an educational light shot athwart our American sky, which some of us were as quick to recognize as was Sir Walter Scott to perceive the genius of Byron. Learned men had sat in their studies and written profound essays on education, and scholarly superintendents had addressed respectful audiences of teachers with words of unquestionable wisdom. Yet the grind went on, unmitigated by all this respectable effort. Here and there, where a born teacher fell into exceptional surroundings, children lived and grew at school. But the great mass of teachers listened with more awe than understanding to the learned platitudes of the masters, and utterly failed to see any connection between philosophy and teaching. What these people wanted was to be shown theory in practice. Many were ready to respond with enthusiasm to the first spark which should be struck off by the union of historic discovery with their own fresh instinct of educational law. In short, this land was athirst for a great school leader. Col. Francis W. Parker was one of those born teachers who, with greater or less degrees of individuality and daring, were carving out ways for themselves here and there. His individuality was so powerful and his daring so great that he began to be heard of. Capable of immense enthusiasm, convinced alike by his contact with childhood as its teacher, and by his increasing knowledge of what the wise had thought out before him that he was on the road to truth, he made a noise about it, without waiting to be “finished.” God help him! had he waited to be “finished” he would not have begun the leadership of teachers to this day; and as most of the active school leaders of this generation have drawn from his daring and enthusiasm, directly or indirectly, much of their inspiration (to say nothing of their audiences, whom he has, directly or indirectly, taught to listen) it isn’t hard to guess where we should have been “at” without him. It is a generous estimate to say that the average teaching level of this country would have made about one-third the rise it has during the past fifteen years. The response to Col. Parker’s teachings was electric. Those who failed to rouse teachers where he immediately (and without waiting to be “finished”) succeeded were astonished and, we may presume from their slowness to recognize his value, not a little indignant at the spectacle. But the spectacle went on and on; despite the shrugging of Bostonian shoulders, the rocket proved a star

and the star is now seen from both hemispheres. Compelled, at last, to register this star, the slow-eyed educational astronomer turns his telescope upon it and discovers this: "Colonel Parker is at his best. In the very nature of the case he has been in the past both overestimated and underestimated. It is fair to him to say that the understimation has been wholly due to the overestimation. Could he have been judged by what he was and by the work he was doing at any time in the past twenty years, he would have been ranked much higher than he has been. His friends in their devotion claimed for him relatively and absolutely more than was just or judicious. In consequence, those who visited his school or listened to his addresses, failing to find the ideal, failed also to accept the real. All this has changed; the former claims are no longer made for the man or his work, and in consequence its genuine superiority—and there is genuine superiority—is appreciated and accepted." This means that Colonel Parker has justified the faith of friends and compelled the opposition to "come around." We very much doubt if the continuous growth of his work and influence have at any time occasioned in any admirer of former years a desire to unsay a word of praise or promise in regard to him. Certainly now that the world's educational leaders have recognized in the ripeness what his home critics either saw or failed to see in the bud, those who prophesied truly with regard to him have no reason to step back from their ground.

—The action of the Pontiac teachers, we think, is timely and reasonable. When one hears of the annual auction mart of Shawville, "credulity finds its utmost tension," and we heartily sympathize with the teachers who, while sensibly recognizing the origin of the trouble of their low estate in themselves, seek to find a remedy by putting an end to the competition of teacher bidding against teacher as a remnant of a past civilization. The salary ought to be paid to the position and not to the teacher, and we hope that the time is near at hand when the province of Quebec will show by its action that the principle is a sound one. The teacher who takes a less salary than her predecessor received is far from adding to the dignity of the teacher's office, and the teacher who does not seek to magnify her office in every respect, surely places herself beyond the pale of that professional pride which makes or mars the work done. Let all our teachers stand by one another in this matter of salary, no matter how the men who enjoy the sweets of office and emolument neglect our common

school interests. There is surely something to be encouraged over in the words :

Moved by Mr. Ernest Smith, of Quyon, seconded by Miss Amelia Smart, of Clarendon, and resolved unanimously: That a committee, consisting of Miss M. E. Whalen, Miss G. L. McKechnie, Mr. W. D. Armitage, Mr. R. Hodgins, and the mover, be appointed to draw up a petition to be signed by the teachers of the District of Ottawa, for presentation to the various boards of School Commissioners, asking them to state the salaries attached to the positions when advertising vacancies.

—At a time when the examination comes in for a share of denunciation from every one, it is refreshing to meet with the following that gives the other side of the question:—"Were our teachers all infallible," says a fear-nought superintendent of a neighboring city, "were they all perfect in morals and manners, indeed were they *superhuman* in their judgment, justice and wisdom, the advice to "let teachers have their way;" "permit them to teach and direct as they think best;" "don't hamper the pupil;" "permit him to wander and glean from nature's great fields;" "don't try to ascertain by examination the value and extent of his mental acquisitions;" "don't trouble his nervous system by tests; but promote on the judgment of his teacher" would be pertinent. I say if the teacher were without error in judgment and prejudice, then might such advice be considered; but we have already too much superficial product in the world of matter, and let us endeavor to keep this *shoddyism* out of the educational market. The best and most faithful teachers are not willing to have their year's labors measured by their own estimate; nor is the world at large willing to promote under the advice of one who, very naturally, might be biased. Examine the classes in their work done; do it judiciously and sensibly; and do not abandon these tests because some one nervous child in a hundred dreads the ordeal; provide graciously and carefully for this one. Do not hang the promotion entirely upon the combination of all the *yearly* or *term* trials; but combine with them the judgment of the teacher, made at the proper time and place. Instead of the examinations being a bugbear, most pupils enjoy them."

### **Current Events.**

The fate of corporal punishment as a school discipline is not far from being decreed as a very unusual alternative, and those who laugh at the restraint of the "cunning of the old masters"

in their administration of affairs by the process of "from hand to hand" may take a trip to San Francisco to see how the regulation which has virtually abolished the strap in the schools of that city has worked. The Boards who would follow the example of San Francisco may wish to have a copy of the new regulation and here it is: "Corporal punishment shall not be administered in the high schools nor upon girls in any of the schools of the department, nor upon any children whose parents specifically object to it. Such punishment shall be administered only by principals or vice-principals, and shall only be resorted to in extreme cases, when other means fail to maintain obedience."

—St. Francis College opened on the 3rd of September under favourable auspices. The authorities have secured the services of the staff of last year, with the exception of Miss Goodfellow, who resigned her position last June, and who has been replaced by Miss B. Lufkin, M.L.A. The college department, which last year had nineteen students in attendance, probably the largest number it has ever had, re-opened on Monday, 10th September. One of the aims of this institution is to give a thorough education at the lowest possible cost. Both the College and the School, which are Protestant but non-sectarian, are situated in the town of Richmond, Que., a locality which cannot be surpassed for beauty, convenience and healthfulness.

—Stanstead College has also opened under favourable auspices. Its friends have rallied to its support, and the college authorities cannot but be grateful for the generosity and enterprise of the young men of the community who have raised a large sum of money for the purpose, and are already engaged in beautifying the college grounds and providing for the pleasant recreation of the students. A very fine cinder tennis court is just about ready for the young ladies, and a large athletic field is being projected for the boys, which will contain a cricket crease, a tennis court, foot ball ground, etc. The expense of putting in a fountain has also been provided for, and it is the intention to set out a large number of trees. The interest of the people of Stanstead in their school is worthy of imitation by all the communities in the province.

—The chief grievances among the school mistresses of the public schools in Germany are the want of uniformity in all that concerns them, and the inferiority of their position as compared with that of men teachers. The number of lessons they are required to give weekly varies from a minimum of twenty in Barmen and Stettin to a maximum of thirty in

Dresden, the average number being about twenty-five; nor does this seem excessive: it is less than is exacted from masters in the same class of schools. The commencing salary is in country districts as a rule very small; in the towns it ranges from £45 (Koblenz) to £80 (Frankfurt a.M.). The maximum salary to which it is possible to rise shows again great inequalities: in Bingen it is £70, in Frankfurt a.M. it is £130; and the length of service by which an increase is earned varies with the locality. The average maximum salary may be taken at £95. At Frankfurt the maximum is reached by fifteen years' service; Gotha, which pays as a maximum the lordly sum of £75, requires the schoolmistress to serve for thirty years before she becomes entitled to it. Gotha merits a high place in the calendar of meanness.

—Ground will be broken early in the fall for the first building of the American University at Washington, otherwise known as the "Methodist" University. In the original scheme it was stated that no department should be opened until the endowment of the university has reached \$5,000,000, but the hard times of 1892-94 have put a check to the subscriptions, and those who have already made their subscriptions are anxious to see their money put to immediate use. The trustees have enlisted the sympathies of the Epworth League, and this organization has undertaken to raise \$500,000 for the building of an Epworth Hall and the endowment of an Epworth professorship. The endowments now amount to over \$700,000. The university is intended solely for post-graduate work.

—Professor Morris, at the head of the Chemical Department of Cornell University, commenced work as a fireman on the New York Central Railroad. He was advanced to be engineer, and then made up his mind to get an education. He studied at night, fitting himself for Union College, procured books and attended as far as possible lectures and recitations, running all the time with his locomotive. On the day of graduation he left the locomotive, put on his gown and cap, delivered his thesis, received his diploma, went back to his locomotive and made his usual run.

—In Montreal the long vexed question of the Hebrew school tax has received another turn. According to the law all Hebrew real estate owners have the option of inscribing themselves on either the Protestant or Roman Catholic school panels. Up to 1886 all Hebrew property owners paid their taxes under the Protestant panel and the Protestant School

Commissioners provided for the admission of Jewish children to the Protestant schools on equal terms with Protestants, and, moreover, provided special instruction in Hebrew for them. In 1886, the Spanish and Portuguese congregation, including most of the large Hebrew property owners, failing to secure the appointment of their Rabbi as teacher of Hebrew in one of the Protestant schools under salary, inscribed their names on the Roman Catholic school panel, on condition that the Board return eighty per cent. of the taxes collected to the congregation of that synagogue, the latter body establishing a free day school for Jewish children. This school is at present attended by only thirty children, but the institution receives some \$2,200 from taxes. A few years ago the other Hebrew congregations established a day school in connection with the Baron de Hirsch Institute, and it is attended by over two hundred children. The Institute being under neither Board does not receive a cent of taxes. There are two hundred and fifty Jewish children attending the Protestant schools, and the Commissioners received \$600 in taxes from the Hebrew property still inscribed on the Protestant panel. The Hebrew citizens interested in the Baron de Hirsch Institute, considering that the Spanish and Portuguese congregation received more than their share of the Hebrew taxes, have made many representations to the Commissioners on the subject, representing the claims of their own school to assistance.

—The Roman Catholic Board has now decided that the amount of the Hebrew school tax received by them shall be entirely divided among the children of the Jewish persuasion attending the schools established by them and placed under the control of the Board. The rate of the grant to the schools will be based on the average attendance of the pupils as shown by the monthly reports sent to the Board.

—The Board of Education of Jersey City have abolished reviews and written examinations for promotion, also the daily marking system. An estimate will be made each week by teachers of the value of the work done by each pupil, to be expressed on a scale from six to ten. Pupils will be promoted on recommendation of the teacher. Pupils not promoted may have recourse to examination. They have adopted a regulation that no smoking of tobacco in any form shall be permitted in any building under control of the Board. This rule is immensely popular with most of the teachers. It is reported that the State Board of Education will revoke licenses of teachers who use intoxicating liquors as a beverage.

—The following resolution is in process of being signed for presentation to the proper parties by the teachers of the northern section of the Province of Quebec:—We, the undersigned teachers of the counties of Ottawa and Pontiac, Province of Quebec, respectfully beg leave to ask the School Commissioners of said counties that in all future advertisements for teachers the salaries attached to the various positions vacant be stated.

—The calendar issued by the Commissioners of Lachute may be taken as an eagerness on the part of everybody in that community to have a successful academy. Principal Truell and his colleagues are worthy the confidence of all concerned with the school.

—In 1888, Cologne, Germany, opened a school for dull children. This has now an attendance of 150 children. Any child who is found to be abnormally dull in the regular schools is reported to the inspector, who after examining him decides whether he is to be admitted to the dullards' school. At first parents raised objections, but there is no difficulty now. A plan of this kind may find favor with our school boards.

—Several of our exchanges publish news from the high school which is a good thing on many accounts. One of the best plans we have seen is where each pupil is encouraged to send in one or more short spicy notes on events in the schools. Selections are made from these and they are published, without the writers' names, under the general head of contributions from the pupils of the high school.

### **Literature, Historical Notes, etc.**

READING AT SIGHT.—Sight-reading in the Latin course has become more or less a concern to language teachers, inasmuch as it is now becoming a part of school examinations. Its introduction fortunately needs no defence, for the method has passed beyond the stage of educational experiment and novelty. Under the conviction that through the constant reliance on dictionaries and translations of classical authors, the student generally stops short of the essential aim in all language study, viz., the ability to read the language with ease and relish, teachers have felt themselves compelled to supplement the ordinary classical course. The innovation of sight-reading, it is to be hoped, will effect a beneficial change; it is but the first attempt in the ultimate aim of making translation at sight the sole test of fitness in the language. Then no longer a



skilful coach, a shrewdness in gauging the idiosyncrasies of an examiner, or a careful survey of old examination papers, will be summoned into play, but effective teaching. For the method tends to develop in the highest degree the teacher's individuality, which ought not to be hampered unnecessarily. It does much to destroy the evil influence of the constant use of literal translations, which, instead of educating the student, engenders a spirit of slavish dependence. The student at once perceives that he must become independent of his lexicon and grammar, if he is to pass the crucial test of sight-translation.

The aim of reading at sight is to attain a discipline and pleasure in the study. It gives the student and teacher the time to treat the great ancient authors as thinkers and artists, and not merely as a *corpus vile* for minute grammatical dissection. Though the characteristic of this method is the fundamental assumption that complete mastery of the language is attainable with reasonable effort, yet preparatory training must for the present be contented with a lower aim, that of training the student to read depending on himself without lexical or other aids. Reading at sight need not mean the taking up a text-book and reading it off understandingly at once as one would English. Facility in reading can only come by practice.

The question is being frequently asked as to the best method of teaching\* sight-reading, and what "helps" are at hand. It would be impossible to attempt an adequate answer within the limits of the present article, but one may perhaps throw out suggestive hints, and those who are working in this line of growth may aid one another by discussion. At the present stage of educational systems, it seems to us quite unnecessary, or inopportune, to formulate a set of rules by which all teachers should proceed. The individuality of the teacher must be respected, and the method he pursues will largely depend on his previous training and habits of reading already formed. Each may question for himself the nature of the end proposed, and employ the method which, to his mind, is best adapted to further that aim. He must, therefore, be ready to study the philosophical and scientific activity of the age, for

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\* The attention of teachers may be called to the following works :—

*The Art of Reading Latin : How to teach it.* By Prof. Hale (Ginn & Co.)  
*Latin Gate.* Abbott (McMillan & Co.) *First-sight Translation,* Parts 1-4.  
Bendall and Lawrence (*University Press*). *Selections from Latin Authors for Sight-Reading,* in six parts, published by Wm. Foster Brown & Co., Montreal.  
Part II. is specially adapted to schools.

methods of language study were never more discussed than now. This will be the best security against a too great susceptibility to fashion or "fads," or a too great readiness to adopt innovations, as well as dogged perseverance and ultra-conservative tendency, which obstructs even after the force of evidence and respectable authority has become irresistible.

The preceding line of thought would lead one to infer that the methods pursued in sight-reading are not always the same. We may at present recognize two distinct schools, differing in their aims as well as methods. The one aims at first-sight *translation*, and the ordinary course of Latin is supplemented by constant translation of unprepared passages. Since this has been and is still the prevalent mode of teaching Greek and Latin, it would be superfluous for us to elaborate the process here. From the merest summary, any school-boy will be able to fill in the outline: "First look carefully for the *verb*, and translate it; then find the subject and translate it; then find the *modifiers of the subject*, then *the modifiers of the verb*, etc." It is quite impossible to estimate the value of such an intellectual exercise, in its power of analysis and adeptness gained by redistributing the parts of some intricate Greek or Latin thought and recombining them after the model of an English sentence.

Some of the best classicists of to-day, however, maintain that the study of the classics should be something more than an intellectual exercise, and that the essential aim should be such a command of the language, its vocabulary and inflexions, its syntax, and, most important of all, a knowledge of the plan upon which the Latin sentence is constructed, that he may be able to read the words exactly as they stand, and get a mental conception conveyed through the Latin order and in the Latin dress: that is, that we should read and speak and understand the Latin as the Romans did. The habit of reading without consciously translating, they maintain, must be cultivated by every means. "By the system of translating, the student does little more than break up the thought of the author into a thoroughly alien form. It is good training in English, but for a real mastery of the language it is the least effectual method among those to be employed. One of the main objects of teaching languages, to enable the mind to be widened by a sort of naturalization in the life and spirit of another age, is almost totally lost by the present translational method." If translation is desired, then the sentence, paragraph, or passage should be read and comprehended, first in the Latin, and then the

exact sense produced in the English idiom. It is claimed that the student will soon learn that the Latin order is the natural order, and feel a mental shock if that order is transposed; and that, unless this method is pursued, he will fail to understand, in the higher sense, the language, and its beauties, its rhythms and its life will be still locked to him. Some faint conception of the loss by construing the Latin sentence into the English order may be had by the attempt to arrange in grammatical or prose order some of the most beautiful poetic lines of English literature. Yet in the one case it may be still correct speech; in the other, it cannot be. To redistribute and recombine the parts of a Latin sentence in English order is to rend the life from the original, to destroy its symmetry and beauty, the peculiar charm that comes from the freedom of its arrangement. The language no longer lives and glows, it is no longer a living organism—it becomes in very truth a dead language.

The method proposed is not altogether new, but owing to the fact that its advocates are just now many and aggressive it demanded more than a passing notice. But it seems to us that the method to be entirely successful must be rigidly adhered to from the first lesson. It may be thought necessary to use translation in the early training, then translation of the words in the Latin order should be insisted on, giving all possible meanings of a word, which was not determined in its relations till later in the sentence. After the idea of each word is firmly impressed on the mind and the meaning of the sentence as a whole comprehended, the sentence ought to be read with due emphasis till the Latin words and ideas conveyed become inseparable.

But whatever method be employed, most scholars agree that all the purposes for which Latin is commonly studied can be best secured by making the power to read and write the main object of the preparatory course. Much effort, therefore, should be made to master a vocabulary. In regard to the ends to be attained in the knowledge of the language, it must be clear that no less stress should be laid upon the acquisition of a sufficient vocabulary than upon the study of the grammar. For it is through the possession of a vocabulary that satisfactory progress in reading is attained, and a probability that the student will carry his reading beyond the class-room. Acquisition of a vocabulary, too, is needed as a preparation for his professional studies and for a real understanding of the Latin element in English.

There ought also to be systematic training of the ear and

tongue, as well as the eye. Every avenue should be employed to make the knowledge of the language complete; and without pronouncing it with the tongue and hearing it with the ear, we cannot gain a real sense of the life and spirit of a foreign literature. The frequent reading of passages aloud and translation from dictation instead of the printed page will be found a valuable exercise. The learning of the text by heart fixes in the mind grammar and vocabulary, and keeps them ready for later use. No training, moreover, is complete without oral and written translation into the language under study. Here the live teacher needs no text-book, except the author his class may be studying at the time. The text furnishes vocabulary, principles of syntax and the order and arrangement of words in a sentence. Both teacher and pupil will always then have a classic model for imitation and derive inspiration from a living source.

The most serious difficulty, and one we would not attempt to minimize, is the want of time in secondary schools for training in sight-reading. The cure for this we must seek, in part, in more rapid and economic methods in teaching to read the language. And then the reading in class is expected to form only a small part of the reading at sight to be done by the pupil. He should be encouraged to do oral or written translations at home, where he may have a generous allowance of time, but without the aid of lexicon or grammatical help. Thus a stimulus will be afforded for private reading, and the consciousness of new strength will, in many cases, add a fresh incentive to further effort.

A. JUDSON EATON.

### **Practical Hints and Examination Papers.**

The *Teacher's Institute*, in greeting its multitude of readers on their return to school from the holidays, joins with all teachers in a joint series of queries. Another year's work lies before us all. How is it going to tell? Will the youth of our land be as much the better ten months hence for all our earnest efforts as they ought to be? Are our plans for the coming year as much wiser than those of a year ago as an added year's experience should have made them? Is our determination to be watchful and patient and persevering as much stronger? Does our teaching fervor and ability grow with our growth and strengthen with our years? What shall we do in the class-room to put power for good living into the characters of our pupils? What shall we do to develop the wholesome side of individuality? What shall we do to fit the rising generation to better cope with the problems of a free people than our own is doing?

What can the teacher do in the class-room to keep out of the ever-waiting ruts and to keep her children from falling into them? How can she follow system and yet avoid routine teaching?

—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. This efficiency is not of the sort that can be counted upon always to work an increase of salary. But the ability 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 fibre of his character, "Words have weight, when there is a man behind them," said the prophet from Concord. It is the man or woman behind the instruction that makes the real teacher a great deal more than a mere instructor.—*Edward Eggleston*.

—The school-room often is a place of great trial, and this must be comprehended by the teacher. There are temptations to deception, to selfishness, to pride, to be cruel, bitter, greedy, and aggressive, awaiting every child. He must be told that to arise above selfishness, to hold pride in subjection, to refuse to deceive, to resolve not to be cruel, or bitter, or greedy day by day, will make him a nobler creature. But if this is told in the abstract it will not accomplish the end desired. There must be concrete illustrations, and it is well if the child can furnish these himself. In a school, lately, a class-room was visited, where resentment was discussed. One pupil gave as an illustration his observation of a horse that had become cross. "If he had not resented pinchings, he would not have been pinched." The whole effect was to let the pupils discuss and tell what they had seen. At the close the teacher remarked: "Pretty well done, but you have not observed and thought enough. Continue this discussion next Monday."

—COMMON SENSE ARITHMETIC.—Let the different pupils measure the room for themselves. You will be surprised at the awkwardness many display when first given a rule and asked to do practical work. Our rules were furnished by Milton Bradley & Co., and cost us ten cents per dozen. After measuring the room, the length of some one's step, the height of several, and they can form pretty good and correct ideas of the length of objects by "mental measurement," the following plan of questions may be followed:—

1. How many yards in the length? The width?
2. How many inches high is the room?
3. Edward's kite string is 18 feet long: How many feet must be put to it to reach along the one side?
4. Charles is 4 feet high. He stands on a step ladder and his head just touches the ceiling: How high is the ladder?
5. Bella steps two feet at a time: How many steps does she take to go the length of the room?

6. If the four walls were placed end to end, how long would they all be? The end walls only?

7. A fly walks a yard every two minutes: How long will it take her to reach the ceiling if she starts on the floor?

8. How long a card will reach around the room?

9. There are eight windows: How many panes if there are 8 in each window and what are they worth at the rate of 9 cents apiece?

10. Which can you walk the sooner: Along the end wall or the side wall? Explain.

11. The stove stands in the middle of the room: How far to each end? To each side?

With more advanced classes the cost of plastering, flooring, painting and carpenting can be given. Let the rates be as near *actual* as possible and the knowledge gained has a double value.

—How it is done.

2345621

7654379

2598432

7401568

2132142

3121421

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25253563

There are experts who can add very rapidly. The best of them cannot add up a column of *ones* any faster than you can. Here is how some of the "rapid addition" is worked. The "professor" writes a line of figures, then another, and so on. The second line, however, added to the first makes *nines*, except at the extreme right, where the two figures add to *ten*. The third and fourth bear the same relation, and as many more as he chooses to put down. The last two lines, however, are put down at random. Now, to add these columns, he begins anywhere, perhaps at the left hand side, putting down 2 (the number of pairs above), then by simply adding the two bottom lines, he gets the correct sum. Try this. If your pupils do not "get the idea," you can use it to much advantage in drilling them in addition, without having the labor of adding long columns yourself.

—SCHOOL SURGERY.—As a hint from one of our contemporaries could our School Commissioners not supply our schools with the following cheap and simple apparatus?

A few slips of clean soft rag, a roll of soft cotton bandage, a little absorbent cotton wool, a small pair of sharp scissors, a small pair of splint-extracting tweezers, a small roll of adhesive rubber plaster,  $\frac{1}{2}$ -oz. bottle of collodion,  $\frac{1}{2}$ -oz. bottle of Friar's balsam,  $\frac{1}{2}$ -oz. bottle of tincture of arnica,  $\frac{1}{2}$ -oz. bottle of sal volatile, and a little smelling salts.

#### DIRECTIONS FOR USE OF CONTENTS OF SUCH.

*Collodion*.—Apply to cuts with small camel-hair brush, to bind edges together. Paint over blisters, abraded surfaces, chilblains, etc.,

to exclude the air. It may also be spread on strips of muslin and used as a plaster in the above cases.

*Friar's Balsam*.—For cuts and abrasions paint on as collodion, for which it is a good substitute, though not drying so quickly. For chronic cough give a few drops internally on sugar. Friar's balsam is a most excellent and generally useful preparation.

*Tincture of Arnica* (poison).—For bruises and sprains, make a lotion by adding twenty drops to a dessert-spoonful of water, and rub the part frequently with it (be careful not to get it in the eyes or on the lips). If the skin is broken it is better not to use arnica, except in very weak solution (five drops of tincture to a tablespoonful of water), and for such cases collodion and Friar's balsam are much better applications, unless (as in case of a black eye) there is much discoloration.

*Sal Volatile* (Aromatic Spirit of Ammonia).—For fainting, nervous headache, or heartburn, 15 to 30 drops (child), 30 to 60 drops (adult), in wine-glass of water. For nettle or insect stings, paint over wound.

*Smelling Salts*.—For headache, fainting, etc. By adding a few drops of pure carbolic acid, thymol, or eucalyptol, the salts may be converted into anti-catarrahall smelling salts quite as effective as those sold under fancy names at extravagant prices. Smelling salts may be strengthened when they become weak, by the addition of a little strong solution of ammonia.

*Soft cotton rag* is required for binding up small cuts and wounds.

*The Cotton Bandage* is a specimen of the kind required for larger cuts and wounds. It should, of course, vary in width with the part to which it is to be applied. The first treatment of fractures and extensive wounds, the *Triangular Handkerchief Bandage* is unequalled.

NOTE.—A strip of sheet india rubber, one or two yards long, and about two inches wide, is one of the most easily applied and effective bandages for arresting bleeding from a wounded limb.

*Absorbent Cotton Wool*, bound over cuts tends to arrest bleeding, like puff-ball and spider's web.

*The Scissors* are useful for cutting off pieces of skin, etc., that may get rubbed up. They should be used as little as possible for clipping bandages, plasters, etc., and should be kept very clean and sharp.

*The Tweezers* are required for extracting splinters, stings, etc. They should always be well cleaned and dried after use before being put away.

*Rubber Adhesive Plaster* is better and more adhesive than the ordinary diachylon plaster. Like diachylon, it has little or no healing property, but it is useful simply for bringing together the edges of wounds, and thereby assisting the healing process of nature. If applied to a raw surface or covered completely over a wound, diachylon especially is very liable to cause inflammation or ulceration.

## ENGLISH (GRADE III. MODEL SCHOOL OR I. ACADEMY.)

## SECTION I.

1. Break the following passage up into clauses and underline the predicates :—

Thus to relieve the wretched was his pride,  
 And e'en his failings leaned to virtue's side ;  
 But in his duty, prompt at every call,  
 He watched and wept, he prayed and felt for all ;  
 And as a bird each fond endearment tries  
 To tempt its new fledged offspring to the skies,  
 He tried each art, reprov'd each dull delay,  
 Allured to brighter worlds, and led the way.

2. Write out any passage of ten lines or more taken from the last hundred lines of the "Deserted Village," and then paraphrase it.

## SECTION II.

3. What are ten of the principal events in the life of Oliver Goldsmith ?

4. Write out the stanza beginning "Vain transitory splendours ?"

5. What is the context of the expressions :—

Low lies that house, etc.  
 Now lost to all, etc.  
 That Trade's proud empire hastes, etc.  
 Far different these, etc.

## SECTION III.

6. Write out in your own words the paragraph read on Friday for dictation. (The examiner may read the paragraph once in the hearing of the pupils.)

7. Give the derivation of the words :—*convex*, *tribe*, *intrude*, *torrid*, *potion*, and give examples of words formed from the stems of these words, two to each stem at least.

8. By means of relative pronouns, adverbs and participles, expand the sentence : "The village church topt the hill," (1) into a complex sentence of at least thirty words, and (2) into a compound sentence of at least forty words.

## ARITHMETIC (GRADE III. MODEL OR GRADE I. ACADEMY.)

## SECTION I.

1. If  $\frac{2}{3}$  bu. wheat cost  $\$5$ , what is the cost of  $\frac{3}{4}$  bu. ?

2. How many acres does a farm contain, if  $\frac{3}{4}$  of it is in grass,  $\frac{5}{16}$  in corn,  $\frac{1}{4}$  in wheat, and the remaining 16 acres in oats ?



3. A merchant had \$91.20 remaining after buying 2180 bushels of rye at 75 cents per bushel, and 5237 bushels of wheat at \$1.05 per bushel. How many bushels could he have purchased if he had bought no rye and invested all his money in wheat?

## SECTION II.

4. 18% of a man's wealth is in real estate, 24% in bank stock, 26% in railroad bonds, and the remainder in money. What is he worth if his money alone amounts to \$10288?

5. What is the interest of \$837.40 for 1 year, 7 mos., 23 days, at 6 per cent. per annum.

6. A and B engage in partnership, A investing \$5976 and B \$6474. What per cent. of the capital of the firm did each invest?

## SECTION III.

7. What is the square root of 10.125124 and of  $\frac{34969}{80000}$ ?

8. What is the area of a triangle whose base is 18 yards and altitude 24 feet?

9. What is the cost of a rectangular piece of land 242 yards long and 110 yards wide, at \$36.50 per acre?

## LATIN (GRADE III. MODEL SCHOOL OR GRADE I. ACADEMY.)

## SECTION I.

1. Translate;—Dum nos placidus somnus recreabat, vos vigilabatis. Si animum virtutibus ornaveris, semper beatus eris. Tarquinius Priscus Romanam urbem muris cinxit. Audacter pugnavit atque amicum fortiter defendit. Pax cum Caesari non facta est. Brutus in castra Caesaris venerat. Milites urbem expugnare possunt. Qui Deo obedit, etiam hominibus obediet. Hannibal magnum exercitum in Italiam ducet. Vires vestas semper exercete, pueri!

2. Translate:—Verba bona discipuli a magistro laudabantur. Multos et altos muros aedificabunt viri urbis. Multa verba in memoria manserunt. Viri fortes urbem templaque defenderunt. Clamoribus militum nostrorum territi sunt hostes. Servi Graeci filios Romanorum nobilium educabant. Capita animalium multorum videbantur. Ita judicat iudex justus, ut in omni re rectam conscientiam servet. Graecia omnibus artibus floruit.

3. Translate into Latin:—God is the creator of all things. The king's physician was bound by his slave. I shall not fortify, you are not being clothed, they will not be punished. The city is fortified by strong walls. The citadel was very carefully guarded by the soldiers.

## SECTION II.

4. Parse the nouns in the first five sentences of either of the above extracts.

5. Decline *hortus* and *genus*.

6. Decline *hic* in the singular, and *is* throughout.

## SECTION III.

7. Give the Latin numerals from thirty to fifty.
8. Conjugate *moneo* in the imperfect indicative and subjunctive active, and in the future indicative and present subjunctive passive.
9. Parse ten of the verbs in either of the extracts in Section I.

## SACRED HISTORY (GRADE III. MODEL SCHOOL OR I. ACADEMY.)

## SECTION I.

1. Name ten places mentioned in the gospels and describe minutely where they are situated.
2. Give an account of the Temptation. What poet has described this event?
3. Enumerate any five of the miracles, and narrate in your own words the circumstances of any one of them.

## SECTION II.

4. What is a parable? Narrate the parables of the sower and of the talents. Explain them.
5. Who were :—Paul, Stephen, Nicodemus, Luke, Zebedee, Mary Magdalene, Herod, Annas, Judas, Jude?
6. What events in Bible history happened near the Jordan? Describe the course of the river.

## SECTION III.

7. Give an account of the Transfiguration. On which of the mountains of Palestine is it supposed to have taken place?
8. Describe the flight into Egypt and the causes which led to it.
9. Christ is said to have uttered seven different expressions while on the cross: repeat those you remember.

## GEOMETRY (GRADE III. MODEL SCHOOL OR I. ACADEMY.)

## SECTION I.

1. Name the various kinds of four-sided figures and define them.
2. Draw the figures of the first five propositions in Book I.
3. Give the general enunciations of the last five propositions in your course.

## SECTION II.

4. Prove that the exterior angle of any triangle is greater than either of the interior or opposite angles.
5. Prove that any two sides of a triangle are greater than the third side.
6. Draw a straight line equal to a given straight line from a given point out of the same.

## SECTION III.

7. "Any two angles of a triangle are together less than two right angles." Write out all the parts of this proposition.

8. Construct a triangle which has its sides equal to three given straight lines.

9. Show the difference between the fourth and eighth propositions in their enunciation and construction. Prove either one of these propositions.

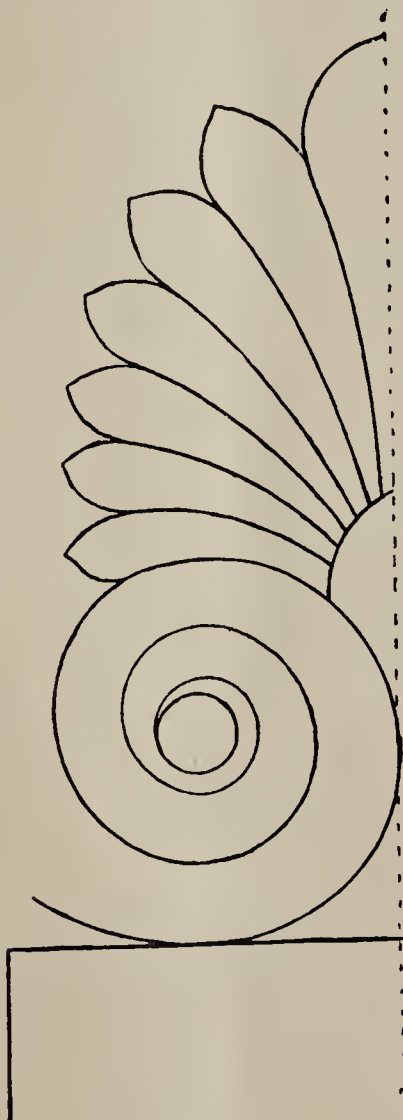
DRAWING (GRADES I. AND II. ACADEMY.)

1. Draw a regular pentagon 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 a cow. (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 regulation drawing paper.)



ENGLISH (GRADE II. ACADEMY.)

SECTION I.

1. Break the following passage up into clauses, and underline the predicates :—

The hunter viewed that mountain high,  
 The lone lake's western boundary,  
 And deemed the stag must turn to bay  
 Where that huge rampart barred the way . . .  
 The wily quarry shunned the shock  
 And turned him from the opposing rock.  
 Then, dashing down a darksome glen,  
 Soon lost to hound and hunter's ken,  
 In the deep Trosach's wildest nook  
 His solitary refuge took.

2. Give the particular analysis of the last sentence, beginning "The wily quarry," &c.

#### SECTION II.

3. What events are represented in Canto II. as having taken place. Write them out as in a composition, illustrating by quotations.
4. Write out in consecutive order any fifteen lines taken from Canto IV.
5. Draw a map of the district of the Trosachs, inserting all the prominent places mentioned in the poem.

#### SECTION III.

6. Compose a paragraph of at least fifteen lines on the "Character of Roderick Dhu." (Be careful of your sentences.)
7. Give in your own words a synopsis of the last Canto, as a composition exercise.
8. In connection with what event do the following lines occur. Give the context:—

Yet slow he laid his plaid aside . . .  
 Hail to the chief who in triumph advances . . .  
 It was a lodge of ample size . . .  
 Thy secret keep, I urge thee not . . .  
 Then clamoured loud the royal train . . .

#### LATIN (GRADE II. ACADEMY.)

##### SECTION I.

1. Translate into English:—

His Cæsar ita respondit: "Eo sibi minus dubitationis dari, quod eas res, quas legati Helvetii commemorassent, memoria teneret; atque eo gravius ferre, quo minus merito Populi Romani accidissent; qui si alicujus injuriæ sibi conscius fuisset, non fuisse difficile cavere; sed eo deceptum, quod neque commissum a se intelligeret, quare timeret; neque sine causa timendum putaret. Quod si veteris contumeliæ oblivisci vellet; num etiam recentium injuriarum, quod eo invito iter per Provinciam per vim tentassent, quod Æduos, quod Ambarros, quod Allobrogas vexassent, memoriam deponere posse? Quod sua victoria tam insolenter gloriarentur, quodque tam diu se impune tulisse injurias admirarentur, eodem pertinere: consuesse

enim Deos immortales, quo gravius homines ex commutatione rerum doleant, quos pro scelere eorum ulcisci velint, his secundiores interdum res et diuturniorem impunitatem concedere."

2. Translate into Latin :—

Although these things were so, yet hostages might be given to him. He understood that they would do those things which they had promised; and he said that he would make peace with them if they would give satisfaction to the Ædni. But Divico replied that the Helvetians were accustomed to receive, not to give hostages. He said also that the Roman people had been witness of this thing; and having said this, he departed.

### SECTION II.

3. What is the full force of *quo minus*, *num etiam*, *tam diu*, *consuesse enim*. Explain the construction in each case.

4. What is the difference between the *direct* and *indirect discourse*. Give all the examples in the above extract of the "accusative before the infinitive."

5. Narrate the story of the Helvetian War in your own words.

### SECTION III.

6. Give the principal parts of any ten of the verbs in the Latin selection, none of them being the same.

7. Write a list of all the nouns in the same selection and mention their gender and case.

8. Write out ten of the rules of Latin syntax and exemplify each of them in a Latin sentence.

## GEOMETRY (GRADE II. ACADEMY.)

### SECTION I.

1. Name the various kinds of four-sided figures and define them.

2. Draw the figures of propositions II., IV., VI., XI. and XIII. in both books.

3. Give the general enunciations of propositions VIII., XXIV. and XLV. of Book I. and the same of propositions VII. and XII. of Book II.

### SECTION II.

4. Prove that the exterior angle of any triangle is greater than either of the interior or opposite angles.

5. Prove that any two sides of a triangle are greater than the third side.

6. Construct a parallelogram equal to a given triangle having an angle equal to a given angle.

### SECTION III.

7. What proposition in Book II. can be represented by the algebraical formula  $(a + b)^2 = a^2 + b^2 + 2abc$ . Enunciate it.

8. Prove that if a straight line be divided into two equal parts and also into two unequal parts the squares on the two unequal parts are together double of the square on half the line and of the square on the line between the points of section.

9. Construct a square equal to a given rectilinear figure and prove the proposition.

### ALGEBRA (GRADE II. ACADEMY.)

#### SECTION I.

1. Find the H.C.F. of  $x^4 + 7x^3 + 6x^2 - 32x - 32$  and  $x^2 + 9x + 20$ ; and find the L.C.M. of  $x^2 - y^2$ ,  $x^2 + xy - 2y^2$ , and  $x^2 + 9x + 20$ .

2. Find the simple factors of  $x^2 - y^2 + z^2 - a^2 - 2xz + 2ay$  and of  $x^{16} - y^{16}$ .

3. Find the product of  $(a + b)$ ,  $(a^2 + ab + b^2)$ ,  $(a - b)$  and  $(a^2 - ab + b^2)$ .

#### SECTION II.

4. Solve the equation:—

$$\frac{4x+7}{4x+5} + \frac{4x+9}{4x+7} = \frac{4x+6}{4x+4} + \frac{4x+10}{4x+8}$$

5. Solve the equation:—

$$ax + b = bx + a.$$

6. Solve the equation:—

$$(x+7)^2 + (5-x)(x+5) = 36x.$$

#### SECTION III.

7. Find a number such that when it is divided into 4 and into 3 equal parts, the continued product of the former parts shall equal 81 times the continued product of the latter.

8. The breadth of an oblong space is four yards less than its length; the area of the space is 252 yards. Find the length of its sides.

9. The debt on a new school was paid off by three generous friends of education. *A* paid half the debt and \$2 more; *B* paid half the remainder and \$7 more; *C* paid half the remainder and \$8 more. How much did each pay?

### FRENCH (GRADE II. ACADEMY.)

#### SECTION I.

1. Same as question 1, Grade III. Model School or I. Academy.

2. Translate into English:—La prise d'Anvers avait habitué Philippe II. à user de ces moyens qui étonnent l'imagination des hommes. Les refus qu'il avait éprouvés de la reine Elisabeth, le désespoir de ne plus régner sur un pays où, de concert avec son épouse Marie, il avait élevé tant de pieux bûchers, la jalousie qu'excitaient en lui les premières entreprises de la marine anglaise, les exploits et les découvertes de Drake, de Davis, et de Frobisher, le besoin d'ôter à la Hollande le seul allié qui lui restait fidèle, enfin la mission qu'il croyait avoir reçue du ciel de combattre partout l'hérésie, lui firent équiper une flotte qui pouvait remplir d'épouvante les deux hémisphères. Les préparatifs de cette flotte occupèrent pendant trois ans tous les peuples soumis à la domination de Philippe.

## SECTION II.

3. Same as question 2, Grade III. Model School or I. Academy.

4. Translate into French :—In vain did Philip spread the report that this great armament was destined for the West Indies. Elizabeth knew too well the hatred, the ambition and the fanaticism of her own enemy, to doubt for a moment that England alone was threatened. She seized the occasion which presented itself to save the glory and the independence of her country. Aided by her vigilant minister Walsingham, and even more by the resources of the country and the patriotism of the people, she was able to float more than eighty ships of war.

**Correspondence, etc.**

In answer to some queries about writing we quote the following:—

*The front position is the best.*—Face the desk, the body being nearly upright and brought close to, but not touching, the desk. Both feet should rest flat upon the floor, the left thrown a little in advance of the right. The arms from the elbows to the hands should rest upon the desk. The left hand holds the book firmly in position and in connection with the writing arm forms a right angle. The writing arm forms a right angle with the ruled lines.

*Pen Holding.*—The writing hand rests upon the tips of the nails of the third and fourth fingers. This rest for the hand is called the *sliding rest*. The arm rests upon the muscular part between the elbow and wrist. The wrist should be held perfectly flat so that a penny or button placed upon it will not slide off while writing; the wrist also should not touch the desk. The first finger rests upon the pen, the tip of the finger being from one to one and one-half inches from the point of the pen. The finger forms with the pen a slight bow, the pen crossing the finger between the two upper knuckles. The second finger is held so that the pen crosses it at the root of the nails.

*Height and slant.*—All the letters, large or small are either one, two, or three spaces in height. The one-space letters are *a, c, e, i, m, n, o, u, v, w*, and *x, r*, and *s* are a trifle higher.

The two space letters are *t, d*, and *p*. The three space letters are as follows: *l, b, h, k*, and the upper part of the *f*; *p* and *q* extend one and one-half spaces below the line; *j, z, y, g*, and *f* extend two spaces below the line.

*Slant.*—The down stroke of nearly all the American systems is at an angle of about 52°.

*Width.*—The width of letters is measured by the width of the small *u*, the distance between the two top points being called one space. In the small *n* the distance between the down strokes is the same as the *u* one space. Now take the word *and*; the distance from the starting point to the beginning of the down stroke is two spaces. The distance from the down stroke of the *a* to the down

stroke of the *n* is one and one-fourth spaces, from the down stroke of the *d* two spaces, from the down stroke of the *d* to the finish of the letter, one space.

*Analysis.*—Very little analysis is used at the present time, but in forming letters the terms under curve, over curve, and straight line are often used. Thus in making the *m* the teacher says, "Over curve, straight line, over curve, straight line, over curve, straight line, under curve, straight line." All the letters can be made by this method, and the teaching of elements and principles avoided.

*Science and art.*—The systematic arrangement of knowledge is called science. When applied to lines, angles, spaces, shading, etc., as used in writing it is called the science of penmanship. Art is the application of science. Writing becomes an art when we can apply the principles laid down by the science in actual writing and the art is in a high or low state according to the skill displayed in executing it.

—A young lady gives the following as a cure for tardiness which our teachers may desire to read:—I have a cure for tardiness, which I have tried, and it has proved so great a success that I send it to you. At the beginning of the school year in September, 1893, I started out with thirty new pupils. During the first month I had two cases of tardiness; the second, one, and the third, one. Three of them were caused by the same boy, who could not get up in season to eat his breakfast and get to school by half-past eight. Every plan was tried to prevent it, except by punishing (which I did not want to do) without success, until I told them at the beginning of a new month, if we did not have any tardiness for one week, they should have a surprise Friday afternoon. During that week the troublesome boy came to school three mornings without his breakfast, but was not tardy. Before school time Friday afternoon, every child in the room, I think asked several times if they were to have a surprise. I replied, "Yes," every time. At 1.45 every one being present, I thanked them for the improvement made, and then told them that we would invite all the children in the building and teachers to unite with us in singing patriotic songs the first half hour. The invitation was accepted. After all was over the troublesome boy asked, if we were going to sing every Friday afternoon. I replied, "Yes, if we have no tardy marks." The children's faces were radiant. From this device we have had many good results. We have had no tardiness in my room for twenty weeks. It has inspired the children with a feeling of pride. After the singing the children are allowed to recite "Memory Gems" which they enjoy very much. It has taught the children how to behave when brought together. Try this plan before punishing for the evil. HELEN VINE.

—Has any teacher in the Province of Quebec a query of this kind to put?—"In the district where my sister has been teaching the schoolhouse is located on a cross road. The road was drifted full of snow and no track was made through the drifts for several days.



She made two or three attempts to reach the schoolhouse but could not. Should she forfeit wages for time thus lost?"

—In one of your recent numbers a puzzled teacher asked you to give a good answer to the question, "Why invert the divisor when it is a fraction?" to which you gave two or three answers.

Permit me to submit another.—"Simply for convenience."

Thus  $6 \div 3-4 = ?$  Since the divisor has a name, fourths, the dividend must have the same name, as in addition, and subtraction, or a common denominator.

Hence,  $6 \div 3-4 = 24-4 \div 3-4 = 24.3 = 8.$

But for convenience  $6 \div 3-4 = 6 \times 4-3 = 24-3 = 8.$

*Hackensack, N.J.*

A. A. B.

—How am I to cure the bad grammar in my school? The grammarian's false syntax is often a thoroughly artificial product, made up to work with the rule which he wishes the pupil to apply. His sentences commonly belong to two widely different classes. Either they are fashioned for the purpose of illustrating some far-fetched rule, or some hair-splitting distinction as to the use of words, and consequently are totally removed from the pupils' needs or demands; or else, they contain forms of speech so palpably wrong that the pupils would perhaps never have dreamed of them had the book not suggested them. The very sight of the incorrect sentence is pernicious, since it may engrave upon their minds errors otherwise unknown. There is a way in which we may do this work and avoid the fatal effects of the text-book sentences. Select three pupils to-day and tell them to make a list of all the incorrect sentences which they hear from that time until the beginning of school to-morrow morning. They are to be alert in the school-room, the playground, on the street and at home. They are not to report the names of the persons detected in murdering the American language. To-morrow take up these sentences one by one, reading them to the class for correction. Do not write them upon the board. Use your judgment in omitting any sentences not wisely reported, or not well adapted to the exercise. In this way you may get at the actual speech of the people with whom your pupils come in contact and by whom they are affected.—*Enquirer.*

### **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 GRAPHIC READERS are the finest series of Readers ever published, and to assimilate them as a series for our Canadian schools would be an easy undertaking. They are published by William Collins, Sons & Co., of Glasgow, Scotland. The prominent features of excellence are the arrangement into lessons, the clear

typography, the beautiful and appropriate illustrations, the quality of the paper, and the strength of the binding. We heartily commend the enterprise of the firm that has put on the market, at great expense, such an excellent series.

XENOPHON'S ANABASIS, edited by Drs. Goodwin and White, of Harvard University, and published by the Messrs. Ginn & Co., of Boston. In this attractive text book are to be found the first four books of the Anabasis, and we can only repeat the encomium passed upon it by a student who took it from our table to examine it, "Would that we had had such a text book when we were going through our Greek class." In point of historical notes, explanatory elucidations, illustrations and expansive vocabulary, the book is sure to be a favorite with master and pupil.

PRIMARY GEOGRAPHY, by Alex. Everett Frye, and published by the same firm, is sure to make the progressive teacher long for the day when he may have some choice in the selection of his own text books. The maps and illustrations are of the finest, and the text is just what the young student will take to with zest.

THE INTERNATIONAL CONGRESS OF EDUCATION has issued its volume of addresses and proceedings in connection with its celebrated gatherings at Chicago during the summer of 1893, and a magnificent compendium it is. The reports are given of the addresses of the educationists, who collected from all parts of the world to take part in the discussions, and those who went from the Canadian provinces have no cause to find fault with the courtesy of the compilers. The men who *run* our Dominion Association and prepare its reports would lose nothing by procuring a copy of these transactions, and from its pages find out how a compilation can be issued without giving offence to the contributors.

SCHOOL HYGIENE, by Dr. Arthur Newsholme, of London University, and published by Messrs. D. C. Heath & Co., of Boston. The laws of health in relation to school life is the subject discussed in this neat little volume; and we would advise every Board of School Commissioners or the secretary to secure a copy of the work. To study such a work as this would open the eyes of many of our School Commissioners to the necessities of school hygiene, in the choice and improvement of the school site, the construction of the buildings, the school furniture, lighting, heating, ventilation, drainage, muscular exercise, etc. The Government would do a great deal of good by distributing a number of these books.

SCIENCE OF THOUGHT, by F. Max Müller, and published by The Open Court Publishing Co., Chicago. The thoughtful teacher will find the first beginnings of many things for himself in this little volume of three of Max Müller's lectures. Let them procure it by sending to the publishers 25 cents.

THE CYCLOPEDIA REVIEW OF CURRENT HISTORY is a periodical which we have frequently recommended to our teachers, as a source

from which they may draw material for many a lesson on current events. It is published by the Messrs. Garretson, Cox & Co., Buffalo, N.Y., at \$1.50 per annum.

ZOOPRAXOGRAPHY, by Prof. Edward Maybridge, and published by the University of Philadelphia. Zoopraxography means the science of animal locomotion, and anyone who has seen the zoetrope in operation will understand what this little volume undertakes to explain.

GOOD LITERATURE. Messrs. Houghton, Mifflin & Co., of Boston, have just issued a very interesting pamphlet of 32 pages, entitled Good Literature. It is divided into three parts. The first part contains the opinions of eminent men who favor the use of literature in schools. In part two are given the methods of using literature adopted by the Superintendent of Schools in Chicago, Mr. Balliet, the Superintendent of Schools at Springfield, Mass., Mr. Maxwell, the Superintendent of Schools at Brooklyn, New York, and many others. The third part contains a graded list of literary masterpieces suitable for school use. There is an interesting introduction to the whole, showing what the aim of the publishers has been in supplying good literature in a cheap form. There is given also an index of the seventy-six educators represented, and an index of the authors whose works are described. Every person interested in having good literature read in the schools of our country is strongly advised to send to the publishers for a copy of this pamphlet, which will be sent free on application.

PROMETHEUS UNBOUND, by Percy Bysshe Shelley, edited by Vida M. Scudder, M.A., and published by the Messrs. D. C. Heath & Co., Boston. This edition, the only students' edition in existence, has an excellent introduction, and closes with suggestions towards a comparison of Shelley's work with that of Æschylus. It is in every respect a valuable introduction to the study of Shelley's greatest work. The price is only 65 cents.

CÆSAR'S DE BELLO GALLICO, Books V. and VI. with introduction, notes, maps and illustrations, appendix with hints and exercises on translation at sight and on re-translation into Latin. The editor of this very complete volume is Mr. Robertson, of one of the Toronto High Schools, and the publishers are Messrs. W. J. Gage & Co. The book does not come within the scope of our curriculum, but if it did we would have no hesitation in recommending its use in our schools as a text book sufficient for every purpose within its scope.

SELECT POEMS OF TENNYSON with introduction and notes by Dr. F. H. Sykes, M.A., and published by the Gage Co. of Toronto. We can imagine nothing so attractive as this volume for the pupil entering upon a study of Tennyson.

THE ATLANTIC MOETHLY has an excellent table of contents for September for the teacher on his return from the summer holidays.

## Official Department.

### NEW SCHEME OF BIBLE STUDY FOR PROTESTANT SCHOOLS AUTHORIZED BY THE PROTESTANT COMMITTEE.

| Class.     | New Testament<br>Stories.   | Old Testament<br>Stories.   | Memorized<br>Matter.  |
|------------|---|---|---|
| Grade I.   | <p>Events connected with Birth of Christ. Luke i., 11.7. Visit of Shepherds. Luke ii., 8-20. Visit of Magi. Matt. ii., 1-12. Flight into Egypt. Matt. ii., 13-23.</p> <p>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.</p>  | <p>Outlines of chief events to the end of the life of Joseph.</p> | <p>The Lord's Prayer.<br/>The Beatitudes.<br/>Six special texts, viz.:<br/>Psl. iv., 8,<br/>Psl. li., 10, 11,<br/>Matt. xi., 28,<br/>John iii., 16-17.</p>                          |
| Grade II.  | <p>As in previous year together with the Circumcision and Presentation of Jesus. Luke xii., 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., 1-2.</p>  | <p>Outline of chief events to the death of Joshua.</p>            | <p>The Lord's Prayer.<br/>The Beatitudes.<br/>The Apostles' Creed.<br/>Six special texts, viz.:<br/>Psl. xix., 12-14, Prov. iii., 5, Matt. xi., 29, John x., 14, John xiv., 15.</p> |
| Grade III. | <p>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.</p> | <p>Outline of chief events to the end of Solomon.</p>             | <p>As before, except the texts with the addition of the Ten Commandments and Mark xv.</p>   |

| Class.           | New Testament Stories.  | Old Testament Stories.   | Memorized Matter.   |
|------------------|---|--|---|
| Grade IV.        | Appearances after Resurrection. John xx., Matt. xxviii., 16-20, Luke xxiv., 13-35. Pentecost. Acts ii.<br>Gospel according to St. Mark. | Two Kingdoms, Captivity, Return, Second Temple, Daniel, Ezra, Nehemiah and Esther. | As before, except the chapter to be learned with the addition of St. John xiv.  |
| Model Grade II.  | Gospel according to St. Luke.   | First half of the Old Testament history.   | As before, except the chapter to be learned with the addition of Psl. xc. and the names of the Books of the Bible in order. |
| Academy Grade I. | Gospel according to St. John.   | Second half of the Old Testament history.  | As before, except the chapter to be learned with the addition of St. John iv.   |
| Grade II.        | Acts of Apostles with Review of the Gospels.  | Review of the Historical portions of the Old Testament.                            | As before, except the chapter to be learned with the addition of St. John ix.   |

## NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, by order-in-council, dated the 25th of May last (1894), to erect into a school municipality by the name of "Betsiamites," the peninsula bounded on the north by the river Betsiamites, on the north-east and south by the river Saint Lawrence, it adjoins the main line on the north-west side, in the county of Saguenay.

26th May.—To erect into a school municipality, for Roman Catholics only, under the name of Saint André de Sutton, in the county of Brome, lots numbers 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, of the 2nd range of the township of Sutton; lots numbers 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, of the third, fourth and fifth ranges of the said township of Sutton, and lots numbers 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22 and 23, of the sixth, seventh, eighth and ninth ranges of the said township of Sutton.

—To erect a new school municipality under the name of “St. Benoit Joseph,” county of Beauce.

—To erect the following school municipalities:—“St. Germain de Kamouraska,” county of Kamouraska; Aguanus, Piasta Bay, Romaine, Tabatiere, St. Augustin, River St. Paul, Lourdes de Blanc Sablon, all in the county of Saguenay.

—To amend order in council No. 211, of April 28th last, 1894, by making the erection of the school municipality of St. Pierre aux Liens, county of Hochelaga, to apply to the Roman Catholics only.

4th June—To appoint a school trustee for the municipality of Newport, county of Compton.

31st May—To appoint M. Felix Carbray, M.P.P., Roman Catholic school commissioner of the city of Quebec, to replace the late Honorable John Hearn.

—To erect a school municipality under the name of “St. Jean de St. Nicholas,” county of Levis.

9th June—To detach from the school municipality of Saint Eugene de Grantham, in the county of Drummond, the lots Nos. 17, 18, 19, 20 and the two-thirds of lot number 21, of the 12th and 13th ranges of the township of Grantham, and erect the same in a school municipality, under the name of “Village of Saint Eugène de Grantham.”

22nd June—To change the limits of the following school municipalities:—St. Pierre de Broughton, Sacré Cœur de Marie de Thetford, county of Beauce; Ste. Anne, county Chicoutimi; St. Pierre, county Lake St. John.

—To appoint the Venerable Archdeacon Lewis Evans, of the city of Montreal, a Protestant school commissioner of the said city of Montreal.

23rd June—To appoint a school commissioner for the municipality of Ouatichouan, county Lake St. John.

29th June—To erect into a school municipality the parish of Notre Dame de Pierreville, in the county of Yamaska, with the same limits which are assigned to it in the proclamation which erects it civilly.

28th June—To detach from the school municipality of Compton, in the county of Compton, the “Village of Compton,” and erect it into a distinct school municipality, with the same limits which are assigned to it by the proclamation of the 12th of June, 1893.

28th June—To appoint Messrs. F. D. Monk, advocate; L. E. Desjardins, physician, and M. T. Brennan, physician, members of the Board of Roman Catholic School Commissioners, of the city of Montreal, pursuant to the provisions of the second section of chapter 24, of the act 57 Victoria, of the statutes of the Province of Quebec.

THE  
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**Articles : Original and Selected.**

CHRISTIANITY AND EDUCATION.

The action of the Protestant Committee in revising, at the suggestion of the Bishop of Quebec, that portion of the Course of Study which deals with Scripture knowledge, cannot but lead our teachers to consider how far moral drill in school may legitimately find strength from the true religious training. Christ's commandments embody a higher standard of morality than the ten commandments, and yet how few of the children attending our schools can repeat ten of them as readily as they can the ten commandments given to Moses. Christ's example is surely a safer guide than the example of the prophets, judges, or early kings of Israel and yet how often the minutiae of their lives are taught to the neglect of that biography which is the record of a new civilization introduced to the notice of men eighteen centuries ago. If our teachers will take the pains of reading the following article by Dr. David Hill on "Christianity and the Problems of Education," the truth cannot but be born in them that there is some need for a fundamental reform in the school-work of the present time.

The unfolding of a human being, says Dr. Hill, like the growth of a plant, depends largely upon its surroundings. What soil, air and sunshine are to the plant, family influence, social customs, and public opinion are to the child. Long before conscious purposes of human development were formed education existed; before the imitative instinct in the presence of unreflecting example is sufficient to call into action many of

the human faculties. A continuity of life runs through all human history and our education began before we were born. The principle of heredity extends not only to organic descent, but also to intellectual and moral development. Language, literature, law, and science constitute a veritable inheritance. Each generation may begin where its predecessor ended, but on the condition of some organizing effort to acquaint the young with the history and acquisitions of the past. This, however, even very crude peoples undertake and accomplish. Ideals of human life, consciously or unconsciously, are formed in the mind, and these become the educational types of different ages and nations. At last they are gathered in a conscious purpose. Institutions are then created to mould the young after the ideals, and thus education comes to be a social function.

To educate a child is to enable it to fulfil its life-plan and realize its destiny. Organized educational work involves the clear conception of an end to be attained, the conscious apprehension in clear-cut form of the child's nature and future. Every people advanced beyond the rudimentary condition of savagery has such an idea of the end to which education furnishes the means. "The national education," says Dr. Barnard, "is at once a cause and an effect of the national character; and accordingly the history of education affords the only ready and perfect key to the history of the human race and of each nation in it—an unflinching standard for estimating its advance or retreat upon the line of human progress.

2. Among the oriental nations the individual counts for nothing. His destination is a place in a complex, stationary, and completed social framework, and his education is shaped with the end of adjusting him to his place. In China the mind looks backward, never forward, and the type of culture may be called ancestral. Every human being is taught to be like his fathers, to reverence them as deities, and all personal spontaneity is rigorously repressed. The caste discipline of India is similar in its retrospective tendency, training every child, according to the one of four castes to which he belongs by birth, to take the place of his forefathers. Persian education is built upon the stability of the State, and service to the sovereign is the end of all endeavor. The ancient Hebrews moulded the young upon a theocratic pattern more elevated and noble than any other oriental conception, shaping the entire life for service to God, and thus placing the moral development above the intellectual.

3. The classical nations of antiquity regarded the State as the end of existence, the individual as a desirable object, but



only as subsidiary to the ulterior purpose of glorifying public life. The Greek and Roman theories of education—the martial training of Lycurgus, the æsthetic culture of Pythagoras, the dialectic practice of the Sophists, the philosophic politics of Cicero, and the rhetorical system of Quintilian—all contemplate the preparation of the few for whom these phases of education were designed for the public duties of citizenship. Nowhere in antiquity, nowhere outside of Christendom do we find the full and harmonious development of man for his own sake regarded as the end of education.

## II.

1. With the advent of Christianity a new conception entered the minds of men. It was not distinctly formulated either by the Founder of Christianity himself or by any of his chosen apostles, but its germ was latent in the new idea of man. “Be ye perfect,” said Jesus, “even as your Father in heaven is perfect.” At first this perfection was understood as a moral perfection, a growth in righteousness. But reflection has developed this new idea into a vastly broader and more symmetrical one. It was much to conceive of man as capable of any form of perfection and to place this before him as a goal to be attained by every individual. Holiness is wholeness. Slowly but logically the conception has grown into the modern Christian ideal of education. Not only moral character but intellectual power belongs to that Being in whose image man is created. The realization of man’s complete nature as the image of God involves his growth of mind, his perception of plan and wisdom in the creation of the world. Each day should add some new lesson in the divine tuition. As a son of God, study becomes to him a part of worship. “To know, in order to be,” is the new maxim of Christian faith.

2. We must not forget, however, that this now familiar contemporary idea is recent and has a history that has led to doubt concerning the attitude of Christianity toward certain forms of culture. In the early centuries of the era which it has created, Christianity claimed no alliance with the intellectual forces of the world and introduced no scientific renaissance. Its primary work was moral and spiritual, and this required other instruments than mental culture. Its next task was the humanizing of the Northern barbarians, whose multitudes were brought to the standard of the cross by moral object lessons rather than by a scientific process. The time was not ripe for the unfolding of these resources of

knowledge that lay concealed, awaiting the preparation of the nations for their discovery and utilization. The first need of the world was a moral regeneration. This Christianity gave. The next was the refining and civilizing of the Northern races. This also Christianity supplied amid the ruins of the Roman Empire. It did it through those schools, now scoffed at as barren and unproductive, in which the intellect of Europe was drilled in the processes of dialectic, and rendered capable of logical analysis. It was a needed schooling, the only one the age could bear. Then followed the training in the old humanities, the opening and exposition of the ancient classics, lost books to the land that produced them, new books to the races of the North, at the period of the revival of letters. Finally, the trained and sharpened intellect was turned toward nature, whose great banquet board of truth lay all untouched, ready for the eager appetite. The modern sciences became the food of the robust mind, made powerful and agile in the palæstra of scholasticism. "The past," says Emerson, in rebuke of the modern scoffers, "has baked your loaf, and in the strength of its bread you would break up the oven." "Not a man in Europe now," as John Henry Newman reminds us, and he might have said in America also, "who talks bravely against the Church, but owes it to the Church that he can talk at all."

There are two co-equal elements in true human education: discipline and instruction. Christianity has neglected neither. The first requisite in every person's training is moral discipline. That was Christianity's first gift to the world. It trained men to reverence and love truth, to suffer for it, to die for it. The next need is power of analysis. This was given in the much-abused scholasticism. The rude nations of the North had known nothing like it. It was to them what a problem in algebra is to a modern schoolboy, a lesson of priceless value though the answer itself may be unimportant. Then comes the need of information. The past rose up to instruct men through the lips of Homer and Plato, Cicero and Cæsar. But the present also required a voice. The past supplied a language. Astrology becomes astronomy, alchemy becomes chemistry, geology and biology and the other newborn sciences appear. What are they, all of them, but the facts of nature poured into the moulds of logic which scholasticism had prepared; their very names, the "oligies," signifying the special logics?

3. It cannot be truly said that Christianity has been the foe of knowledge. It has preserved what antiquity possessed, and prepared for and incited to what the present has discovered.

It must be admitted, however, that it places moral before intellectual development, but who that reflects will not? "Seek ye first the kingdom of heaven," said our Lord, but immediately added, "and all these things"—the necessities of human life on its loftiest as well as on its lowest plane—"shall be added unto you." Asceticism, it is true, was abnormally developed in the early church. It cultivated a spirit of "other worldiness," as George Eliot calls it, repressing the body and its pleasures, and creating a hatred of the world. Such was not the spirit of Jesus or his immediate disciples. They overcame the world, indeed, but not by destroying it. Their triumph was a moral victory, not a physical attention. Christ came eating and drinking, he sought the companionship of men, he honored marriage and maintained the sacredness of family life, he blessed the little children, and taught his disciples to trace the presence of God in nature, he prayed in his last recorded petition for his own, not that they might be taken out of the world, but that they might be kept from the evil. If Tertullian and Chrysostom and Jerome condemned all intercourse with the world, and all seeking after natural knowledge, others, as Basil, for example, warmly commended culture. "We ought to be armed with every resource, and to this end the reading of poets, historians, and orators is very useful," says Basil. Charlemagne wisely wrote: "Although it is better to do than to know, yet it is necessary to know in order to be able to do. Hence we admonish you not to neglect the study of the sciences." Throughout the history of our era we trace the affinity of the Christianized mind for every noble form of knowledge, and yet it must be confessed that Christianity everywhere gives the first place to personal righteousness.

4. If the perfection of the Christian idea of education seems the result of a slow development, it forms no exception to the general law of growth. Christianity has had to deal with men as it found them. It has converted pagans into Christians, barbarians into scholars, dialecticians into scientists. If an ecclesiastical hierarchy at Rome has impeded rather than advanced the progress of human knowledge, it is not because it has been fettered by any doctrines of Christ, but because it has been governed by a selfcentred conservatism. The "Holy Roman Empire" was as distinctly a human creation as the Empire of the Cæsars. Papal obstructiveness to scientific progress has been a purely strategic policy prompted by the instinct of self-preservation. It has ignominiously failed, though Christianity itself has triumphed. Of all the intellec-

tual influences that have ever appeared in history, Christianity alone has matured its fruit. Arabian learning was, indeed, brilliant, but proved short lived. It lacked the element of intellectual vitality—consecration to truth. It appealed to the sword instead of to the soul of man, and perished by the sword it had unsheathed. Romanism has proved retrogressive and incapable of leading civilization, because it has been wanting in faith. Professing exclusive authority from God, it has feared to trust the reason and conscience which God placed in man for the study of God's word. Its last and losing battle has been in the struggle to confine the mind to the study of those "humanities" which in the beginning it treated with distrust, the classic writings of paganism. It has resisted that naturalism which prompted the scientific movement and pervades the intellectual training of to-day. It has staked all on the ridiculous tenet that heathen classics are more compatible with Christian faith and life than communion with God's works in the realm of nature. Even Protestantism has but slowly and reluctantly broken from the chain of tradition that held men to merely verbal study; but following its better lights, it has cast the chain aside, and the investigation of nature is now led, as it should be, by Christian men.

5. It was the gentle pastor Commenius who, in the seventeenth century, put in final phrase the Christian ideal of education. "Education," he says, "is a development of the whole man." A Christian poet, John Milton, in the same age, phrased the doctrine thus, "The end, then, of learning is to repair the ruins of our first parents by regaining to know God aright, and out of that knowledge to love him, to imitate him, to be like him, as we may the nearest by possessing our souls of virtue, which, being united to the heavenly grace of faith, makes up the highest perfection. But because our understanding cannot in this body find itself but on sensible things, nor arrive so clearly to the knowledge of God and things invisible, as by orderly conning over the visible and inferior creature, the same method is necessarily to be followed in all discreet teaching. And seeing every nation affords not experience and tradition enough for all kinds of learning, therefore we are chiefly taught the languages of those people who have at any time been most industrious after wisdom; so that language is but the instrument conveying to us things useful to be known. And though a linguist should pride himself to have all the tongues that Babel cleft the world into, yet if we have not studied the solid things themselves, as well as the

words and lexicons, he were nothing so much to be esteemed a learned man as any yeoman or tradesman competently wise in his mother dialect only." This remarkable passage at once sets forth, in its quaint fashion, both the end and the method of true education, acknowledging the equal claims of the humanities and the sciences; and may be regarded as the most succinct and satisfactory judgment that has yet been uttered on the philosophy of human development.

### **Editorial Notes and Comments.**

In reading the article on the first page of our present issue many of our readers will probably take pains to compare the school morality of to-day with that of the years that are with us no longer. Let us hope that such a comparison will result in favour of the morality that prevails in our schools of the present time. And yet how grotesque does the command "If a man strike thee on the one cheek turn to him the other also" still appear to the boy who seeks to hold his own in the play-ground; just as grotesque perhaps as it appears to the saintship saturated with that certain kind of religiousness which still believes in persecution and back-biting to the last degree. The boy who does not hit back is still too often greeted on our play-ground with the ugly name of coward, just as the citizen who, beset with the evil tongues of jealousy and rancour, keeps on the even tenor of his way, is accused of having a skin callous to the most uncivil disparagements.

—The spirit that classifies those who come to us from the mother land as foreigners possibly may find an excuse for such narrowness of view in the fact that some of the people of Prince Edward Island still call Quebecers and Ontarians foreigners. Even the enlightened and cultured citizen of Toronto is still inclined to greet a teacher from the other side of the Atlantic, when he comes out to fill a position in one of their institutions, as a man of no national status. We feel assured that no one in Montreal will think of giving the new principal of McGill University a greeting in which there is any such silly animadversion. An article in the *Witness* lately exposed the absurdity of calling a graduate of Oxford a foreigner when he comes to Canada, and we think it worth repeating.

—We are not prepared, says that paper, to follow Alderman Wilson, member of the Board of School Commissioners, in looking upon Oxford graduates as foreigners or in handicapping

them in the race for positions in our educational system. We cannot deny that there is something to be said if the word foreigner were explained to mean one whose views of almost everything are foreign to those which prevail in Canada. An Oxford man has been brought up where society is divided into strata in which members of the upper strata treat those of the lower with the kindest allowance, provided always that the distinction between them is in all things acknowledged, and where a respectable, fairly educated and perhaps well-read man who holds a good position among his fellows, both in social organizations and in his Church, and who is known among them as Mr. Thompson, must among his superiors be called "William" or "John" or "my good man." An Oxford man generally comes from conditions of society in which "dissent" is held in contempt and "dissenters" are looked on as vulgar, and find it made difficult for them to rise above the imputation, conditions in which total abstinence and other excellent customs which prevail here are treated as troublesome and silly fads. In many ways, then, an Oxford man, newly arrived, may easily find himself in an atmosphere quite foreign and necessarily disagreeable to him, if not contemptible in his eyes, and may easily become among our young people an apostle of a code of morals distinctly lower than that under which they have been brought up.

On the other hand, Oxford, and we are taking Oxford here as representative of English schools, is a centre of a very solid learning. Precise information and close thinking are characteristics of the training it gives. To banish English learning from our country would be the most barbarous act since the Caliph Omar burnt up the Alexandrian library. There are one or two things, moreover, besides learning that we can well afford to import from England, and cannot afford not to. One of these is the English language. Few will, we presume, question the fact that the Queen's English is deteriorating among us. We speak less correctly than we did a generation ago, and that because we are by so much time removed from close contact with the original fountain of the language. We do not say that the English do not speak as well as they might. We do not see any good reason for making diphthongs of pure vowels or for the elision of the *r*, which are characteristic of even good English pronunciation, nor do we see why people who desire to learn good English from these people should exercise themselves chiefly in their obvious defects. But we do say that the rustic English which has

overflowed upon us from beyond the boundary line, and which has gained nothing by the change of climate, having incorporated new faults all our own, will be much advantaged by an admixture of the language as used at English centres of learning, and can probably only be purified by such contact.

Again, an Oxford man is often a gentleman. The cultured classes in England have through long generations given their best attention to the amenities of life, a thing which we have not had time to do. Why should we not appropriate what we may of the benefit of all this study and practice? In manners we have much to learn, and while we should revolt against any enforced inferiority to the gentlemen class, we have to acknowledge an actual inferiority in this respect. The manners turned out from our schools are simply bad. Manners are no part of the course. Nor do we see in the machinery of promotion on which Mr. Wilson lays stress a very ready way to make things different. We have every respect for the true worth of those who work their own way from humble beginnings, but there is something obtainable from lifelong contact with refined manners and elegant bearing from which these are to some extent shut out, and which is nevertheless an excellent thing in a teacher who, graceful or ungraceful, gracious or ungracious, the children will surely imitate. Other things being equal, that is, supposing teaching capacity, Christian character and a sympathy with the conditions of society here, we prefer for a model to set before the young the inbred gentleman or lady. On the whole, we may say that we have no sympathy with the exclusion of any foreign product which may supply the needs of our people, but we can much better afford to shut out the food and clothing from various lands which Canadians would like to buy than to shut out the learning and culture that are offered to us for the asking. We are constantly gaining the most excellent commodities by the importation of what Mr. Wilson terms foreigners. We gained much when we got Mr. Wilson.

—The *Chronicle*, in referring to the appointment of Dr. Petersen to McGill, which yet may or may not take place, says:—

“The appointment of a Principal to a University like that of McGill College,—the strongest educational institution in the Dominion,—is an event of national importance. In June, 1893, owing to ill-health, and the wish to spend the remaining years of his useful life in special scientific investigations, Sir William Dawson resigned his post in the University. The resignation, with great regret, was accepted by the Board of Governors, and

the authorities have ever since been casting about for a strong man to replace the retired Principal. There have been no lack of applicants, but the Board acted wisely in not deciding too soon. At length a gentleman has been chosen, and from all accounts, it will be seen, we think, that a worthy successor to Sir William Dawson has been selected. The task was, by no means, a light one. The new comer is rather a famous man, and his skill as a teacher weighs well with his other qualities. To these he adds kindness of disposition and genial, courteous manners. His name is William Petersen, M.A., LL.D., Principal of Dundee University. He began his work at the Royal High School of Edinburgh. After a distinguished course, he entered the University, and when he was graduated, although the youngest man of his year, he headed the list of first-class honors. He took the Greek Travelling Fellowship, and pursued his studies, for some time, on the continent. When he returned, he was elected to the MacKenzie scholarship, and afterwards gained an open scholarship at Corpus Christi College, Oxford. In 1876, he took the Ferguson scholarship, which was competed for by candidates from all the Scottish Universities. He returned from Oxford, after graduating with honors, and was appointed Assistant Professor of Humanity (Latin) in Edinburgh University, and in 1882 he was unanimously chosen Principal of University College, Dundee. In January, 1885, the University of St. Andrew's granted him the honorary degree of LL.D. Dr. Petersen is a fine administrator, and McGill is to be heartily congratulated on securing his services.

### **Current Events.**

—We have published in this number the directory of the teachers of our schools. The following we have not yet heard from :—Cowansville, Bolton Centre, Cookshire, Leeds, Lennoxville, New Richmond, Rawdon, Windsor Mills.

—The large attendance at the Normal School this year, incident on the new regulation referring to the appointment of trained and experienced teachers only in our superior schools, is an evidence that we are moving in the direction of our necessities, that these teachers will take with them to their schools in the towns and villages of our province, when they leave the Normal School, a zeal to prove that the teacher, for the most part, makes the school. The training which they will receive at the hands of Dr. Robins and his colleagues will enable them to further the cause of education by showing directly to



parents and commissioners the effects of modern methods of imparting instruction to their pupils.

—The University of Chicago was two years old on the 22nd of last month, and its friends say that no similar institution has ever made such progress in the same space of time. When it was first established there were but four buildings on the campus; now there are seven dormitories, two well equipped laboratories, each built at a cost of \$250,000; a museum, the Cobb lecture hall, the temporary library and gymnasium, and the temporary building for astronomical work. In addition, the Yerkes Observatory and a house for the president are in course of building. More than \$2,000,000 has been added to the funds of the university. The faculty, at first a mere handful of instructors, now numbers 157, some of whom are men of world-wide reputation.

—The triumph of Miss Kate Windschied in being graduated from the old University of Heidelberg, with the title of Doctor of Philosophy, is a triumph for all German women. She is the first woman to win this distinction in Germany, and she won it from the proudest and oldest University of the Fatherland, and against prejudice and traditions which had heretofore been insurmountable.

—FEWER CHILDREN IN A ROOM.—It is obvious that the young woman with fifty-six pupils before her is attempting what no mortal can perform. I suppose it is practicable for one young woman to hear the lesson out of one book of all the fifty children before her during the hours of the school session, and keep a certain amount of watch over the children who are not reciting their lessons, providing the grading is almost perfect, and we are going to be satisfied with “uniform” results. But the new teaching is of quite a different character. It requires alertness, vitality and sympathetic enthusiasm. It is exhausting. Virtue goes out of the teacher at every moment. What is the possible remedy? To double the number of teachers would not be too much; for twenty-five or thirty pupils are quite enough for one teacher to grapple with. The individual requires teaching in these days, and no teaching is good which does not awaken interest in the pupil.—*President Eliot.*

—The academic dress in Melbourne university is to undergo a change. The hoods of Bachelors of Science will in future be of moss green silk edged with white fur, instead of light brown silk, and the gowns of Doctors of Science made of moss green silk with black velvet collar, and hood of scarlet silk, lined with

moss green silk, instead of dark brown silk, black velvet collar, and hood of black silk, lined with dark brown silk. It has been suggested that in future there should be one color in each faculty, so that directly the color was seen it would indicate to which faculty the wearer belonged. The *London Journal of Education* sarcastically remarks: "The effect of such a vital change as this should be to make ladies more eager for degrees than ever. Their choice of a faculty might come to depend on their sense of color. Moss green, for instance, would not suit all complexions. On men, too, who have also their vanities, such reforms might have a demoralizing effect."

—Dr. Goriensky, a Russian physician, claims to have found that the juice of raw cranberries given freely, pure or diluted with an equal part of water, is an excellent means of relieving thirst and vomiting in Asiatic cholera. The author's observations in fifty cases have shown in a number of patients on whom ice and narcotics fail to make the slightest impression, the administration of cranberry juice in small but frequently repeated doses rapidly checks both vomiting and nausea. The author lays stress on the fact that the harmless juice has a perfect destructive action on the cholera vibro.

—Harvard College is to try the experiment of having a medical adviser and medical inspector of the university. Dr. Geo. W. Fitz, a graduate of Harvard Medical School and instructor in physiology and hygiene in the Lawrence scientific school, has been chosen for the position. As medical inspector he will look after the sanitary condition of the dormitories and other college buildings. As medical adviser it will be his duty to observe, as far as he can, the health of the individual student. His first and more formal duties will be to enquire into every case of sickness among the students as soon as he hears of it, and to see that the sick man is being properly attended. Ventilation, everything, in fact, which concerns the health of the university and of its individual members, will be under the oversight and direction of Dr. Fitz.

—Cambridge University, Cambridge, England, is reported to have 12,927 living members, or graduates and students combined. Of these 6,826 have taken the M.A., or some higher degree; 3,262 are bachelors, and 2,839 are undergraduates, a decrease from last year of 191 members and 73 undergraduates. Oxford had nearly 3,200 undergraduates in 1893-94, which was about the number of students at Harvard.

—Messrs. Allen and Sachtleben, the young American students who made a bicycle tour across Asia, dispelled one

illusion concerning the ignorant Chinese. Writing in the September number of *The Century* of their arrival at the city of Lanchou-foo, they say: "On the commanding heights across the river we stopped to photograph the picturesque scene. As usual the crowd swarmed in front of the camera to gaze into the mysterious lens. All the missionaries we had met cautioned us against taking photographs in China lest we should do violence to the many popular superstitions, but the only trouble we ever experienced in this respect was in arousing popular curiosity. We soon learned that in order to get something besides Chinese heads in our pictures it was necessary first to point the camera in the opposite direction, and then wheel suddenly round to the scene we wished to take."

—Female physicians are in demand in Russia. They fill an important place, their practice being confined exclusively to their own sex and to children. The number of women devoting themselves to this kind of employment is exceptionally large. To furnish those entering upon it with the best facilities for preparation, a Woman's Medical Institute is to be established in St. Petersburg, under the direction of the Ministry of Education. When it is known that there are twelve million Mohammedans in Russia, and that Moslem women will not allow male physicians to treat them, and only in rare instances enter the nurseries which are connected with their departments, it is manifest, what a grand opportunity, and what a pressing necessity there is for female physicians throughout the Czar's dominions.

—Dr. Joshua G. Fitch is the popular educational man among all classes in England. He is now seventy years old, having been born in 1824. After completing his studies in the University College, London, in 1852, he became vice-principal of Borough road training college, and in 1856 he succeeded Dr. Cornwell as principal. In 1863 he was selected as one of Her Majesty's inspectors of schools, and during his thirty years' service has rendered invaluable assistance in all the various stages connected with the state organization of elementary education. In 1877 he became chief inspector for the eastern division, and finally in 1885 was appointed inspector of training colleges for women. Besides the duties in these positions he has discharged others equally onerous, such as assistant commissioner (1865-1867) to the schools inquiry commission and as special commissioner on the educational prospects of the large cities of the country. Both of these related chiefly to the grammar schools and his reports were documents of the

greatest help to the government. In 1888 Dr. Fitch visited the United States and received most generous recognition and his "Notes on the American Colleges and Schools," first printed in the English blue book, ultimately were widely circulated in the States. It is said that Dr. Fitch is almost as well known in America as the Rev. Dr. Quick, and his articles always receive a hearty welcome and wide circulation there. In 1882 Dr. Fitch delivered a series of lectures at Cambridge University on teaching, and these addresses were afterward enlarged and form the well-known "Lectures on Teaching," a book which has had a world-wide circulation. He is a fellow of his university and acts as an examiner in English language and history. He is also a Chevalier of the French Legion of Honor; needless to add that he is connected with many colleges and educational foundations. He is a living educational power in England and has been the source of the highest ideals that evidently stand before the teachers beckoning them to greater excellence.

—Mr. Alvan F. Sanborn, of the Andover House, in the *North American Review*, gives some interesting statistics as to the taste of poor children in literature. "Daily association and talk with the children, he writes, "leaves no room for doubt that, with their choice allowed free range, fifty percent of the entire output would have been fairy stories, and at least half of the remaining fifty percent 'war books.' Stories of school and home life, manuals of games and sports, funny books, ballads and narrative poems, and adaptations of natural and applied science are received with some degree of interest. The old favorites, 'Robinson Crusoe,' 'Swiss Family Robinson,' 'Arabian Nights,' 'Tom Brown,' 'Uncle Tom's Cabin,' and 'Mother Goose' charm here as everywhere. Of the standard novelists, Cooper, Scott and Dickens are read, but with no great degree of ardor. Calls for special books may often be traced to changes of programme at the theatres. Thus a temporary demand was created for 'Oliver Twist,' 'Rip Van Winkle,' 'The Merchant of Venice,' 'The Three Musketeers,' and even for Tennyson's 'Becket.' The reason for such other special calls as Erckmann-Chatrion's 'Citizen Bonaparte,' Hawthorne's 'House of the Seven Gables,' Scott's 'Marmion,' the lives of Havelock, Clive, Grattan, and Sir Francis Drake, George Eliot's 'Daniel Deronda,' and Tom Moore's 'History of Ireland' can only be surmised. . . . It is interesting to note that the girls read boys' books with avidity, while the boys will not knowingly touch girls' books. If a boy gets

a girls' book home by mistake, he hurries it back with the frankest expressions of disgust."

—During the Lenten season Bishop Watterson, of Ohio, announced to the clergy in his diocese that he would withdraw his approbation from Catholic societies or divisions thereof that were officered by those engaged in the manufacture or sale of intoxicating liquors; he also instructed the clergy to refuse absolution to saloon keepers who violated the law. The matter was lately laid before Monsignor Satolli, apostolic delegate, who approved of Bishop Watterson's order. This decision carries to an extreme a policy of opposition to the liquor traffic adopted by the Third Plenary Council in Baltimore in 1885. It does not bind bishops of other dioceses to follow the same course, but the moral effect of it everywhere will no doubt be great. All classes of temperance workers rejoice at this decision by the highest representative of the Roman Catholic Church in this country, because it places an additional stigma upon the business of liquor selling.

—President Schurman, of Cornell, recently returned from a vacation visit to England, where he carefully observed political conditions and tendencies. He says that the growing power of democracy has made Parliament an assembly of very ordinary men; the average ability in the best of our state legislatures is to-day as high as that of the House of Commons. "I do not think," he says, "that there is a man in the English Parliament that can compare with Senator Sherman, or with Wilson or Reed." President Schurman thinks that American political institutions are the best in the world, and that foreigners are becoming more and more disposed to think the same way. "England is actually looking to us as an example, while fifteen years ago she would have thought such an attitude ridiculous. With the growth of democracy they fear the omnipotent power of Parliament and look with envy upon our national state constitutions, which restrict the powers of our state legislative bodies." But while American political institutions are the best in the world, American administration is almost the worst. President Schurman found our civil service looked upon with ill-concealed contempt by foreigners. He looks forward to rapid progress in civil service reform.

**Literature, Historical Notes, etc.**

## THE OLD SCHOOLMASTER'S STORIES.

(From the *Youth's Companion*.)

THE WORST SCHOOL I EVER TAUGHT: My stories are echoes from the old time schools that used Lindley Murray's Grammar, and to which Welch's factious Arithmetic propounded this problem, among others:

If 20 dogs for 30 groats  
Go 40 weeks to grass,  
How many hounds for 60 crowns  
Will winter in that place?

In those days the "ferule" was an instrument of discipline and sometimes a record of service. One of my veteran colleagues in the profession is said to have left to his heirs an oaken ruler, or ferule, with fifty-eight notches in it, one for each winter of his teaching. Had I kept a similar tally, mine would have been notched but fifty-five times.

Now I am seventy-three years old, with nothing better to do than "tell tales out of school," and my difficulty is in choosing among the varied teaching experiences of my life. Perhaps it will be best to begin at the beginning and tell of my first school, of which I took charge at the age of nineteen.

I was a very "green" country boy then, for my little education had been gained in my native school district and from two terms at Kent's Hill Academy. It is still a wonder to me that any school committee could have been so rash as to give me a certificate, and yet I felt at the time that I was an important personage.

In this opinion I was confirmed by the attitude of my employers. The school was in one of those orderly, quiet country neighborhoods, of which there are to this day many in the land. It was known locally as "the Deacon Pillsbury district," and there the farmers' families esteemed the schoolmaster next to the minister. In boarding around I was invariably lodged in the "parlor bed-room," and had mince-pie at every meal.

The nine weeks of the term were so many visits to good friends, and teaching was almost a holiday business. I went to a new place every week, and found my opinions on all important subjects listened to with profound attention. No wonder I bore myself with dignity!

At the schoolhouse everything went so smoothly that I had occasion to punish but one boy during the term, and that

punishment made a deep impression. It demonstrated that I could be "severe" if need be. Now I think I was too harsh with that boy, but he felt so guilty that he came to me on the last day of school and craved my pardon for having given me so much trouble, whereupon I pardoned him with a princely manner and an appropriate word of advice.

The next two winters I taught in the Deacon Pillsbury district, and indeed might have gone on indefinitely in that paradise, but for my ambition to earn higher wages than those kind people could afford to pay. Seventeen dollars a month was the largest sum ever paid a teacher there; but I had heard of a district in another county where a master was wanted at twenty-four dollars a month—uncommonly large wages at the time.

In reply to my application for this post I received the following letter, which I will preserve as a memento:

"Mr chad bourn, deer sir, you can have this school and welcome, but I oughter tell you to begin with that it is pooty tough deestrick. Weve got some hard boys here and some awful sassy, imppidunt gals. The lugged out the last tu marsters, and if you haint got considerable backrum in you, thail be likely to do the same by you.

"The school is sot to begin the sicond Monday in November, and there will be money enough for ten or leving weeks if you can manage to stay in the schoolhouse that long.

"Ef you conclude to take the school you had better come to my house fust and i will try to look ye up a boardin-place. but ye will hev ter go to old Squire Hathaway, at Squacook Centre, eight mile from here, fer a recommend.

"Yours respectfully

"THOMAS KIMBALL."

The sanguine self-assurance of inexperience led me to reply that I would take the school, and on the Saturday before the second Monday in November I set off with that intent to walk a distance of about twenty miles. I went by way of Squacook Centre to get my "certificate," as by law required.

Squire Hathaway, the only active member of the school committee, was an old-fashioned country-lawyer, whom I found at his little office over Squacook Centre's one store.

"Wal, young man, what can I do for you?" he asked.

I made known my errand, and he at once took from a shelf Town's Fourth Reader, Murray's Grammar and Welch's Arithmetic, from which he chose a section for reading, a sentence for parsing and a sum to be solved. With equal

dispatch I read the paragraph, parsed the sentence and solved the problem; and the old lawyer had signed my certificate within five minutes.

"Whereabouts in town are you going to keep school?" he inquired then.

"In district Number Seven, of which Thomas Kimball is the agent," I replied.

The old squire whistled, straightened back in his chair and regarded me for a long minute in silence.

"Young man," said he at last, "as your well-wisher, I'm afraid I've been too hasty in giving you that 'ere dockyment."

"Why so?" I asked.

"Do you know the name they have for that district?" said he. "No? Wal, they call it 'Tophet'—for cause. You had better give me back that certificate and tell the agent I wouldn't give you one."

I laughed and put the paper in my pocket. At that the old squire laughed, too—a hard, dry, legal laugh.

"Oh, very well," said he. "There's nothing on the statoots to prevent you from going there, but you had better taken my advice and gone home." Thereupon he dismissed me, without even saying "good-by" or "call again."

Country school districts, fifty years ago, often bore significant nicknames. I have taught in "Sodom" and "Gomorrah," in "Pisgah," in "Sigotch," and "Yaggar," in "Pumpkin Valley" and on "Turkey Hill."

The appearance of "Tophet" when I entered it that evening gave some justification for the nickname. It was an unsightly settlement, straggling three or four miles along the river, most of the houses being rude structures of logs or slabs, the homes of lumbermen and river men. Yet the schoolhouse was large and nearly new, having a main room of thirty by forty-five feet, designed to afford accommodation for sixty pupils.

Agent Kimball seemed surprised at seeing me, but said, hospitably, that I could stay at his house for a few days. There I soon saw that both he and his wife regarded me as a young fellow whose days in "Tophet" would be few.

On Sunday afternoon I walked through the district, and heard a great deal of profanity. Numerous groups of boys and girls stared hard at me, and something like a hoot was sent after me from one gathering. It was clear that the young folks regarded me at the outset as an enemy.

That night I slept little, and when the cloudy morning dawned I felt almost too homesick to eat of the excellent



breakfast that good Mrs. Kimball, probably from the sentiment that prompts jailers to give a good meal to a man who is about to be hanged, had provided for me.

After breakfast Mr. Kimball handed me the schoolhouse key with a singular grin, and said, "Wal, good luck to ye." But his tone was not hopeful.

I plucked up all my natural courage and walked briskly to the schoolhouse, which I was surprised to find thronged with uproarious youngsters, although I held the key. When they saw me coming there was a tremendous yell—then silence.

I entered, took possession of the teacher's desk, faced the sharp eyes, and saw at once that my pupils intended early hostilities. Especially formidable-looking was a group of stalwart boys, whose ages ranged from sixteen to twenty years. Most of them wore red shirts and tight-fitting trousers, knit like thick double mittens. Some wore Indian moccasins, some long-legged boots into which their knit trousers were tucked.

"We can handle him!" I heard one say. "He looks scairt!"

"Scairt" I was, but was certainly not "scairt" so as to give up without a struggle. So, affecting to be cool, I hung up my hat and coat, and then rapped on the desk with my ferule, according to old custom, to call the school to order.

All understood what the raps meant, but only a few of the little ones sat down on the benches obediently. The big fellows stood insolently staring at me, and some of the largest girls sat on the desks chewing gum.

I rapped more loudly and said, "The boys will take their seats on their side of the room; and those young ladies will please be seated on the benches instead of the tops of the desks."

"Du tell!" drawled one of the chewing damsels.

"You don't say so!" cried another.

At this a burst of laughter came from the boys; and ten or twelve of the larger ones perched themselves on the desks.

Then all looked me in the face and laughed derisively.

"Be seated instantly, every one of you!" I exclaimed, endeavoring to speak with authority.

"Oh, hear his voice tremble!" cried the young Amazon who had said "Du tell!" "My what a terrible schoolmaster he will be! I'm 'fraid of him!"

"You can't keep school here!" shouted a boy, while the rest whistled and cat-called.

"Better take your new hat and leave!" another advised.

"Put him out!" cried a third.

For a moment I stood irresolute, for I knew that I must fight, or quit. Then pride, indignation and native "grit" came to my aid. I walked to the door, locked it on the inside, and threw the key into the stove. Then I flung off my coat, jumped at the nearest of the big boys, collared him and threw him into a seat with such force that the bench broke under him.

Up he jumped and sprang at me like a young wolf. On came his fellows, too. In a moment more a battle royal was in progress.

"Put him out!" was their war-cry.

We fought up and down and all around that room for a time, they trying to clutch me rather than strike me down. We tore out the entire forward row of desks and seats. The stove-pipe fell, filling the room with smoke, but we paid no heed to that. At last, they bore me down and would have dragged me out of the house, if the door had not been locked.

Then they opened a window and attempted to lift me bodily and shove me out. They would have ejected me, I think, but for the interference of the very girl who had cried, "Du tell!"

Moved by some sudden impulse, she dashed into the row, pulled away one of the young villains who was holding my arms and slapped the faces of two or three others.

This enabled me to wrench myself free. I floored two boys, reached the stove and seized the fire-poker, which I brandished so savagely that my assailants fell back. They were more confused than I, and seemed to feel more suffocated by the volumes of smoke from the stove.

"Take your seats!" I shouted, "or I will down every one of you!"—and charged upon them with the poker. I hardly think that I should have struck any of them with such a weapon, but I was angry enough to use very ungentle means. But all dropped on the benches, and some, indeed, took refuge under them.

The larger girls had stood, rapt spectators of the fight; but the smaller children, many of them crying from fright, were hiding under desks and in corners. The school-room, with shattered desks, stovepipe down, hats scattered, dinner-pails upset, was in a shocking state.

When I put down the poker and called for two boys to assist me in replacing the stovepipe, two of my late adversaries came forward. Then they obeyed when I ordered them to clear the floor and pile the broken desks in one corner of the room.

Next I took the names of the scholars, and learned that the big girl who had cried, "Du tell'" was named Flora Rangely.

That forenoon I allowed no recess, because I did not think it quite safe to unlock the door, but at about one o'clock I dismissed the school for that day, after giving the pupils a piece of my mind.

"This is the worst school I ever saw," I said. "But understand, I am going to teach here, if you do not take my life. For the present I shall build the fires and care for the school-room myself. None of you will be admitted until half-past eight each morning. I know now what to expect from you, and I warn you that I shall strike quickly and hard."

They went away quietly and left me sitting, very tired, till Kimball, the agent, came.

"Wal, wal," said he, "you are alive yet!" and he glanced at the heap of shattered desks. "You didn't come home to dinner, so I thought I'd come over; I didn't jest know in what shape I might find ye. I asked one o' the boys I met how he liked the new master. He said you was a man-eater."

I did not think it was expedient to tell him I had won the opening battle only by a queer piece of good fortune, and that I was much afraid of the morrow.

Early next morning I built the fire, tidied the school-room, and seated myself at my desk with my ferule and the fire-poker. I called the school to order without difficulty, gave the classes the best instruction in my power, and was pleased to see that I was creating a better impression.

Flora Rangely, my unexpected ally of yesterday, watched me approvingly, and I was foolish enough to show her rather more attention than I did the other girls. This seemed to me a proper display of gratitude, and besides, I thought it would be good policy to keep the energetic Flora on my side. Experience had not then taught me that a youthful pedagogue should show no partiality for one of his young lady pupils.

How was I to know that Luella Bailey would bitterly resent my small attentions shown to Flora? Certainly Luella cared nothing for me, but she had been considered the belle of the district, and was full of spite when any other girl seemed preferred by any youth. She was tall, strong and very comely, with large black eyes and a profusion of curling black hair.

The young men and boys behaved very well for three weeks, and I was beginning to believe that I should have little more trouble with the pupils, although I could not help noticing that Miss Bailey seemed hostile to me. But one day she replied to a question so impertinently that I requested her somewhat sharply to be more ladylike in future.

For an instant she regarded me with eyes that fairly snapped with anger, and then cried out scornfully :

“ Oh, of course there’s only one *lady* in this schoolhouse ! ”

“ What do you mean by such a remark as that ! ” I exclaimed, for I did not comprehend the innuendo.

“ None of your business, if you don’t know, ” she retorted ; then she jumped up from her place in class, without permission, slapped her grammar on her desk and sat down with a flounce.

That was rank insubordination. “ Come back to the class, ” I ordered her, sharply.

“ I won’t ! ” she cried.

I advanced toward her seat intending to escort her back to the class, but before I was half-way up the aisle, she seized her heavy slate and hurled it at me with all her strength. It went over my head, flew clear across the room, and smashed three panes of glass in the window by my desk.

Then she threw her grammar, her arithmetic, her reader and every book that she could reach. I have never seen a girl so furious. She would have flung an axe at me if there had been one at hand, and I really thought that she would have flown at me with her fingernails.

Several of the books struck me, and in the irritation of the moment, I was much inclined to use corporal punishment. Fortunately for my self-respect I restrained the impulse and laughed at her.

“ You are a young woman, and I cannot lower myself so far as to strike you, or punish you as you deserve. ” said I. “ You take advantage of the fact to insult me and defy me. I could call in the school-committee and have you expelled, but I will not. I shall, however, give you no lessons for one month, and you need not present yourself in the classes.

“ Oh, you needn’t trouble to say all that ! ” retorted she, sullenly. “ I will never set foot in your school again. ” She was as good as her word.

There were several minor outbreaks before the term ended, but I quelled them all and taught school every day. This gave me a county reputation, as a successful master for bad schools, and the school-committee commended me highly.

Still I never regarded my work there as an entire success, which it might have been had I not shown partiality to Flora Rangely. But for that error in judgment, I think I might have laid the foundations for a good school in “ Tophet, ” but as matters stood I deemed it best to decline to teach there again.

## Practical Hints and Examination Papers.

SNAP :—There is no place in the world where *snap* is more needed than in the school-room. A teacher needs it on his way to school ; he sets an example by the way he moves along ; what sort of a man he is appears by his movements in the streets. He should walk well, with head erect and shoulders thrown back like a man, and a cultured man at that.

He needs *snap* to make his external appearance as becoming as possible. His clothing and shoes should be kept nicely brushed, his linen should be white, his nails should be carefully cut and cleaned, his hair properly arranged, and teeth brushed, and thus show that education has had an effect upon him.

*Snap* is needed in your school work. Don't sit in your chair for an hour at a time. Let your style of sitting there exhibit activity. Sit upright ; don't lean on your elbows. Insist that your pupils shall sit in a good style, too. When you stand, stand properly ; don't lean up against the side of the house, door or desk ; stand erect.

*Snap* is needed in conducting your classes. Have your pupils walk properly to the recitation-seat ; have them wait there, standing, for your direction to sit, unless they can take their places properly without. When a pupil's name is called, see that he rises promptly and looks you in the face. When he goes to the black-board see that he arranges his work evenly and neatly. Have it copied until it is right. When *you* recite or explain, have *snap* enough to do it better than any one else ; be a model when you undertake to do a thing.

Have the *snap*, when disorder begins, to repress it at once. Disorder originates in one person generally ; find that person out, and put an end to his disturbing influence.

Have *snap* enough to watch your own influence on the school, and see whether you are the cause of the order or disorder. Watch your tones of voice ; see whether you "get mad" or not ; see whether you are respected or not ; see whether you speak harshly or not ; see whether you use the same language you would if a visitor were present—if you don't something is wrong.

Have *snap* to pursue a course of study just as earnestly as you want your scholars to. Do not go home to lie stagnant and unprogressing. Select something and go forward, go *forward*. Take up geology, and get the needed books and follow it up until you know it ; you will need a year or two on that one subject. But do not forget to take hold of current events at the same time. Discuss these with your pupils day by day. In fine, have *snap* enough to be a *live* progressive teacher instead of a dull, machine teacher.—*School Journal*.

OBJECT DRAWING :—In order to draw objects intelligently we must have some knowledge to aid us. From the problems we get the principle, and from copying we get method ; with principle and

method to aid us we are ready to draw the object as it appears to the eye.

What objects shall we draw? Not all are suitable. Ornamented objects, complicated objects, finely finished objects, delicately formed objects and lastly, perfectly symmetrical objects are usually unsuitable for first efforts in this work. On the other hand plain objects, simple objects, crudely formed and finished objects, old and broken objects, natural objects, are usually suitable for first efforts in this work. An old tumbled down shanty is preferable to a palace for drawing purposes, and an old boot is better than a finely formed vase.

Objects for general use in the school-room may be divided into two classes, (1) objects suitable for the whole class to draw from at the same time; (2) objects for individual pupils.

Objects suitable for the whole class to draw should be placed in a position where all may see plainly and without effort. Perhaps the best place for such objects is on a nail or hook in the centre of the wall over the teacher's desk. Few objects are adapted for such a position. Those which come to mind at this moment are, an old musket, sabre or sword, an axe, scythe, dinner horn, large basket, broom, duster, broken wagon wheel, limb from each kind of a tree, a barrel, a box, a large pumpkin or squash, and like objects.

Lead the pupils to bring these objects to the class-room. They will be willing if rightly approached. They may bring the object in the morning and take it back at the close of the school.

The most profitable of all object drawing is the ability to hold an object in one hand and with the other draw it. This is the drawing that is so desirable in botany, zoology, geology, as well as in everyday life. This ability is only second to being able to represent one's ideas through drawing. In the second or even the first grade, pupils should be encouraged to do this sort of drawing. Teach them to take the object in one hand and with the other draw it on the tablet, slate, or blackboard.

Objects suitable for this work are, simple flowers, fruits, vegetables, leaves, grasses, roots, buds, and twigs from all sorts of trees, shrubs, and plants. All sorts of bugs and insects, such as flies, spiders, grasshoppers, beetles, butterflies, etc.; small stuffed birds and reptiles.

Procure a box 10 x 18 x 24 inches and lead the pupils to fill it with suitable objects to draw, such as an old shoe, rubber, broken cups, pitchers, an old horseshoe, hatchet, hammer, wrench, toy cart, sled, waggon or car, bits of stone and rocks, twigs of all kinds, etc., etc. When objects to draw are wanted a supply is always on hand.

Teachers will say, "I cannot draw these objects myself, how can I teach the pupils to do it?" There is little teaching to be done. Give the object to the pupil and lead and encourage him to try. You do this and the *try* will do the rest.

The teaching part is mostly with the problems and copying, and to that end do not draw from the object every day, but alternate with problems and copy work.

TEACHING HISTORY:—Children of the grammar grades may be taught a great deal about historical persons by frequent ten-minute talks.

Though often familiar with names of eminent personages they have very faint ideas as to the reasons these same personages were or are famous.

I will describe the mode of conducting one of these "talks." The subject was Joan of Arc. A full-page picture of the Maid, cut from an illustrated paper, was exhibited in the school room on Friday.

The appearance of the picture immediately attracted attention and a warm discussion arose. Some declared it represented a man, others knew the long hair proved it a woman, some thought the fierce look indicated bravery, others thought only insanity could be conveyed by that expression. The armor was strange to a number who had not access to books, and the teacher gave a little talk during the day on different kind of armor and its use. The name at the bottom of the picture, Jean d'Arc, also required some explanation.

All day Monday following, the interest in the picture did not flag.

Tuesday noon the teacher told the story to the school, drilling them in the pronunciation and meaning of the words as Rouen, Domremy, etc.

On Friday the children were asked to tell the story which they did with all the details. One very little fellow remembered and gave the name of the saint whose sword was carried by Joan.

At another time Longfellow was the subject and for the review the pupils gave not only the story of his life but recited in concert some of his choicest selections.

There seems to be no difference in quality or amount of interest, expressed by the children in these two very dissimilar characters.

—*Belle Anderson, in Exchange.*

—QUESTIONS IN NUMBER.—Tell the different pieces of money you can use to give me six cents. Tell *all* the ways.

Measure the cover of your speller and tell how many square inches in one side of the cover. In both sides.

There are nine boys standing in a row. What do you call the middle boy?

A goose weighs ten pounds and half its own weight. What does it weigh?

I had half a dollar and spent one-fifth of it. How much money had I left?

This piece of ribbon is two and a half feet long. How many inches long is it?

Draw a pie on your slates—divide it into fourths. Take out one fourth. How much of the pie is left?

I have twenty-seven apples and will give you five-ninths of them. How many apples shall I have left?

John had thirty cents, and James had twenty-four cents. James spent one-third of his money, and John spent one-half of his. Which boy had the more money left and how much?

How many shoes does it take for an ox, a horse, and a boy?

How many faces have ten cubes?

How many times do you come to school in a month?

How many yards long is the blackboard on the south east-side of the school-room?

#### ENGLISH GRAMMAR (GRADE II. ACADEMY.)

##### I.

1. Analysis:—

(a) "Is this a dagger which I see before me, the handle towards my hand?"

(b) He is not so clever as his brother.

(c) "Take heed lest ye fall into temptation."

(d) The man who neither reverences nobleness nor loves goodness is hateful.

2. Parse (write the words of the sentence under one another in column):—

Tell me whether this be true or not.

3. (a) Plural of:—alkali, analysis, beef, handful, Mrs., penny, teaspoonful, yolk. (b) feminine of:—friar, fox, abbot, stag, murderer, ram, boar, hart, drone. (Write the words in column, and the answers to each in a corresponding column on the right.)

4. *Why* are the following sentences incorrect?

(a) Having finished the chapter, the volume was closed.

(b) Everybody has their faults.

(c) Somebody told me, I forget whom.

(d) He was one of the wisest men that has ever lived.

(e) More than one emperor prided himself in his skill as a swordsman.

##### II.

5. (a) Define:—infinitive mood, nominative absolute, reflective pronoun, root, stem (b) Short notes on:—methinks, ought, each, riches, three-foot-rule.

6. Adverbial adjuncts assume a variety of forms:—mention them.

7. State the various forms of the attributive adjunct.

##### III.

8. (a) The suffixes forming (1) abstract nouns, (2) denoting the agent or doer. (b) Under what circumstances is *shall* used instead of *will*?

9. Explain fully Grimm's law.

#### DICTATION (GRADE II. ACADEMY.)

It was a little dell where they had seated themselves, with a leaf-strewn bank rising gently on either side, and a brook flowing through



the midst, over a bed of fallen and drowned leaves. The trees impending over it had flung down great branches, from time to time, which choked up the current, and compelled it to form eddies and black depths at some points; while in its swifter and livelier passages there appeared a channel-way of pebbles, and brown, sparkling sand. Letting the eyes follow the course of the stream, they could catch the reflected light from its water, at some short distance within the forest, but soon lost all traces of it amid the bewilderment of tree-trunks and underbrush, and here and there a huge rock covered over with gray lichens. All these giant trees and boulders of granite seemed intent on making a mystery of the course of this small brook; fearing, perhaps, that with its never-ceasing loquacity, it should whisper tales out of the heart of the old forest whence it flowed, or mirror its revelations on the smooth surface of a pool. Continually, indeed, as it stole onward, the streamlet kept up a babble, kind, quiet, soothing, but melancholy like the voice of young child that was spending its infancy without playfulness, and knew not how to be merry among sad acquaintance and events of sombre hue.

HAWTHORNE: *The Scarlet Letter*.

ARITHMETIC (GRADE II. ACADEMY.)

SECTION I.

1. Find the value of  $\frac{5\frac{4}{5} - 2\frac{1}{8}}{3\frac{3}{4} + \frac{9}{10}}$  of  $\frac{4\frac{1}{2} \times 5\frac{1}{5}}{4\frac{1}{10}}$  of  $\frac{2\frac{3}{5} - 1\frac{2}{3}}{7\frac{1}{4} - 2\frac{1}{4}}$

2. Simplify  $\frac{2.8 \text{ of } 2.\dot{2}\dot{7}}{1.1\dot{3}\dot{6}}$  +  $\frac{4.4 - 2.8\dot{3}}{1.6 + 2.\dot{6}\dot{2}\dot{9}}$  of  $\frac{6.8 \text{ of } 3}{2.25}$

3. The fore-wheel of a carriage was 11 feet in circumference and the hind one 13 feet. There being 5,280 feet in a mile, how many miles had the carriage gone when the same spots which were on the ground at the time of starting had been on the ground 360 times at the same instant.

SECTION II.

4. *A* and *B* enter into partnership and gain \$4,450.50. The capital of *A* is 15 per cent. more than that of *B*. What is each man's share of the profits?

5. An agent charging 4 per cent. commission for collecting, collects 85 percent of a bill of \$550, what does he pay his principal?

6. What is the discount on \$3,024, one-half payable in six months and the remainder in twelve months, the rate being 7 percent per annum, simple interest.

SECTION III.

7. How many principal units are there in the metric system? Name them. On which one do the others depend? Reduce 3 fur. 135 yds. 4 in. to centimetres.

8. A gallon is equal to 4,553 litres. How many cubic centimetres are contained in one pint.

9. What is the cost of papering the walls of a room 15 ft. long 12 ft. wide and 10 ft. high, with paper 5-8 of a yard wide, at twelve and a half cents per yard?

#### BRITISH AND CANADIAN HISTORY (GRADE II. ACADEMY.)

##### I.

1. Who were Champlain, Frontenac, Sir Isaac Brock, Lord Durham? Give dates.

2. Explain briefly, with dates:—Company of Merchants, Constitutional act, Clergy Reserves, Ashburton Treaty.

3. Give some account of the present system of Canadian Confederation; name the act of parliament by which it was established, and give date.

##### II.

4. Name, with their dates, four important events in the history of Canada since 1880, and give an account of any *one*.

5. Write short notes, with dates, on the following:—The Great Charter, Trial of Charles the First, Habeas Corpus Act, Great Reform Bill.

6. What were the chief causes of the Hundred Years War? Give the names of *two* leaders on both sides.

##### III.

7. Give some idea of the condition of England in the reign of Queen Anne, (*a*) as regards domestic life, (*b*) as regards means of communication among different parts of the kingdom.

8. Write a short account, with dates, of each of the following:—Thomas à Becket; Marlborough, Nelson.

9. Give in outline a description of the system of government that prevails in England at the present day.

#### GEOGRAPHY (GRADE II. ACADEMY.)

##### I.

1. A ship, laden with cutlery, tin, copper, and woollen and cotton goods, leaves Liverpool, England, to sail round the world, and exchanges her cargo at a chief port on each of the continents.

Briefly describe the route, government, climate, and inhabitants of each city or port visited, and state the cargo carried by the ship on each voyage.

2. Explain (1) Rotation, (2) Revolution, (3) Planet, (4) Comet, (5) Tributary, (6) Estuary, (7) Zodiac, (8) Ecliptic, (9) Tropics, (10) Zone.

3. What are the chief characteristics of North America?

4. Draw an outline map of the St. Lawrence River, showing its three chief Tributaries on the North and two on the South. Show

the position of two cities on the St. Lawrence, and one city or town on each Tributary.

5. Write notes on Asia under the following heads:—(1) History, (2) Physical Features, (3) Inhabitants, (4) Climate (5) Religion.

6. Name the principal (1) Rivers, (2) Countries, (3) Seas, (4) Gulfs, (5) Powers, of Europe.

### III.

7. Explain the apparent gain or loss of time in travelling East or West.

8. Account for the change of seasons.

9. What is the most direct route to Melbourne, Australia?

### Correspondence, etc.

To the Editor of the EDUCATIONAL RECORD.

DEAR SIR,—Reading the *School Journal* lately, I saw a very good suggestion in the matter of School Libraries, in which you are deeply interested, and I send you what he says: “The first library I helped to establish was secured in the following manner. A book-case was donated by myself to the school. There were five shelves in the case and four rows of pupils in the room. I took one shelf, and each row of pupils took a shelf to fill with books. The contest was interesting. In a month the case was full of reference books and general literature.

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When I first came to Houston, with the help of the teachers we had an entertainment at the close of the term, and had nearly every child, in fact every child, in school in the entertainment. We made over a hundred dollars for a library.

A circular like the one I give below was a success, because it placed in the reach of the pupils all the juvenile and more advanced magazines and a nucleus for a library. Great enthusiasm was manifested by the pupils, and a medal was given to the pupil who got the greatest number of memberships.

|                   |         |
|-------------------|---------|
| The 5th grade got | \$20.25 |
| 6th “ “           | 18.50   |
| 4th “ “           | 25.50   |
| 3rd “ “           | 19.50   |
| 1st “ “           | 6.00    |

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Total, \$89.75

The circular read as follows:

BOYS' AND GIRLS' BOOK AND MAGAZINE CLUB.

To promote the best interests of our school, we are attempting to organize the Boys' and Girls' Book and Magazine Club of..... Schools.

The membership fee is fifty cents, and we earnestly solicit the parents of the children in our schools to help this cause, which cannot but result in good to all concerned. We solicit the aid of all good citizens whether they have children in our schools or not.

We know that this movement will result in the formation of a good school library. Every good book and magazine possible for us to obtain, will be procured and members will be allowed to use the same for a period fixed by the club. Efficient officers will be elected from the faculty and from the pupils.

We believe the Boys' and Girls' Book and Magazine Club has for its purpose the promotion of the best interests of the children; that if organized it will place in the reach of the poorest child the best mind products of this age, that it will lay the foundation for a good public school library. We therefore subscribe.....

.....amount .....

.....name of subscriber.

The above circular helped us to get \$89.75. This money was used in buying books and magazines. The pupils read the magazines and books with the greatest interest because their own efforts had been rewarded. A twelve-foot reading table was made for the magazines and there never seemed to be any lack of interest in the reading table. It was a great delight to see some of the poorer children who had no home opportunities at this reading table.

## VOCAL MUSIC IN SCHOOLS.

*To the Editor of the EDUCATIONAL RECORD.*

DEAR SIR,—Much has been said and written on the subject of "*Tone*" in school, and many rules and means have been suggested as being unfailing remedies for lax discipline.

This year the "*Department*" have introduced the study of voice culture, and have, I venture to think, solved the mystery of *moral tone* in our public schools.

There is no subject which appeals so directly to the moral senses, and there is certainly none which requires so much united energy on the part of the pupils as well as of teachers.

It has been argued many times that the singing lesson is the best opportunity a lazy boy ever gets for wasting time, or purposely making outrageous noises under the pretence of "*trying to sing.*" But the boy or girl to whom such an argument as this will apply for more than two or three lessons, is not a fit pupil to be in any class. Such a pupil can have no sense of moral responsibility, and ought to be excused from every class, whether the subject be music, geography, or mathematics: I would go so far as to say that under proper management this state of affairs cannot exist.

The teacher of vocal music will do well to hasten slowly, bearing in mind that the object always to be kept in view is not singing, but *discipline*. If he starts out with the idea that his pupils are to learn *music* he will meet with disappointment at every turn, and defeat in the end. It is as impossible to create a musician out of every pupil in school as to create a new earth. Yet every pupil can be taught how to open his mouth and when to shut it.

This is the first principle in the cultivation of the voice, and I will confine my remarks to it in this paper under the heading of

#### PRACTICE IN PRONUNCIATION.

There are fifteen sounds to which the vowel sounds of the English language are capable of being reduced, viz. :—

Six simple long sounds, *a, ah, au, e, o, oo.*

Five simple short sounds, *a, i, e, o, u.*

Four compound sounds, *t (ah-e), oi (au-e), u (e-oo), ou (ah-oo.)*

If these vowel sounds were printed on large cards and hung up in all our school rooms, I am certain it would not be very difficult to induce our teachers to use them for five minutes every day until every pupil is familiar not only with the card, but with its use.

Consonants are divided according to a recognized scheme into two classes: (*a*) Those which require a slight initial sound in pronunciation or *voice consonants*, and (*b*) those which require a silent emission of breath called *consonants*. The following table explains itself :—

| <i>Voice Consonants.</i>   | <i>Breath Consonants.</i>  |
|----------------------------|----------------------------|
| Guttural— <i>g</i> hard.   | <i>c</i> hard— <i>k-q.</i> |
| Dental— <i>d.</i>          | <i>t—p.</i>                |
| Labial— <i>b.</i>          | <i>f.</i>                  |
| “ <i>v.</i>                | <i>c</i> soft— <i>s.</i>   |
| Sibilant— <i>z</i>         | <i>h.</i>                  |
| Mixed— <i>y.</i>           | <i>x</i> (eks.)            |
| “ <i>x</i> (eggs.)         | <i>ch.</i>                 |
| “ <i>j-g</i> soft.         | <i>th.</i>                 |
| “ <i>th</i> ( <i>dh.</i> ) | <i>sh.</i>                 |
| “ <i>zh.</i>               | <i>wh.</i>                 |
| “ <i>w.</i>                |                            |
| Liquid— <i>ng.</i>         |                            |
| “ <i>l.</i>                |                            |
| “ <i>m.</i>                |                            |
| “ <i>n.</i>                |                            |
| “ <i>r.</i>                |                            |

The training of the muscles of the larynx and of the lips and mouth, should be conducted simultaneously, first, in an ordinary speaking tone, and afterwards; that is, when every vowel sound is

thoroughly mastered in the speaking voice ; the same sound may be practised in another pitch or tone. The excuse that a teacher "cannot sing" is no adequate reason for inability to train the voice *to speak*, and this is true voice culture.

Now, all this "waste of time" (?) has its results, and if the time has been honestly "wasted" by the teacher, his pupils will have been trained to govern their voices by their will, and to submit their will power to the guidance of their teachers. In any school where this is the case there can be no attempt at insubordination ; consequently, the object of voice culture will be gained and the *moral tone* of that school will be good. At an early date I will send a few hints on How to teach singing by note in our schools.

FARNHAM, QUE., October, 1894.

ERNEST SMITH.

### **Books Received and Reviewed.**

[All Exchanges and Books for Review should be sent direct to Dr. J. M. Harper, Box 405, Quebec, P.Q.]

ANIMAL LIFE, by Florence Bass. This is an addition to a series of *Nature Studies for Young Readers*, published by Messrs. D. C. Heath & Company, Boston. In it are described, in a simple manner, so as to interest even the youngest, the habits of such insects and other animals as the children may observe for themselves. Among the many good objects attained by such reading, perhaps not the least to be desired is the respect for all life inculcated on the young mind. The book, with its interesting matter, clear type and suitable illustrations, will be found excellent for purposes of supplementary reading in the lower grades.

FIRST YEARS AT SCHOOL, by S. B. Sinclair, M.A., Vice-Principal of the Provincial Normal School, Ottawa, and published by Messrs. E. T. Kellogg & Co., New York and Chicago. In this work, written especially for young teachers, the author offers no statement or suggestion which has not been submitted again and again to the tests of actual experience and careful criticism, nor does he lay so much claim to originality as to reliability. The book furnishes safe guidance through many of the perplexities that the primary teacher is likely to meet in his work. Some of the subjects discussed are : Discipline and Tactics, Language Lessons, Reading, Number Work, Manual Training and Moral Training. The price of the book is 68 cents, postpaid.

PHYSICAL LABORATORY MANUAL, by H. N. Chute, M.S., and published by Messrs. D. C. Heath & Co., Boston. In the study of physics laboratory work must not be neglected, for the educational value of practical physics does not lie so much in the discovery of laws or the demonstration of principles as in (to use the author's words) the training it gives in attention to details, in the cultivation of accuracy of observing the smallest changes, in the formation of sys-

tematic methods of working, in developing the ability to reason back to a general law from a particular set of observations, and in cultivating habits of precise expression of ideas and principles on the pages of the note-book. The Manual gives much valuable information as to the proper fitting up and maintaining of the physical laboratory, and provides problems judiciously distributed over the several divisions of the study. Any of our teachers who have a desire to see their schools equipped with an efficient physical laboratory will derive much assistance from such a work as this.

FABLES AND RHYMES FOR BEGINNERS, by John G. and Thomas E. Thompson, and published by Messrs. Ginn & Co., Boston. This is a primer, of which fable and simple rhyme form the subject matter. These are so arranged that, in order to read them, the child needs to be able to recognise but two hundred different words. The child learning to read will find these rhymes and fables much more interesting than the disjointed sentences usually found in first readers.

Among the exchanges we welcome to our table, are: *The Kindergarten News*, Springfield, Mass., which continues to give all the latest news of the kindergarten world; the *University Extension World*, published by the University of Chicago, which has for its object the extending and popularising of Higher Education; the *Canada Educational Monthly*, Toronto, Ont. The *Teachers' Institute*, and the *School Journal*, both published by Messrs. E. S. Kellogg & Co., New York and Chicago, are always welcome. The *Scientific American*, published by Messrs. Munn & Co., New York, contains much information in the region of science and manufactures, that might be found valuable and interesting to children. The *Cyclopedic Review of Current History*, published by Garretson, Cox & Co., Buffalo, N.Y., for the second quarter of 1894, has been received. Among the many interesting subjects discussed, are: "President Carnot," "The U.S. Tariff Question," "The Pullman Boycott," "Coxeyism," and "The Intercolonial Conference (held at Ottawa last June)." The October number of the *Atlantic Monthly* is a goodly one. In it "Philip and his wife," by Margaret Delane, is brought to a vigorous end. "The Retrospect of an Octogenarian," by the Rev. Dr. George E. Ellis, will be listened to with earnest attention by all. In it he gives some reminiscences of his intercourse with Dr. Charles Lowell. The Hon. Henry L. Dawes, in his "Recollections of Stanton under Johnson," gives an inside view of a memorable period of government life at Washington. Other articles are "The Railway War," by Henry J. Fletcher; "A Playwright's Novitiate," by Miriam Coles Harris; and "The Philosophy of Sterne," by Henry Childs Merwin. The *Atlantic Monthly* is published by Messrs. Houghton, Mifflin & Company, Boston. The *Monist*, a quarterly magazine of philosophy, religion, science and sociology, edited by Dr. Paul Carus and published by the Open Court Publishing Company, Chicago, for

October, is full of interesting and thoughtful reading. The question of the advisability of abolishing the U.S. Senate is discussed by Prof. H. von Holst. There are also articles on "The Nature of Motion," by Major J. W. Powell; "Buddhism and Christianity," by Dr. Carus; and, "The Nature of Thought," by Thomas Whittaker.

### **Official Department.**

#### CIRCULAR FOR 1894-95.

The attention of the principals and teachers of the Superior Schools under the supervision of the Protestant Committee of the Council of Public Instruction is respectfully directed to the following:

1. The newly printed form of the Course of Study should be placed on the wall of the school-room, as well as a neatly written or printed time-table. In drawing up the time-table care should be taken to avoid the carrying on of all the subjects of a grade at the same time. In many of our schools a time-table, giving prominence to only four or five subjects for the time being, has been found to give satisfaction. With three such time-tables for the year anything like over-pressure of school-work can be avoided.

2. Regulation 74, as amended, points out as obligatory, Reading, Writing, Spelling, Arithmetic, English, Geography, English Grammar, History, Scripture, French, Physiology, Drawing, and at least two of the remaining subjects of the grade.

3. In English the selections to be specially studied in the Fourth Reader, with special attention to dictation, derivation, definition, grammatical construction and abstract writing, are to be found from page 152 to the end of the book, and in the Fifth Reader from page 157 to page 314. The poetical extracts should receive careful attention.

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 re-translation. In Grade II. Academy, the selections in French are to be taken from any part of the Progressive Reader, with the first seven prose extracts for re-translation. Dictation exercises may be confined to the passages for re-translation.

5. To understand the nature of the exercises in the mental Arithmetic, the examination papers of the last year should be considered. The short methods illustrated by them should be followed up by the teacher two or three times a week.



6. In addition to the drawing of the ordinary solid forms such as the sphere, the cube, the prism, the pyramid and cone, the drawing of natural objects should be encouraged. At the next examination the pupil will be called upon to draw one or more of the following:—a horse, cow, dog or cat; a house, chair, table, tree or plough.

7. The following regulations ought to be carefully considered by the teacher, as they are to be met with in the EDUCATIONAL RECORD.

(a) The presentation of pupils who have not passed in the grade previous to the one they propose to study in during the coming year.

(b) The limiting of the curriculum in Model Schools to the Grade II. Academy.

(c) The expenditure of the bonus for appliances and the manner of obtaining it.

(d) The competition of all Superior Schools in the matter of well-kept grounds.

(e) The introduction of physical drill and singing in all the departments of the school for which 200 marks will be given.

8. The recognition of school libraries as important adjuncts to our Superior Schools in the award made for appliances cannot now be long delayed, and it would be well for our teachers to put forth every effort to establish, restore or improve such adjuncts as soon as possible. Suggestions in regard to the maturing of this or any other scheme for the bettering of our schools will be gladly received at this office.

9. The principal or head teacher of each school is expected to send a complete list of the staff of his or her school immediately on receipt of this circular. Please do not delay replying.

OFFICE OF THE INSPECTOR OF SUPERIOR SCHOOLS,  
QUEBEC, September 8th, 1894.

## DIRECTORY OF SUPERIOR SCHOOLS FOR THE YEAR 1894-95.

*Aylmer.*—Mr. John A. Dresser ; Miss L. Austin ; Miss M. McLean.

*Bedford.*—Mr. E. G. Hipp, B.A. ; Miss A. Snyder ; Miss M. Taylor.

*Berthier.*—Rev. R. D. Mills, M.A. ; Mr. B. Clements, B.A. ; Mr. Wm. Beauchamp ; Mr. C. J. Jeakins.

*Bolton Centre.*—No name.

*Bryson.*—Miss Maggie H. Hanran ; Miss Maud M. Le Roy.

*Bury.*—Miss E. Paintin ; Mrs. A. J. Cook.

*Clarenceville.*—Mr. Geo. D. Fuller ; Miss Alice E. Elliott.

*Clarendon.*—Miss Jessie M. Crack ; Miss Jennie MacFarlane.

- Coaticook*.—Mr. G. L. Masten ; Mr. W. C. McRae ; Miss A. A. Wadleigh ; Miss M. A. Van Vliet ; Miss S. A. Mason ; Miss L. I. Van Vliet.
- Como*—Miss Frances Waldie.
- Compton L. College*.—Miss A. B. Cochrane ; Mrs. A. M. Prowse.
- Cote St. Antoine*.—Mr. J. A. Nicholson, M.A. ; Mr. D. S. Moffat, B.A. ; Miss P. Steacy ; Miss M. Walker ; Miss A. Smith ; Miss A. Symington ; Miss A. Y. Ramsay ; Miss A. Wells ; Miss S. McGuire ; Miss A. Kirkman ; Miss A. E. Macmaster ; Miss S. L. Abbott ; Miss L. Murphy ; Mr. W. H. Smith.
- Cowansville*.—Mr. E. S. Rivard, B.A. ; Miss F. Moss ; Miss L. Ruiter.
- Danville*.—Mr. W. T. Briggs, B.A. ; Miss Nellie P. Bliss ; Miss Margaret Hall ; Miss Bessie Atkinson.
- Dunham*.—Mr. Victor E. Morrill ; Miss Lila J. Miller.
- Farnham*.—Mr. Ernest Smith ; Miss Nancy Hayes.
- Fort Coulonge*.—Miss Jessie Scroggie.
- Frelighsburg*.—Mr. A. J. Bedee ; Miss Clara Yates.
- Gould*.—Miss Annie E. McDonald ; Miss Annie E. Morrison.
- Granby*—Mr. J. W. Alexander, B.A. ; Mr. Jas. T. McRae ; Mrs. W. A. Kimpton ; Miss M. B. Gill.
- Hatley*—Miss Catherine M. Stevenson ; Miss Kate Carber.
- Hemmingford*—Mr. John Lipsey ; Miss A. Wilson.
- Hull*.—Mr. James Bennie ; Miss M. Fyles ; Miss L. Dahms ; Miss M. H. Scott.
- Huntingdon*.—Mr. C. S. Holiday, B.A. ; Miss Catherine Nolan ; Miss Charlotte Wills ; Miss Janet McLean ; Miss Elizabeth Gordon ; Miss Margaret Rennie ; Miss Annie Dickson.
- Inverness*.—Mr. R. H. McRae ; Mr. John A. Butler ; Miss Gertrude S. Brouard.
- Kinnear's Mills*.—Mr. W. O. Rothney ; Miss Margaret J. Fraser.
- Knowlton*—Mr. Levi Moore, B.A. ; Miss Lillie Orr ; Miss E. C. Lockerby.
- Lacolle*.—Miss M. R. Graham ; Miss Ida Featherston.
- Lachine*.—Miss Mabel Lee, B.A. ; Miss A. Scroggie ; Miss E. Ellacott.
- Lachute*.—Mr. N. T. Truell ; Miss E. McLeod, M.A. ; Mr. Carroll D. Dyke ; Miss Mary L. Hutton ; Miss Janet McLaughlin ; Miss Margaret E. Barron.
- Lceds*.—Mr. David McHarg.
- Lennoxville*.—Miss Effie Hill ; Miss N. Bown ; Miss H. Balfour.
- Levis*.—Mr. E. N. Brown, B.A. ; Miss E. A. Woodside.
- Magog*.—Mr. O. M. Derby ; Mrs. M. A. Young.
- Mansonville*.—Mr. Alfred C. Paintin ; Miss H. Shepherd ; Miss Mabel Clark.
- Marbleton*—Miss Annie R. Westman ; Miss Kate Morison.
- Mystic*.—Miss A. Maude Marsh ; Miss Effie Stone.
- Ormstown*.—Mr. D. M. Gilmour ; Miss Blackett ; Miss Spearman.
- Paspebiac*.—Miss M. R. Caulfield ; Miss L. F. Howatson.
- Portage du Fort*.—Miss Annie Thomson ; Miss Mary Carey.
- Quebec (Girls')*.—Miss E. Macdonald ; Miss J. Ferguson ; Miss M. M. Wilkinson ; Miss M. Bush ; Miss C. E. Rondeau.
- Richmond*.—Miss E. M. Smith ; Miss A. E. Smith ; Miss Jessie Haggart.
- Shawville*.—Mr. Robert J. Hanraan, B.A. ; Miss Laura Forbes ; Miss Annie Scott.
- Sherbrooke (Boys')*.—Mr. J. H. Keller ; Miss Mitchell ; Mrs. Berry ; Miss Hawley ; Miss McLennan ; Miss Lothrop.

- Sherbrooke (Girls)*.—Miss B. L. Smith ; Miss H. Shirreffs ; Mr. A. Dorey.  
*Sorel*.—Miss May G. Johnson.  
*Stanbridge East*.—Mr. Nelson C. Davies ; Miss Jessie Corey.  
*Scotstown*.—Miss E. M. Burwash ; Miss Rix.  
*St. Andrews*.—Mr. F. W. Vaughan ; Mrs. T. Simpson.  
*Stanstead College*.—Rev. C. R. Flanders, B.A. ; Miss E. R. Pitcher, B.A. ; Mr. J. E. Mackenzie, B.A. ; M. M. Hart, B.A. ; Mr. Chas. Ford ; Miss Iola Shufelt.  
*St. Francis College*.—Rev. Chas. A. Tanner ; Mr. Chas. W. Parkin ; Mr. H. A. Honeyman, B.A. ; Miss Bessie Lufkin, M.L.A.  
*St. Johns*.—Mr. Max Liebich ; Miss C. Bulman ; Miss C. Nicholls.  
*St. Lambert*.—Mr. C. A. Jackson ; Miss M. L. Brown ; Mrs. Ray Pepper ; Miss Christina E. Cameron.  
*St. Sylvestre*.—Miss Mary E. Hume.  
*Sutton*.—Mr. A. L. Gilman ; Miss A. DeWitt ; Miss Mabel Wallace.  
*Sawyerville*.—Mr. Geo. H. W. Ryan ; Miss Jessie McIntosh ; Miss M. McDermot.  
*South Durham*.—Mr. James E. Fee ; Miss Edna J. Duffy.  
*Three Rivers*.—Mr. John Douglas ; Miss Robitaille ; Miss McCutcheon.  
*Uxverton*.—Miss C. W. Woodside ; Miss L. Reed.  
*Valleyfield*.—Mr. D. H. Pettes ; Miss Sutherland.  
*Waterloo*.—Mr. James Mabon, B.A. ; Miss J. Solomon ; Miss Lucia Brown ; Miss Mildred Richard ; Miss Josie Temple.  
*Waterville*.—Miss T. Jane Reid ; Miss Eliza D. C. Armstrong ; Miss Maud E. Fuller.  
*St. Hyacinthe*.—Miss Kate E. Cole ; Miss Fraser.

### NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, by Order-in-Council, dated the 13th of July instant, 1894, to detach from the municipality of Mann, in the County of Bonaventure, from and including lots No. 2 to No. 10 included, of the west range of River du Loup, lots from No. 1 to No. 8, both included, of the east range of River du Loup ; that part of the block and all the parts of Cross Point, belonging or which may belong to the Catholics ; the lots from No. 3 to No. 7, both included, and the lots from No. 9 to No. 14, both included, of the north range of River du Loup, and to erect them into a school municipality, for Catholics only, under the name of Cross Point.

And to erect the residue of the said township Mann into a school municipality, for Roman Catholics only, under the name of the municipality of Mann.

This erection to take place only on the first July next, 1895.

19th July.—To detach from the school municipality of Saint Laurent de Metapedia, County of Bonaventure, lot numbers 32B and 33, and to annex them to the school municipality of Sellarville, same county. This annexation to take place only on the 1st of July next, 1895.

30th July.—To appoint two commissioners for the school municipality of Newport, County of Gaspé.

17th August.—To detach from the school municipality of Sainte Anne de Stukely, County of Shefford, the following lots of the cadastre, to wit : 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899 and 900, and annex them, for school purposes, to South Ely, in the same county. This annexation to take place only on the 1st of July next, 1895.

—To appoint two school commissioners for the municipality of L'Anse au Griffon, County Gaspé, two for the municipality of Cote de N. D. de Lusse, County of Jacques Cartier, one commissioner for the municipality of the town of Chicoutimi, and one for the municipality of St. Blaise, County St. John.

24th August.—To appoint five school commissioners for the new municipality of St. Abdon, County of Dorchester, one school commissioner for the municipality of Somerset South, County of Megantic, one for the municipality of Stukely North, County Shefford, and one school trustee for the municipality of the village of St. Andrews, County Argenteuil.

—To appoint Mr. Rodney H. Reynolds school commissioner for the municipality of Clarenceville, county of Mississquoi, to replace Mr. A. T. Hunter ; Mr. H. A. Pangbarn, school trustee for the municipality of Coteau Landing, County of Soulanges, continued in office ; and Mr. Abel A. Heath, school commissioner for the municipality of Barnston, County of Stanstead, to replace Mr. Clarence L. Hill, deceased.

30th August.—To appoint one school commissioner for the municipality of St. Calixte de Kilkenny, County Montcalm, and two school commissioners for the municipality of St. Marcelin, County of Rimouski.

7th September.—To re-appoint Mr. Mathias Moody school trustee for the dissentient municipality of Terrebonne, County of Terrebonne.

15th September.—To appoint five school commissioners for the new municipality of St. Ludger, County of Beauce.

11th September.—To re-appoint Mr. Samuel Ployart school trustee for the municipality of Saint Pierre de Durham, county of Drummond, his term having expired.

—To detach from the parish of Saint André d'Acton, county of Bagot, all the territory designated in the proclamation of the 11th of March, 1890, and to annex it, for school purposes, to the parish of Saint Théodore d'Acton, same county. This annexation to take effect only on the first of July next, 1895.

TABULAR STATEMENT IN CONNECTION WITH THE JUNE EXAMINATIONS OF 1894, (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.  |         | Applicants. |      |      |
|------------------------------|--------------------|------------|-----------------------------|---------|------------|---------|--------------|------------|----------|---------|------------|---------|------------|------------|---------|---------|------------|---------|---------|------------|---------|---------|------------|---------|---------|------------|---------|---------|-------------|------|------|
|                              | Enrolled.          | Presented. | 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. |             |      |      |
| Aylmer.....                  | 41                 | 31         | 15                          | 16      | 11         | 9       | 2            | 10         | 3        | 7       | 7          | 1       | 6          | 3          | 2       | 1       | 13         | 1       | 27      | 4          | 29      | 2       | 3          | 1       | 14      | 17         | 19      | 9       | 1030        |      |      |
| Bedford.....                 | 67                 | 33         | 17                          | 16      | 13         | 5       | 8            | 14         | 10       | 4       | 3          | 0       | 3          | 3          | 2       | 1       | 15         | 5       | 1       | 0          | 28      | 5       | 14         | 6       | 16      | 14         | 23      | 7       | 1050        |      |      |
| Coaticook.....               | 41                 | 28         | 25                          | 3       | 9          | 8       | 1            | 9          | 8        | 1       | 3          | 2       | 1          | 7          | 7       | 0       | 25         | 2       | 3       | 0          | 27      | 1       | 28         | 0       | 18      | 1          | 27      | 1       | 1180        |      |      |
| Compton Ladies' College..... | 36                 | 26         | 20                          | 6       | 7          | 5       | 2            | 12         | 10       | 2       | 4          | 2       | 2          | 3          | 3       | 0       | 25         | 1       | 24      | 2          | 26      | 0       | 19         | 0       | 18      | 8          | 20      | 3       | 1115        |      |      |
| Cookshire.....               | 80                 | 40         | 31                          | 9       | 11         | 10      | 1            | 16         | 15       | 1       | 4          | 3       | 1          | 9          | 3       | 6       | 6          | 4       | 36      | 4          | 36      | 2       | 7          | 0       | 34      | 6          | 28      | 3       | 1075        |      |      |
| Cote St. Antoine.....        | 65                 | 52         | 46                          | 6       | 23         | 22      | 1            | 12         | 12       | 0       | 7          | 5       | 2          | 10         | 7       | 3       | 40         | 1       | 51      | 1          | 51      | 0       | 29         | 0       | 40      | 11         | 40      | 2       | 1170        |      |      |
| Cowansville.....             | 70                 | 15         | 6                           | 9       | 4          | 0       | 4            | 3          | 3        | 0       | 5          | 3       | 2          | 3          | 0       | 3       | 7          | 5       | 9       | 4          | 13      | 2       | 9          | 0       | 9       | 4          | 9       | 3       | 1035        |      |      |
| Danville.....                | 53                 | 35         | 18                          | 17      | 13         | 7       | 6            | 10         | 7        | 3       | 5          | 2       | 3          | 7          | 2       | 5       | 11         | 2       | 1       | 0          | 30      | 5       | 16         | 5       | 10      | 25         | 23      | 5       | 1098        |      |      |
| Granby.....                  | 52                 | 30         | 24                          | 6       | 5          | 4       | 1            | 7          | 4        | 3       | 10         | 8       | 2          | 8          | 8       | 0       | 29         | 1       | 27      | 3          | 27      | 3       | 22         | 3       | 27      | 3          | 20      | 2       | 1130        |      |      |
| Huntingdon.....              | 185                | 114        | 101                         | 15      | 14         | 14      | 0            | 41         | 40       | 1       | 44         | 35      | 9          | 15         | 12      | 3       | 56         | 14      | 110     | 4          | 109     | 0       | 109        | 3       | 77      | 37         | 88      | 11      | 1195        |      |      |
| Inverness.....               | 34                 | 22         | 21                          | 1       | 6          | 5       | 1            | 7          | 7        | 0       | 7          | 7       | 0          | 2          | 2       | 0       | 10         | 0       | 20      | 2          | 22      | 0       | 16         | 0       | 20      | 2          | 19      | 1       | 875         |      |      |
| Knowlton.....                | 33                 | 18         | 12                          | 6       | 8          | 3       | 5            | 6          | 6        | 0       | 2          | 2       | 0          | 2          | 1       | 1       | 14         | 4       | 13      | 5          | 13      | 5       | 10         | 0       | 15      | 3          | 16      | 0       | 1045        |      |      |
| Lachute.....                 | 77                 | 58         | 41                          | 17      | 20         | 15      | 5            | 19         | 13       | 6       | 14         | 9       | 5          | 5          | 4       | 1       | 49         | 6       | 3       | 0          | 55      | 3       | 36         | 0       | 39      | 17         | 45      | 8       | 1145        |      |      |
| Quebec G. H. S.....          | 48                 | 35         | 29                          | 6       | 10         | 7       | 3            | 10         | 10       | 0       | 7          | 7       | 0          | 8          | 5       | 8       | 31         | 4       | 31      | 4          | 35      | 0       | 25         | 0       | 25      | 10         | 25      | 2       | 1080        |      |      |
| Shawville.....               | 36                 | 10         | 3                           | 7       | 1          | 0       | 1            | 4          | 3        | 1       | 3          | 0       | 3          | 2          | 0       | 2       | 7          | 1       | 8       | 2          | 8       | 2       | 6          | 3       | 4       | 6          | 5       | 3       | 1020        |      |      |
| Sherbrooke.....              | 69                 | 50         | 43                          | 7       | 15         | 14      | 1            | 12         | 11       | 1       | 18         | 14      | 4          | 5          | 4       | 1       | 45         | 4       | 50      | 0          | 50      | 0       | 31         | 2       | 37      | 13         | 42      | 3       | 1190        |      |      |
| Stanstead College.....       | 72                 | 41         | 19                          | 22      | 12         | 2       | 10           | 9          | 6        | 3       | 11         | 7       | 4          | 9          | 4       | 5       | 26         | 14      | 3       | 29         | 10      | 31      | 10         | 26      | 3       | 23         | 8       | 23      | 9           | 1065 |      |
| St. Francis College.....     | 98                 | 28         | 12                          | 16      | 10         | 4       | 6            | 6          | 5        | 1       | 9          | 3       | 6          | 3          | 0       | 3       | 11         | 6       | 4       | 0          | 16      | 12      | 19         | 6       | 12      | 2          | 11      | 13      | 19          | 6    | 1025 |
| St. Johns.....               | 55                 | 18         | 3                           | 15      | 6          | 1       | 5            | 7          | 1        | 6       | 4          | 0       | 4          | 1          | 1       | 0       | 5          | 0       | 15      | 3          | 4       | 14      | 6          | 1       | 5       | 11         | 4       | 13      | 1070        |      |      |
| Sutton.....                  | 81                 | 31         | 23                          | 8       | 7          | 3       | 4            | 7          | 6        | 1       | 13         | 13      | 0          | 4          | 1       | 3       | 21         | 7       | 28      | 3          | 27      | 4       | 21         | 3       | 23      | 7          | 22      | 5       | 1095        |      |      |
| Three Rivers.....            | 41                 | 17         | 4                           | 13      | 7          | 2       | 5            | 3          | 1        | 2       | 7          | 1       | 6          | 0          | 8       | 9       | 8          | 9       | 16      | 1          | 15      | 2       | 29         | 0       | 31      | 11         | 33      | 0       | 1090        |      |      |
| Waterloo.....                | 76                 | 43         | 41                          | 2       | 14         | 14      | 0            | 14         | 14       | 0       | 5          | 4       | 1          | 10         | 9       | 1       | 38         | 4       | 42      | 1          | 42      | 1       | 29         | 0       | 31      | 11         | 33      | 0       | 1125        |      |      |

TABULAR STATEMENT IN CONNECTION WITH THE JUNE EXAMINATIONS OF 1894, (MODEL SCHOOLS).

| NAME OF MODEL SCHOOLS. | Gr. Total Marks. |           | Pupils.    |         | Grade I.   |         | Grade II.  |         | Grade III. |         | Gr. IIIA.  |         | Lat. French. |         | Eng. Geom. |         | Alg.       |         | Arith.     |         | Appliances. |    |    |    |      |      |      |
|------------------------|------------------|-----------|------------|---------|------------|---------|------------|---------|------------|---------|------------|---------|--------------|---------|------------|---------|------------|---------|------------|---------|-------------|----|----|----|------|------|------|
|                        | Percentage.      | Enrolled. | Presented. | Failed. | Presented. | Failed. | Presented. | Failed. | Presented. | Failed. | Presented. | Failed. | Presented.   | Failed. | Presented. | Failed. | Presented. | Failed. | Presented. | Failed. |             |    |    |    |      |      |      |
| Berthier               | 23945            | 77 35     | 27 22      | 5       | 7          | 6       | 1          | 14 10   | 4          | 6       | 6          | 0       | 2            | 0       | 27         | 0       | 24         | 3       | 20         | 0       | 11          | 8  | 25 | 2  | 1085 |      |      |
| Rolton Centre          | 4488             | 45 11     | 10 10      | 0       | 4          | 4       | 1          | 3       | 0          | 3       | 2          | 0       | 2            | 1       | 13         | 0       | 11         | 7       | 2          | 4       | 0           | 6  | 3  | 3  | 805  |      |      |
| Bryson                 | 7547             | 68 19     | 13 8       | 5       | 7          | 3       | 4          | 2       | 2          | 0       | 4          | 3       | 1            | 13      | 0          | 11      | 2          | 2       | 2          | 0       | 3           | 2  | 8  | 5  | 835  |      |      |
| Bury                   | 14323            | 74 41     | 21 17      | 4       | 9          | 6       | 3          | 8       | 7          | 1       | 1          | 0       | 4            | 11      | 1          | 19      | 2          | 21      | 0          | 4       | 0           | 8  | 4  | 18 | 3    | 1081 |      |
| Clarendon              | 7268             | 55 17     | 13 3       | 10      | 5          | 0       | 5          | 3       | 2          | 1       | 1          | 0       | 4            | 7       | 6          | 11      | 2          | 3       | 2          | 3       | 2           | 3  | 5  | 4  | 9    | 967  |      |
| Como                   | 1997             | 60 12     | 4 3        | 1       | 2          | 1       | 2          | 2       | 0          | 0       | 4          | 0       | 4            | 3       | 1          | 4       | 0          | 0       | 0          | 8       | 0           | 2  | 0  | 2  | 3    | 1    | 804  |
| Dunham                 | 11341            | 68 49     | 16 10      | 6       | 7          | 3       | 4          | 1       | 1          | 0       | 8          | 6       | 2            | 5       | 4          | 15      | 1          | 16      | 0          | 3       | 2           | 0  | 5  | 4  | 11   | 5    | 1145 |
| Farnham                | 6642             | 67 41     | 11 8       | 3       | 6          | 4       | 2          | 3       | 2          | 1       | 2          | 2       | 0            | 1       | 0          | 11      | 0          | 8       | 3          | 2       | 0           | 2  | 3  | 9  | 2    | 1065 |      |
| Fort Coulonge          | 2372             | 61 6      | 3 1        | 2       | 7          | 5       | 2          | 8       | 7          | 1       | 1          | 0       | 1            | 3       | 0          | 2       | 1          | 3       | 0          | 2       | 0           | 2  | 0  | 2  | 1    | 1023 |      |
| Freightsburg           | 13038            | 68 34     | 20 17      | 3       | 7          | 2       | 0          | 2       | 6          | 2       | 2          | 0       | 0            | 1       | 2          | 20      | 0          | 20      | 0          | 4       | 0           | 12 | 0  | 17 | 3    | 1145 |      |
| Gould                  | 5887             | 51 12     | 11 3       | 8       | 2          | 0       | 2          | 6       | 2          | 4       | 3          | 1       | 2            | 7       | 4          | 9       | 2          | 3       | 0          | 1       | 8           | 6  | 5  | 6  | 5    | 894  |      |
| Haldimand              | 1956             | 46 11     | 5 1        | 4       | 4          | 0       | 4          | 1       | 1          | 0       | 1          | 0       | 0            | 4       | 4          | 4       | 1          | 1       | 0          | 1       | 0           | 1  | 0  | 1  | 4    | 4    |      |
| Hatley                 | 9680             | 64 35     | 15 10      | 5       | 6          | 3       | 3          | 6       | 5          | 1       | 6          | 5       | 1            | 4       | 0          | 13      | 2          | 14      | 1          | 4       | 0           | 5  | 4  | 11 | 4    | 1062 |      |
| Hemmingford            | 18964            | 81 40     | 22 13      | 9       | 5          | 4       | 1          | 7       | 3          | 4       | 5          | 4       | 1            | 15      | 2          | 20      | 2          | 21      | 1          | 10      | 0           | 12 | 5  | 15 | 7    | 1066 |      |
| Hull                   | 11649            | 56 43     | 24 6       | 18      | 13         | 3       | 10         | 7       | 2          | 5       | 4          | 1       | 3            | 14      | 10         | 21      | 3          | 1       | 3          | 0       | 10          | 17 | 7  | 10 | 18   |      |      |
| Kinnear's Mills        | 17981            | 82 34     | 20 15      | 5       | 5          | 0       | 5          | 4       | 4          | 0       | 8          | 8       | 0            | 13      | 0          | 20      | 0          | 20      | 0          | 11      | 0           | 6  | 5  | 20 | 0    | 771  |      |
| Lachine                | 12960            | 49 54     | 27 3       | 24      | 12         | 1       | 11         | 7       | 0          | 7       | 8          | 2       | 6            | 2       | 0          | 16      | 11         | 9       | 18         | 6       | 0           | 5  | 11 | 13 | 14   | 1040 |      |
| Lacolle                | 11759            | 75 26     | 15 0       | 4       | 4          | 0       | 5          | 5       | 0          | 1       | 1          | 0       | 1            | 5       | 0          | 15      | 0          | 15      | 0          | 6       | 0           | 7  | 2  | 15 | 0    | 1010 |      |
| Leeds                  | 25111            | 74 33     | 32 12      | 20      | 12         | 3       | 9          | 6       | 5          | 1       | 12         | 2       | 10           | 14      | 0          | 31      | 1          | 30      | 2          | 14      | 0           | 14 | 6  | 13 | 19   | 841  |      |
| Lennoxville            | 23573            | 67 49     | 33 25      | 8       | 11         | 7       | 4          | 8       | 0          | 8       | 7          | 1       | 6            | 11      | 6          | 31      | 2          | 32      | 1          | 11      | 3           | 16 | 4  | 29 | 4    | 1035 |      |
| Levis                  | 6177             | 43 17     | 14 2       | 12      | 3          | 0       | 3          | 6       | 0          | 6       | 5          | 2       | 3            | 4       | 6          | 10      | 4          | 5       | 9          | 1       | 0           | 0  | 2  | 3  | 11   | 1105 |      |
| Magog                  | 13307            | 61 48     | 21 12      | 9       | 9          | 3       | 6          | 3       | 1          | 2       | 8          | 7       | 4            | 1       | 16         | 5       | 18         | 3       | 9          | 0       | 6           | 6  | 16 | 5  | 1065 |      |      |
| Mansonville            | 23428            | 70 45     | 33 14      | 19      | 9          | 2       | 7          | 5       | 2          | 3       | 11         | 7       | 4            | 6       | 26         | 7       | 27         | 3       | 16         | 2       | 7           | 17 | 23 | 7  | 1015 |      |      |
| Marbleton              | 5683             | 73 22     | 9 9        | 0       | 2          | 3       | 0          | 6       | 6          | 0       | 0          | 0       | 0            | 4       | 0          | 15      | 0          | 15      | 0          | 5       | 0           | 6  | 0  | 9  | 0    | 927  |      |
| Mystic                 | 11093            | 71 32     | 15 11      | 4       | 4          | 3       | 2          | 3       | 3          | 0       | 4          | 3       | 1            | 3       | 1          | 3       | 0          | 15      | 0          | 5       | 0           | 6  | 3  | 13 | 2    | 1045 |      |
| New Richmond           | 4994             | 62 25     | 8 4        | 4       | 2          | 1       | 1          | 4       | 2          | 2       | 2          | 2       | 1            | 1       | 5          | 3       | 7          | 1       | 2          | 0       | 6           | 0  | 6  | 2  | 2    | 2    |      |
| Ormstown               | 34526            | 66 64     | 51 30      | 21      | 17         | 11      | 6          | 11      | 4          | 7       | 18         | 13      | 5            | 19      | 2          | 47      | 4          | 51      | 0          | 21      | 2           | 11 | 23 | 32 | 19   | 1046 |      |
| Paspebiac              | 20713            | 85 30     | 22 21      | 1       | 4          | 4       | 0          | 2       | 2          | 0       | 12         | 12      | 0            | 3       | 0          | 1       | 0          | 1       | 1          | 11      | 0           | 15 | 1  | 15 | 3    | 939  |      |
| Portage du Fort        | 6476             | 61 32     | 11 4       | 7       | 5          | 2       | 3          | 2       | 0          | 4       | 4          | 0       | 4            | 1       | 11         | 0       | 8          | 3       | 1          | 3       | 3           | 8  | 3  | 8  | 3    | 939  |      |
| Rawdon                 | 13398            | 85 21     | 15 12      | 3       | 3          | 0       | 3          | 6       | 0          | 4       | 0          | 4       | 0            | 12      | 0          | 15      | 0          | 15      | 0          | 6       | 0           | 12 | 0  | 15 | 0    | 844  |      |
| Richmond               | 13710            | 80 35     | 17 17      | 0       | 5          | 0       | 5          | 0       | 7          | 7       | 0          | 7       | 0            | 5       | 2          | 17      | 0          | 17      | 0          | 7       | 0           | 10 | 2  | 17 | 0    | 1053 |      |
| Sawyerville            | 21827            | 73 53     | 26 19      | 7       | 5          | 4       | 1          | 5       | 2          | 3       | 8          | 7       | 1            | 14      | 2          | 23      | 3          | 25      | 1          | 14      | 0           | 11 | 5  | 22 | 4    | 1061 |      |
| Scotstown              | 14231            | 66 34     | 22 13      | 9       | 9          | 7       | 2          | 6       | 2          | 4       | 3          | 3       | 0            | 4       | 1          | 3       | 2          | 2       | 0          | 21      | 1           | 7  | 0  | 7  | 6    | 15   |      |
| Sorel                  | 2014             | 62 10     | 4 3        | 1       | 3          | 2       | 1          | 1       | 1          | 0       | 1          | 1       | 0            | 0       | 1          | 4       | 0          | 4       | 0          | 1       | 0           | 0  | 1  | 0  | 1    | 1008 |      |
| South Durham           | 9676             | 79 23     | 11 11      | 0       | 2          | 0       | 3          | 3       | 0          | 6       | 6          | 0       | 3            | 3       | 0          | 17      | 0          | 11      | 0          | 6       | 0           | 9  | 0  | 11 | 0    | 965  |      |
| Stanbridge East        | 11841            | 65 32     | 18 11      | 7       | 5          | 0       | 6          | 4       | 2          | 4       | 1          | 3       | 3            | 3       | 0          | 17      | 1          | 13      | 5          | 4       | 3           | 2  | 11 | 15 | 3    | 1145 |      |
| St. Andrews            | 26274            | 75 48     | 29 21      | 8       | 10         | 6       | 4          | 19      | 7          | 3       | 9          | 8       | 1            | 16      | 0          | 29      | 0          | 28      | 1          | 14      | 1           | 18 | 11 | 23 | 6    | 1095 |      |
| St. Lambert            | 20866            | 71 42     | 33 24      | 9       | 17         | 15      | 2          | 7       | 3          | 4       | 7          | 5       | 2            | 13      | 3          | 32      | 1          | 28      | 5          | 9       | 0           | 8  | 27 | 6  | 1130 |      |      |
| St. Sylvestre          | 9651             | 69 26     | 14 11      | 3       | 7          | 4       | 3          | 1       | 1          | 0       | 6          | 6       | 0            | 6       | 1          | 13      | 1          | 12      | 2          | 5       | 1           | 2  | 5  | 11 | 3    | 1006 |      |
| Ulverton               | 8313             | 76 25     | 11 10      | 1       | 3          | 0       | 5          | 4       | 1          | 3       | 3          | 0       | 0            | 8       | 0          | 11      | 0          | 11      | 0          | 3       | 0           | 8  | 0  | 10 | 1    | 1070 |      |
| Valleyfield            | 9338             | 53 22     | 19 6       | 13      | 10         | 2       | 8          | 4       | 1          | 3       | 5          | 3       | 2            | 6       | 1          | 13      | 6          | 17      | 2          | 5       | 0           | 2  | 7  | 10 | 9    | 1034 |      |
| Waterville             | 15985            | 75 39     | 21 20      | 1       | 7          | 6       | 1          | 6       | 0          | 4       | 4          | 0       | 4            | 1       | 21         | 0       | 21         | 0       | 8          | 1       | 6           | 8  | 20 | 0  | 1136 |      |      |
| Windsor Mills          | 13434            | 67 29     | 18 10      | 8       | 4          | 1       | 3          | 5       | 1          | 4       | 5          | 0       | 0            | 7       | 1          | 16      | 2          | 17      | 1          | 8       | 1           | 6  | 3  | 11 | 7    | 1039 |      |

# THE EDUCATIONAL RECORD

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## **Articles: Original and Selected.**

### THE CONVENTION OF 1894.

The educational event of the year, to a large number of our teachers at least, is the Convention which has been held for several years past in Montreal. The Convention held in October last, like its predecessors, was not lacking in interest, and we may even look back to it perhaps, as a turning point in the educational history of the province, when the interests of the few will probably have to be subordinated to the more important interests of the community at large and of the teachers as a whole. The next meeting is to be held in Sherbrooke, where the Association, it is thought, will enter upon the former phase of its existence—an organization having for its object the interests of the teachers of the country districts as well as of the cities.

The Convention was called to order on the morning of the 18th of October when the report of the Executive Committee was read by the corresponding secretary in which various changes in the constitution of the Association were suggested. According to the Montreal newspapers, whose reports we have taken advantage of in making up our own, these changes were left over for discussion. Reference was made to the sub-committee on text-books, and a special report on that subject was read. It recommended the publishing of the proceedings of the Convention. The Dominion Educational Association suggested that the best time of the year to hold the Convention was during the summer holidays, and the Executive

Committee passed a resolution agreeing with that suggestion, and adding that it might be possible to get the Easter holidays extended, but that it is well to conform to the time that seems best to the educational authorities of the province. The sub-committee on the A. A. French presented its report to the Executive Committee. It was unanimously resolved, That the Executive Committee re-affirm the necessity of providing that the Progressive French Reader, Part II., now authorized and in use in the Province, and in process of revision, be recognized in the A.A. examinations in and after 1895, and that the limits prescribed for retranslation in French be reduced, and that optional selections be made from each authorized course. And that the Executive Committee urge upon the Convention, and upon its successors in office, the importance of taking such steps as will secure attention to their reasonable demand.

The report of the sub-committee on text-books shows there is a very large number of changes in the books recommended by this Committee. This will materially affect education throughout the province. One thing is specially worthy of note—that is, a new atlas, which is being prepared by the best geographers in Scotland. It is likely to be ready early in the year and will contain special maps of Canada and of the different provinces of the Dominion. The report concludes: “The work of the revision of certain books is being watched by competent committees appointed by your Committee and no pains will be spared to make our national books the very best in the world.” The report of the curator of the library showed that 77 books were borrowed from the library and of these 31 were sent to country teachers. It contained a complaint that the library was not sufficiently made use of, considering the large number of useful books it contained, especially those dealing with the methods of teaching. Last October Mr. George Stephens presented 12 volumes of a work, “Conduct as a Fine Art.” That is the only addition made to the library since last year.

The Treasurer’s statement was very satisfactory, showing a balance of \$698.63. Last year’s balance was \$438.38. The Government gives an annual grant of \$200.

The report of the Committee on Periodicals showed that members had been supplied with 53 journals at a total cost to the members and to the Association of \$50.32.

The report was received, after which the Committee on Compulsory Education reported through Dr. Robins that although the work entrusted to it was one of very great



importance it regretted that it had been unable to accomplish anything.

The report of the Pension Commissioners was presented by Dr. Robins. It stated that the total expenditure had been \$33,011.58 which exceeded the revenue by \$2,701.87. On the other hand, extra receipts amounting to \$2,904.09 which went into the capitalized fund, had raised the total amount at the disposal of the fund to \$178,184.04. With regard to the pensioners, the number of teachers pensioned off on account of old age was 132, and they received \$22,442.20, or an average of \$170 each. Those retired on account of illness numbered 232, receiving \$9,138.39, an average of \$39.39 each. The amount paid to the widows of officers of primary instruction had been \$1,137.44, or an average \$97.55 each. There had participated in the advantages of the pension fund 376 persons, who had received from it an amount of \$32,751.23, or an average of \$87.10 each. Of the pensioners 83 were men, receiving \$18,169.94, an average of \$218.91 each. The women numbered 281, and received \$13,410.65, an average of \$47.72 each. The law, it was stated, did not sufficiently guard against fraudulent retirement, and it was recommended that in cases of doubt a series of questions adapted to the alleged circumstances, as suggested by the consulting physician, be sent to the applicant, and that no pension be paid unless the replies were satisfactory.

The report of the delegate to the Protestant Committee was given *viva voce* by Dr. Robins, the Association's representative, who in the course of his address referred to the duties devolving upon the Committee and the manner in which these duties were performed. In particularizing, he referred to the grant given to the Morrin College and the way two of the members had neglected to be present at meetings of the Committee. Dr. Robins then read a paper on "Elementary Arithmetic," and addressed himself to show how deficient were the methods of teaching the Multiplication Table. He said that it was no training to a child's mind to get the table up by rote,—by mere dint of repeating and repeating the results of each line of the table till the answer came as from a parrot. However it was taught in schools it was not well and intelligently taught. The table was made a mere load on the memory without any exercise of the reason, without any chance of thinking and seeing the why and wherefore. The first thing to do was to get the child's mind thoroughly familiar with the primary numbers, one to ten, and to have the child understand

the condition of these numbers. Then the multiplication table should be taught as an arrangement of groups of tens and minor numbers added. Dr. Robins illustrated his method with the assistance of a black board. An interesting discussion followed in which Sir William Dawson, Principal Adams, Dr. Howe and Principal Rexford took part. Miss Findlay, the new lady principal of the Girl's High School, turned a front bench of the audience into an elementary class and with them for pupils gave a good impromptu illustration of Dr. Robins' method and suggestions. This brought the afternoon proceedings to a close.

The evening meeting was held in the Assembly Hall of the High School. The Rev. Dr. Shaw presided and expressed for himself and others the great gratification they all experienced at the growing interest in these Conventions and the benefits arising from them, first to the teachers and then reflected upon the education throughout the country. On the platform were the Rev. Dr. Adams, Rev. Dr. Clark Murray, the retiring President, Mr. G. W. Parmelee, Rev. E. M. Taylor, Rev. E. I. Rexford, Professor Bovey, Messrs. C. A. Humphrey, Wellington Dixon and E. W. Arthy.

Mr. Cunningham sang, "The Raven" and as an encore "Off to Philadelphia in the morning."

Mr. Parmelee then delivered his retiring address. He regretted he had not been able to do more during his tenure of the office, but he was too busy a man to do justice to the office of President, although he felt the honor of filling that position. For the subject of his address he chose the details of school work in the Province of Quebec. Education in the large centres was going on well; in large communities all the proper advantages were given to all the pupils. But he was concerned for the Elementary Schools in places of sparse population. In this province the Protestant scholars were in a great minority, but he did not wish to imply that they were unfairly instructed. He wished to give every encouragement to teaching in Roman Catholic schools, but he could not slur over the fact that there were defects in the system of education seriously affecting the Protestant schools. Here and there small settlements of Protestants were to be found. These were at a disadvantage under the dual system of education. There was a double division arising out of the differences of faith and of language. Both languages and both religions were determined to hold their own. He condemned the system of bi-lingual teaching. It resulted in both languages being badly taught. The cure

was to teach French better in the English schools, for only then could English teachers be employed to teach French children. He remarked on the greater facility with which the French acquired English than the English French and their greater readiness to practice it. The children of the two different languages did not rub together enough. Here again the better teaching of French in our schools would tend to remove any friction. Then there was the difficulty of distributing Government assistance. Just now the Protestant Elementary Schools received \$23,000 annually. That sum is distributed according to the population of the municipalities in which the schools are situated and he questioned that principle of distribution, for to his mind the necessities of the school were generally in inverse proportion to the population of the municipality. He would like to see that principle modified by coupling with it a system of looking into the needs of each individual school. There does indeed exist a poor municipality fund of about \$13,000 a year. Fancy a teacher getting in some poor place \$12 a month! And yet the poor municipalities had a high school rate and were really acting more liberally according to their abilities than the rich municipalities were. Mr. Parmelee then went on to comment on the meanness of the rich men in these poor districts who complained of a school rate of which they got no benefit. There was another difficulty, that in these poor communities where, owing to the surly selfishness of the richer people, a higher rate had to be imposed, the Department of Public Instruction was unable to control the action of the School Trustees. But was there no light to this dull picture? The one thing needed was more money. But where was it to come from? The Protestant Committee had done all it could to get the various Governments to give more grants. The Governments were willing enough but could not see their way to do all that was asked. And after all grants were only money taken out of the pockets of the people to be returned to them again. Here was a fine opportunity for private benefactions. Twenty or thirty thousand dollars a year in the Province of Quebec would be a great boon, especially in the remote rural districts. But benefactors often do not like to give their money over to direct or indirect State control, as to the objects it is given for. He ventured to say that the Protestant Committee was and could always be composed of men who were more than usually well qualified to administer any money given to educational purposes. The English speaking country

settlements were getting fewer. He regretted anything that would diminish the healthy minded and sturdy dwellers in the fresh rural districts. The rush from the country to the city was due to the fact that there was no good schools in the country. That was a matter that deserved careful consideration. And what was more, they wanted in these country places efficient teachers, and the ex-President here gave his personal experience of some country schools. It was a fact that half the teachers in the Province of Quebec were untrained, and for any successful system of education every teacher ought himself and herself to go through a course of training.

Just one point more Mr. Parmelee emphasized, and that was the desirability of teaching in our schools, like in our elementary schools, some of the simplest principles of the systems of municipal and general government under which they will have to play the part of good citizens. Mr. Parmelee's address was listened to with the greatest attention and interest, and he sat down amid hearty applause.

When Miss Maud Burdette had contributed to the evening's pleasure with a beautifully sung song, the Rev. Professor Clark Murray spoke at some length on "The Psychology of Child-Life." He showed that eminent psychologists by their writings were getting their theories to penetrate as far even as the nursery, and he gave a number of scientific experiments which had been made. One very interesting and well established fact he mentioned, bearing especially upon the Kindergarten system. The muscles of the fingers and the nerve centres in the brain controlling those muscles were slow of development and it was not till the child was five, six or seven years old that any great use of these muscles should be made. In some cases, where the use of the larger muscles of the legs and arms and body were neglected in exercise and the fingers too much used, the result was St. Vitus' Dance. These and many other things easily understood by mothers and nurses, the Professor related with much clearness of description. Speaking more particularly to teachers, he went on to say that all the faculties of the brain and mind were equally divided into three groups. 1st. The power of accepting knowledge, the receptive power. 2nd. The feelings or conditions, whereby we feel what is right and wrong, what is pleasant and what is painful. 3rd. The will. And in a long course of argument and illustration Professor Murray impressed upon his audience that the great end and aim of all education was to educate the

will, so that the child should learn as early as possible to determine to do and to do promptly what was right. Methods directed to this end must be gradually introduced into our school system, so as to turn out well-formed characters intellectually and morally.

On Friday morning the study of English occupied the attention of the Convention. The very important subject of "School-room Elocution" was treated by J. P. Stephen, Professor of Elocution in the High School. He strongly enforced the necessity for a better system of teaching reading in schools, and said that if there was any place where the teacher must be an artist it was in elocutionary work. He quoted the Rev. Mr. Rexford on the subject, and emphatically insisted on the discarding of the alphabetical method of teaching reading. The child must be taught to join together the object and the name by every means possible. Phonetic drill should be faithfully attended to, and the pupils should be trained to occupy a proper position while reading. Interest should be aroused in the subject of the lesson. The child should be encouraged to think of the meaning of the author, and to think himself on the thought of the author. This would inspire him to speak distinctly. They should also be encouraged to bring extracts to school, thus training their powers of selection. Mr. Stephen's paper discussed many other points of interest to teachers.

Miss E. MacLeod, M.A., assistant teacher of Lachute Academy, dealt with the no less important question of "Conversational English." Incorrect speaking she held responsible for many a pleasure lost and ill endured. Imperfect English raised a barrier to hero-worship, for no matter how great our reverence for some great man his misuse of his own mother tongue, and the lack of refinement which this shows, causes a sense of irritation. Our power is not so much in our thought as in our ability to bring it out. It greatly aids the intellect to give distinct and forcible utterance to thought, in correct and grammatical language. If the language is slipshod or diffuse it implies the same qualities of the mind. Miss MacLeod appealed to the teachers there to stop the spread of incorrect forms of speech. If teachers would correct errors in themselves the evil would be mitigated. Conversational English should receive as much attention as geometry or algebra. Several of the more common errors were instanced, such as the interchange of the past indicative and the past participle, and of the objective and nominative, the use of the

preposition "on" for several other prepositions, and the use of "for" before the infinitive.

The "Value of Classics" was the branch of the subject taken by George Murray, B.A., F.R.S.C. Mr. Murray said he had always advocated the study of the classics to those to whom a little Greek and Latin would be useful. In the classics would be found the best codes of morals, the most graceful and most noble poetry, the deepest and widest philanthropy, and their study would leave a lasting impression. They had a great effect on moulding and directing the statesmanship of Britain, and it must be remembered that the whole civilization of Europe was built on the foundation laid by two great nations over two thousand years ago. The large place given to classics in English schools and colleges was referred to, and the essayist, while recognizing that a more practical training was necessary in Canada, believed that more attention might be given to them here. All the languages of modern Europe, and none more than English, were connected with the two ancient tongues, which were, however, more beautiful than any of their modern developments. The latter languages compared with the earlier, were dull, ill-contrived, and barbarous, and modern writers have not given us as good models as the ancient. Numerous writers and professors were cited who advocated the study of Greek and Latin as necessary to a truly liberal education.

During the afternoon of Friday a discussion on the papers read at the morning session then ensued, the one on "Conversational English" giving rise to most expressions of opinion. In connection therewith, Mr. N. T. Truell moved the following:—

That the Protestant Committee of the Council of Public Instruction be requested to require every candidate for 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.

Rev. E. I. Rexford said that in the matter of teaching written English much more might be done than had been done in the past. There was only one way of getting a child to write good English and that was by writing, writing, writing.

Prof. Kneeland protested strongly against the kind of English which came to us in many of the juvenile papers scattered abroad in this country from the other side of the line. The English contained in them could hardly be recognized as English and they were placed in the hands of our young people, and after these had formed their habits of reading

such English, and been allowed to suppose that it was correct, teachers attempted to counteract this by the few hours a week that could be given to the subject in school. Let parents banish from the home and from the reach of their children all literature that was not pure in sentiment as well as that which was not pure English.

The discussion was also taken part in by Inspector Hewton, Rev. Dr. Ryckman, Rev. Dr. Shaw, Dr. Heneker, Dr. Kelley, Mr. G. W. Parmelee, Mr. J. A. Nicholson, Rev. E. M. Taylor and Miss MacLeod.

Mr. J. A. Nicholson, Cote St. Antoine, moved:—

That it be a recommendation to the Protestant Committee of the Council of Public Instruction to so amend their regulations as to give the Board of Examiners for teachers' diplomas power to reject candidates unless the answers in the various subjects in which they wish to be examined are expressed in grammatical English.

It was decided that Mr. Truell's motion be laid on the table, and Mr. Nicholson's motion, which was seconded by Mr. J. Mabon, was carried.

Miss Findlay read an excellent paper on "Continuity in Education from the Kindergarten through the Primary grades." She traced the growth of knowledge in the child as developed by the method of Frœbel, and pointed out how the growth was continued through the intermediate schools to the university. The paper was attentively listened to, and heartily applauded.

The meeting was then brought to a close by a short address from Dr. Heneker, Chairman of the Protestant Committee.

The evening session, which was held in the Assembly Hall, High School, was more in the nature of a relaxation than a business sitting. It was very largely attended both by the teachers and their friends.

The Recording Secretary read the following report of the judges on the school exhibits in connection with the Convention, Messrs. E. T. Chambers, Alex. B. Wardrop and Miss N. E. Green:—

"The judges appointed by the Executive Committee of the Convention beg to submit the following report: (1), that the exhibits in competition have not been presented in such a manner as was necessary for their inspection and comparison with each other; (2), that there is no competition among the academies, only one presenting specimens of work. There are two model schools in the competition and ten elementary schools, but all of them do not present the requisite number of

subjects to make them eligible to compete ; (3), the judges found several specimens in which the ruler had been used unduly in the drawing work and tracing in the map work , (4), the exhibit presented by the Lachute Academy merits high commendation. The two model schools also deserve high commendation. The city commissioners' schools show a distinct and decided improvement in writing. Some of the best specimens, however, were by schools which had to be ruled out, not having presented a sufficient number of subjects."

The awards are as follows :—

Academy.—Lachute Academy, 1.

Model schools.—Girls' Model school, McGill, 1; Boys' Model school, McGill, 2.

Elementary schools.—Royal Arthur school, Montreal, 1; Berthelet Street school, Montreal, 2; Sweetsburg Elementary school, Missisquoi county, 3.

The judges beg to express the hope that in future better means will be provided to enable them to perform their duty with less difficulty, and that means will be provided so that the competing specimens may be shown in the order of decision.

A pleasant evening was spent by the teachers thereafter. Soon after eight o'clock a short lecture was delivered in the Assembly Hall by the Rev. J. Abbott Smith on "Greek Art and Architecture," which was illustrated with some very good stereopticon views. Afterwards the school was thrown open. The laboratories and manual training rooms were open, and a few boys in each gave an idea of the mode of instruction. Music and refreshments were provided, and the rest of the evening passed in social enjoyment.

The closing session was held on Saturday morning, when the question of the state of our elementary schools came up for discussion. The issue of the discussion was very gratifying, a committee having been appointed to take into consideration the means at the disposal of the province for providing trained teachers for all our schools. Nothing could have been more gratifying to those who are sincerely desirous of bringing about an improvement in our elementary schools than this closing action of the Convention of 1894. As soon as we have heard from the Secretary of the Association we will publish the list of officers elected for the coming year as well as the the committees of the Executive Council.



### Editorial Notes and Comments.

Two of the questions raised at the late Teachers' Convention should not be allowed to drop. These are a necessary improvement in the methods of training our children to speak and write good English, and the possibility of providing trained teachers for our elementary schools as well as for the superior schools. To prevent the former question from being lost sight of we give the first instalment of Miss MacLeod's paper in this issue, and in order to have some action taken immediately in connection with the second movement, we would urge upon the Convener of the Committee appointed by the Convention to call a meeting as soon as possible. If we were at all inclined to multiply the number of necessary reforms required to make our system what it ought to be, we would mention, as next in importance, the centralizing of school work in the municipality. This we have advocated before, and now that others have adopted the idea we will possibly be able to report results other than the mere making of speeches such as have been so long indulged in by our politicians and others, for the sake of the applause that accompanies them. An ounce of practical suggestion is worth a whole ton of theorizing about the possible or the impossible. To keep alive the interest in the necessity for an improved system of training teachers, we intend publishing in our next issue a pertinent article from the pen of S. B. Sinclair Esq., M.A. of the Ottawa Normal School,

—In a late issue of Harper's Magazine we find the following on the training question which cannot but meet with the views of those who would have trained teachers speaking good English in all our schools, and it comes with greater force being written by an outsider: There is unanimity of opinion says this writer, upon another thing, and that is the necessity of better teachers for all schools, and of the importance of the teacher over the text-book. All the conferences insist upon the necessity of better-trained and better-informed teachers, and these are specially needed in the primary schools. In order to improve the quality of the teachers, it is recommended that we have more and better normal schools, where men and women shall be trained to teach, and be drilled in the complete mastery of the subjects which they may attempt to teach. This recommendation is vital, but the difficulty is deeper than this, for it lies in the wide-spread misapprehension that it is less important to have good teachers in the lower schools than in the higher. As a matter of fact, the majority of the common

schools of this country are in the hands of teachers poorly paid, who are placed there by school-committee men wholly incompetent to judge of their fitness. It lies within the observation of every reader of this paragraph that many of these so-called teachers are ignorant girls and young men scantily educated, whose knowledge is bounded by the text-books which they follow with their pupils. They are incapable of teaching, they can only hear the lessons which they cannot illuminate, and they cannot inspire their scholars with love of learning, or even with curiosity about the world. For this state of things the public is to blame. No good results can be expected when the ignorant teach the ignorant. The error lies in the popular fallacy that almost anybody can teach children.

This is what we mean by saying that we are trying to make our educational pyramid stand on its apex. The truth is that the best talent, the widest knowledge, the utmost skill, are needed in the primary school. The prime object of the school is to awaken the mind of the child. Many pupils go through the primaries, through the secondary schools, and possibly through college, without having their minds awakened, without having their enthusiasm aroused to the same eager interest in the school studies that they manifest in football, for instance.

Once the mind is awakened and guided to explore the knowledge of the world, the most difficult task of the educator is accomplished. The pupil is inspired with a desire to know, and instructed how to find out things for himself. This inspiration and this guidance can only come from teachers who have knowledge and the skill of imparting it in a marked degree. The unawakened mind requires more external power to arouse it than to keep it going in well-marked grooves. This is understood in asylums for deaf-mutes and for idiots. In those the very ablest teachers take the beginners in intelligence. We shall begin to handle this problem of education intelligently only when we recognize the truth that for teachers of the primary schools, down to the infant classes, we must have men and women of the first qualifications, of broad knowledge and liberal culture and character, and we must pay them as high a price for their services as we pay teachers in the secondary schools, at least.

The conference on history recommends that it be taught for eight consecutive years. But history is a knowledge of human life, and its unfolding really begins in the kindergarten. History is a unit. No portion of it, even the limited history of a state or county, can be well taught by a person who has not a

comprehensive view of it as a unit. No study is more fruitless than that of a history in a routine text-book of names and dates unless it be the study of literature in the same way. The teacher of history must know history, and the teacher of literature must know literature. It is of course impossible in eight years to impart any detailed knowledge of history; but the able teacher can in that time give a knowledge of its sweep and unity, of the relative significance and importance of certain periods, and possibly detailed knowledge of some portions of it, say the history of the pupil's own country. This is also true of the nature of civil government, and especially of the government under which the scholar lives. Nothing perhaps is more needed now in this republic than a knowledge of its fundamental character and laws, and it is one of the weaknesses of our educational system that it fails to give this to those who pass through our primary schools. We might go further and say that those who read our newspapers know that we are not exaggerating the ignorance in regard to our own government, or of other forms of government, or of fundamental social laws evolved in the experience of the race. In a few highly developed schools, both primary and secondary, these subjects are taken up with the most encouraging results; but how is it in the majority of district schools of the country? And even if these subjects were taken up, where are the teachers to teach them? This is no attack upon the body of teachers, most of whom are ill paid even for the services they render, and most of whom also are working conscientiously according to their lights. But it is for the public to consider that the best teachers are required in laying the foundations of education, and that it is a good economy to pay for the best.

—We insert the following in the hope that every one of our local papers will insert it in their columns. It is taken from the *Boston Herald* and refers to parental co-operation in the work of the school: A friendly co-operation on the part of a teacher and the parent is sure to make the most of a pupil and do good service to the whole school. What our schools need, says the writer we refer to, beyond appropriations, beyond good teachers, beyond capable supervisors, beyond an energetic school board and a capable superintendent, is the cordial support of the people at large. In the pressure of the duties of life upon all people the school is one of the things taken for granted. With the churches unable to exercise a strong and central influence over the morals of childhood, with family care constantly being deteriorated by the pressure of business and

society, the public school is continually being loaded down with duties and demands which weigh upon conscientious teachers, especially the large-minded and large-hearted women, who are the soul and strength of our public schools, and it is increasingly difficult to educate young people up to the proper standard in the knowledge of what they ought to know, and up to a proper appreciation of the relation of conduct to life. This is where our public school teachers cannot be too earnestly or too warmly supported by those who put children in their hands. It may be too much to ask busy men and women who believe in the public schools to take an hour now and then to visit the schoolrooms and show by their presence that they stand by this or that teacher; but wherever this is done,—and in many places it is done—the results far more than compensate for all the trouble which they compel. If there is any one class of unappreciated people in the community—unappreciated and yet deserving of the highest honor—it is the men and women who are our faithful servants in the public schools.

### **Current Events.**

The teacher who is passing rich on forty pounds a year may spare a moment to read the discussion that has lately been going on on the college salary question. The writer of course argues that the professor should have more salary as a matter of justice, as a necessity, and as a matter of policy. This increase should be about fifty per cent. This argument is not unexpected, but the facts upon which he bases it are interesting. He has the detailed salary-facts from 123 colleges and universities. Two pay presidents a salary of \$10,000, and one pays its chief but \$650. Two colleges pay \$8,000, one each \$7,500, \$7,000, \$6,600, and \$6,000. One pays \$800, one \$950, three \$1,000, two \$1,100, two \$1,200. More than half pay between \$2,000 and \$4,000. Professors receive considerably less. (I speak only of the "most highly paid professors.") Six do not pay more than \$800, four \$800, four \$1,000, one \$1,100, eight \$1,200, three \$1,300, three \$1,400. One University pays its professors \$7,000, two others pay \$5,000, four \$4,000, one \$4,500, one \$3,600, one \$3,500, one \$3,200. In more than half the highest salary is between \$1,600 and \$3,000. The average salary is less than \$1,500.

The state universities usually pay about twenty per cent. larger salaries than other institutions. Some of the newer institutions pay higher salaries than the older. Institutions in cities usually pay better than those in the country.

There are many high school principals who receive higher salaries than college professors. The average pay of the city high school principal is greater than that of the average college professor. In the larger cities it is above that of the college presidents.

The actual earning of the "heater" in any finished bar iron mill is greater than that of the average college professor, or \$1700 as against \$1500. The "boss roller" gets \$5,250, which is almost twice the average salary of the college president. Blacksmiths, blowers, firemen, founders, beaters, ingot-loaders, masons, millwrights, puddlers, rollers, roughers receive about the same wages as the college professors outside a few of the larger institutions. There are iron mills in this country in which the salary of the average of the workmen is as great as the average salaries in some of our colleges. Book-keepers, salesmen, and "drummers" receive as high salaries as the professors in most colleges. The writer thus makes out a strong case for the under-paid college professor, and we wonder if no one is ready to make out as strong a case in favor of the under-paid school teacher. The case has been made out a hundred times, but what has it resulted in?

—The annual report of Dr. Barnardo's Homes for orphan and waif children, just received, shows that during the year ending 31st December last, 8,947 fresh cases of children were dealt with. No fewer than 4,363 rescued boys and girls were on an average resident in the Homes. Of the fresh cases admitted during the year, 1,244 had actually been on the streets, sleeping out, or were rescued from common lodging-houses, or the custody of thieves, prostitutes or other persons of abandoned life. During the year, 1,475 boys and girls were sent to situations, or otherwise placed out in life, in Great Britain, and 727 selected boys and girls sent to Canada. Of these ninety-eight per cent. are said to be doing well. There is a good deal of opposition in some quarters to the admission of these children into the Dominion, and much is made of an occasional misdeed by one of them. But, as a matter of fact, the record is a remarkable one. It is doubtful whether, were the courses of one hundred Canadian children, taken at random, followed for a number of years, it could be said that all but two were doing well. Dr. Barnardo's and similar

institutions are really doing a noble work, and are worthy of every encouragement.

—The recently issued annual “class book” of the senior class at Yale contains some surprising facts concerning the expenses of the college boys. The editor says: “It is a recognised fact that it is getting to be harder and harder for a poor man to get through Yale. Yale is giving up her boasted democracy.” The tabulated list of statistics places the average expenses of the freshman year at 961 dollars; sophomore year, 1009 dollars; junior year, 1213 dollars; and senior year, 1255 dollars. The highest figure given for a year’s expenditure is 4000 dollars, and the lowest 135 dollars. The class numbers 214, and among them are only six phenomenally rich men’s sons. At first sight the inference might be drawn that the college system of an English University is less costly to the student than the American style. But one needs further particulars before a comparison can safely be drawn. At a German University, where domestic arrangements are under no restrictions, £90 a year is a sufficient sum to enable a student to live, learn, and learn to live. The lad who attends our own McGill can do it for less money, it is said.

—As education in India tends to pass more and more into native hands, it is gratifying to find two M.A.’s undergoing training at the Teachers’ College, Saidapet. Indians who propose to devote their lives to the work of educating their countrymen will be taking the wisest possible course if they begin by preparing themselves to do that work efficiently. If they are encouraged to do so, and if the Universities keep in touch with the wants of the people, there will be no need to apprehend the deplorable state of affairs which has arisen in South Africa.

—The system of training teachers in vogue in Burmah should produce an excellent supply, at least as regards quality. The students at the Normal School go through a three years’ course, receiving, if they pass, a *half* certificate. They then leave the school and do two or, in some cases, three years’ practical work. Only if they prove successful during this probationary period, do they become entitled to a full Normal certificate. The conditions correspond closely to those which prevail in France, where a *stagiaire*, to become *titulaire*, must have gone through a *stage* of two years, and also possess the *certificat d’apitudo pédagogique*. In the Madras Presidency, on the other hand, certificates may be obtained after one year’s training, and by candidates who have had no practical experience of school teaching.

—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 stem or as the mechanism of the human study.

—An anomaly in the regulations for admission to the degree of Doctor of Medicine has just been removed by the Senate of the University of Calcutta. Under the old rules a man might take his B.M. without having qualified in Arts; but no candidate could be admitted a Doctor in Medicine if he had not passed the B.A. examination. This requirement, although there is something to be said in its favour, was felt, in many cases, as a great hardship. Candidates were compelled to break the course of their professional studies and return to the subjects for the Arts Examination in order to qualify for what was after all a purely professional distinction. At the last meeting of the Senate the regulation was, on the motion of the President of the Faculty of Medicine, abolished.

—The following reasons are given in favour of vertical writing: (1) It is more legible. The one space letters are made round with broad turns, and with bold strokes of the pen. No loop letter occupies more than two spaces, thus preventing the confusing appearance which results from the interference of the extended letters in the sloping penmanship. (2) It is more natural. The slant of 52 degrees is reached with great difficulty. (3) It is much more easily learned. The forms

of the letters can be learned during the first three or four years of school life, and there is no need of further lessons being given. (4) There is great gain to the teachers in looking over the papers, and there are fewer errors. (5) The pupils are more apt to be neat in their work. The tendency to the running hand and the careless, hurried scribbling of children is obviated. (6) It helps spelling, especially the orthography of eye-minded pupils. (7) All hygienic reasons are in its favour. The pupil is required to take the front position and sit erect, with the paper square in front of him, the position of the pen being such that he can easily see the letters he is making without turning his head to one side to do so. The letters, being round and full, are easily seen, and the pupil is less inclined to lie down on the desk. The pen should be coarse and properly held, and the line strong and evenly executed. The paper should be narrow—not more than eight inches.

—An attempt is being made to make merry at the expense of head masters of schools who look after the physical welfare of their pupils, to the extent of engaging junior masters who add to their learning the qualification of excellence at football or cricket. “What are we coming to?” is the cry on reading an advertisement in which a preference is expressed for a cricket or football “blue.” Our reply (says the *Daily Graphic*) would be that we are coming to our senses. We listen to the dictum of our doctors that the human frame, to keep it in proper working order, requires a great deal more exercise than the average individual obtains, and admire its wisdom, but when anyone puts the thing into sensible practice, we scoff. The surest way to breed young scholars who will do a school credit in after years, is to plant the learning in a soil where it can fructify, and not fade away with the rapidity of a hot-house plant.

—At a meeting of the governing body of Owens College, Manchester, a letter was read from the residuary legatees of Sir Joseph Whitworth, stating they had learned that a new general hospital, in close connection with the college, was much needed, in which the students may receive practical instruction in medicine and surgery. The letter proceeds to say that the legatees will, as a commencement of such a hospital, make over a sufficient site for the building and contribute not less than thirty-five thousand pounds towards the cost of the erection and furnishing the first portion, in addition to which they will provide an annual income of one thousand pounds.



—At a meeting of the Committee of the Church Schoolmasters' Benevolent Institution, an application was received from a school manager for the purchase of an annuity (£20) for the schoolmistress of the parish, who was retiring in consequence of illness after forty-five years faithful service. It is gratifying to find the school managers to some extent endeavouring to do what ought to be done by the country which has received the benefit of such long and faithful work. This leads to the enquiry—how many of our school municipalities pay the pension premium for their teachers?

—According to a return published by the Education Department in Washington, instruction in physiology and hygiene, with special reference to the effects of stimulants and narcotics on the system, is made compulsory by statute in all schools, at some portion of the course, in twenty-five out of thirty-eight States, in all the territories, and in the district of Columbia. In Missouri this instruction is compulsory only when required by the patrons of the schools.

—Electricity is destined to cure all our ills. It has been found now to be a sovereign remedy for writers' cramp. An official in one of the principal courts in America who had many of his clerks incapacitated by this affection, has set up an electric battery in his office, and when the muscles of the hand become cramped through the long continued and steady use of the pen, contact with the battery is said to give instantaneous relief.

—The National Department of Superintendence at Richmond, U.S., has passed a resolution in favour of State legislation requiring, in all school buildings hereafter to be erected, provision for furnishing 1,500 cubic feet of air per hour for each pupil; and another resolution in favour of legislative enactments to make the kindergarten a part of the system of public instruction in all the states of the Union. We are pleased to read these resolutions, especially the first, which deals with a matter towards which, only too frequently, apathy is exhibited. If it were possible for sanitary inspectors to visit a number of our schoolrooms at the end of a long lesson, and to publish the results of the examination, the British parent might be roused to the same degree of interest as he can be made to feel, under judicious stimulation, for, say, the religious question.

—The huge telescope which was presented to the University of Chicago by the street car magnate, Charles T. Yerkes, will be erected at Lake Geneva, Wis. Work will be commenced on the observatory building as soon as the weather will permit.

It was the intention of Mr. Yerkes that the telescope should be erected on the grounds of the University, but astronomical experts advised against it. It was declared that the smoke and noise of the city would seriously interfere with astronomical observations. John Johnson, Jr., of Chicago, offered to donate fifty acres of land for the observatory at Geneva Lake. The site was inspected by a committee of the University officials and patrons and its acceptance is now announced. The Yerkes telescope will bear the distinction of being the largest in the world. The lens will be forty inches in diameter. In operating the telescope electricity will be the motive power.

—The *Russian* government imitates the Prussian example. In Dorpat the German teachers' seminary is closed, and the last resident students have departed. As Prussia Germanizes Lorraine, Alsace, Schleswig, etc., Russia Russifies the Baltic provinces. There is method in this. The following item shows the fine Italian hand of the Russian government:—The parochial schools (the Lutheran and Catholics are meant), though maintained independently of State aid, are being gently pushed to the wall. The government has decreed that its examination of their graduates is to be conducted in Russian, and that all compositions are to be written in Russian. This necessitates making the Russian the language of instruction. The Russian government evidently learned something from the Ohio legislature, which decreed that German might be taught, "provided, that the medium of instruction of all other branches be the English."—*Ex.*

—On Fordham Heights, overlooking the Hudson River, there has been established an academy and home for shipbuilders. The institution is the outcome of the founder's own experience in boyhood, when he found great difficulty in acquiring a theoretical, as well as practical, knowledge of shipbuilding. Education in marine architecture and steam engineering is provided, nor need a student spend a penny during the whole course. Attached to the academy is a hospital, and there are also free homes for aged and infirm shipbuilders and their wives. We cannot recall any English institution on so complete and liberal a scale, and recommend it to our wealthy shipbuilders as a model for imitation.

**Literature, Historical Notes, etc.**

## CONVERSATIONAL ENGLISH.

BY MISS E. MACLEOD, M.A., LACHUTE.

Our generation is accredited with all the transgressions of the past, together with the germs of all future misdemeanours. Among present delinquencies is charged an undue tendency to organization. Hence one hardly likes to suggest the formation of another of those much-berated outgrowths of altruism—a society. Were this method of reform not so trite, a “Society for the prevention of Cruelty to the English Language.” might not be amiss; as it is, however, some less hackneyed remedy must be devised.

That reform is needed admits of no question. Those especially who have come in contact with the lower middle classes cannot fail to have been struck with their disregard of syntax and pronunciation, and their use of obsolete and unrecognised forms. As for “slang”—it is confined to no class, it is ubiquitous.

There is something peculiarly jarring about imperfect English. A rich brogue is consonant with poetic fervor and high enthusiasm. It touches religious feeling with a kindly and homely sense of reality; without destroying—even perhaps, on occasion enhancing—the beauty and sublimity of its pathos. Broad Scotch is well adapted to the latent and often grim humor of that nation, while it is also an expressive vehicle of dainty sweetness and earnest thought, as Burns has amply shown. If Moore had had a humorous vein in his composition, he might have done for Irish vernacular what Burns has done for the Scotch. But I doubt if anyone—unless perhaps Whitcomb Riley—could—apart from the pathos inseparable from all human longing and incompleteness—be genuinely pathetic in ungrammatical English.

Incorrect speaking is responsible for many a pleasure lost and many a positive ill endured.

It is a hindrance towards perfect friendship, for this must be a “mutual admiration society”; it cannot exist where one friend has cause to be ashamed of the other. When alone with your friend the feeling of shame may lie dormant, for his uncouth phrases fall on the lenient ears of affectionate appreciation. But the moment a stranger enters the room, you hear with the keen ear of the critic; and the social hour is one of torment lest the victim of deficient education should disgrace himself—and you.

Imperfect English, again, is no insignificant barrier to hero-worship; for how can you kneel at the shrine of a prophet who tells you he "ain't a-goin' to do it," and he "don't care nothin' for them people, anyways"? No matter how great your reverence for the man's character, his misuse of his own language is to you a constant and unwelcome reminder of—not his ignorance, for many a college graduate who would scorn to misconstrue a passage of Hebrew or Greek, will relentlessly and persistently ignore the elements of his mother tongue—but of his lack of refinement. And, indeed, the greater your reverence, the greater the sense of irritation experienced. You wish to forget that your prophet is not beyond you in all things, and he will not allow you to do it.

The influence of a noble soul whose utterances are hampered by inability to deliver them according to the generally received rules of syntax affects one something as does the recital of the brave act of a faithful Newfoundland.

The dog who has risked his life, who has done the deed we had scarcely courage to contemplate, we have thought of as an animal—a soulless animal; and now, in the presence of his godlike self-surrender, we stand rebuked—he is no more an animal, he is divine, and we worship. But the worship is tinged with pain; for the divine is not imprisoned in the form wherein we are wont to look for it, and we feel humiliated that this fact should obtrude itself; we would crave pardon of our shaggy, brown-eyed divinity for having, never so remotely, deemed the vesture of his grand, unselfish soul inferior to the differently patterned garment which enshrouds our little cowardly self. Does not the same psychical nerve twinge when our prophet prophesies in faulty English?

It would be beneficial, though probably mortifying, for some ministers to discover how many of their sermons have just missed carrying a life-lesson to some listener on account of a grammatical error or a mispronounced word, which diverted the mind from the subject. And this, because their parents did not, or could not, teach them the first accomplishment which a child is supposed to learn.

Channing, in his lecture on "Self-culture," says:—"There is another power, which each man should cultivate according to his ability, but which is very much neglected in the mass of the people, and that is the power of utterance. A man was not made to shut up his mind in itself, but to give it voice, and to exchange it for other minds. Speech is one of our grand distinctions from the brute. Our power over others does not

lie so much in the amount of thought within us, as in the power of bringing it out. A man of more than ordinary intellectual vigour may, for want of expression, be a cipher, without significance, in society. And not only does a man influence others, but he greatly aids his own intellect, by giving distinct and forcible utterance to his own thoughts. We understand ourselves better, our occupations grow clearer, by the very effort to make them clearer to another. Our social rank, too, depends a good deal on our power of utterance. The principal distinction between what are called gentlemen and the vulgar lies in this, that the latter are awkward in manners, and are essentially wanting in propriety, clearness, grace and force of utterance. A man who cannot open his lips without breaking a rule of grammar, without showing in his dialect or brogue or uncouth tones his want of cultivation, or without darkening his meaning by a confused, unskilful mode of communication, cannot take the place to which perhaps his native good sense entitles him. To have intercourse with respectable people, we must speak their language. On this account, I am glad that grammar and a correct pronunciation are taught in the common schools of this city (Boston). These are not trifles, nor are they superfluous to any class of people. They give a man access to social advantages, on which his improvement very much depends. The power of utterance should be included by all in their plans of self-culture."

Dr. David Masson in an article on "Slipshod Literature," gives some hints which, though intended for written language, are equally applicable to spoken. After remarking on mixed metaphor and similar looseness, he continues:—

"Pshaw! technicalities all! the mere minutiae of the grammarian and the critic of expression! Nothing of the kind, good reader! Words are made up of letters, sentences of words, all that is written or spoken of sentences succeeding each other or interflowing; and at no time, from Homer's till this, has anything passed as good literature which has not satisfied men as tolerably tight and close-grained in these particulars, or become classic and permanent which has not, in respect of them, stood the test of the microscope. We distinguish, indeed, usefully enough, between matter and expression, between thought and style; but no one has ever attended to the subject analytically without becoming aware that the distinction is not ultimate—that what is called style resolves itself, after all, into manner of thinking; nay, perhaps (though to show this would take some time) into the successive particles

of the matter thought. If a writer is said to be fond of epithets, it is because he has a habit of always thinking a quality very prominently along with an object; if his style is said to be figurative, it is because he thinks by means of comparisons; if his syntax abounds in inversions, it is because he thinks the cart before he thinks the horse.

“And now, by extension, all the forms of slipshod in expression are, in reality, forms of slipshod in thought. If the syntax halts, it is because the thread of the thought has snapped or become entangled. If the phraseology of a writer is diffuse; if his language does not lie close round his real meaning, but widens out in flat expanses, with here and there a tremor as the meaning rises to take breath; if in every sentence we recognise shreds and tags of common social verbiage—in such a case it is because the mind of the writer is not doing its duty, is not consecutively active, maintains no continued hold of its object, hardly knows its own drift. In like manner, mixed or incoherent metaphor arises from incoherent conception, inability to see vividly what is professedly looked at. All forms of slipshod, in short, are to be referred to deficiency of precision in the conduct of thought. Of every writer it ought to be required at least that he pass every jot or tittle of what he sets down *through* his mind, to receive the guarantee of having been really there, and that he arrange and connect his thoughts in a workmanlike manner.”

It is a pleasure to listen to one whose words flow easily and in perfect harmony with the thought to be expressed, whose vocabulary is such that he never needs to use a second-best word if a first-best is to be found in the language. This power is partly a natural gift, but also the result of culture. There is, however, little probability of the attainment of this degree of culture, if the mind has not in the first instance been trained to think clearly enough to obey unconsciously and of necessity the broad syntactical rules of concord and government. It is not necessary that the individual should have *heard* of these rules; but, if he should happen to come across them, they must be to him nothing new, but merely the formal expression of what he has always tacitly believed to be the only possible mode of true utterance.

It would be interesting, and perhaps profitable, to trace the growth of a few common mistakes from the first bacterial germ to the wide-spread epidemic; something might then be done to prevent the dissemination of any possible mistakes yet non-existent. The unwritten history of mistakes will, however,

never be known. Before us lies the tedious and arduous task of fighting a disease in its advanced stages.

Lennie and Murray and Morell and Bullion and Meiklejohn have been read, learned and digested; the truth of their rules and explanations have been accepted by the average pupil, and he has continued to speak exactly as he did before he ever heard of syntax. If his parents are cultured, our young grammar student will speak the purest English; if he belong to a certain class, his language will be strictly grammatical, but plentifully besprinkled with slang; if the home conversation is innocent of any attempt at grammatical accuracy, he will listen respectfully to the teacher's corrections, and follow his father's example.

A few scholars may be interested enough to correct one another, their brothers and sisters, or even their parents; but rarely are they sufficiently in earnest to correct their own ungrammatical selves.

Clearly then, as things stand at present, we must look, not to the school, but to the home, for help—for help which the home is often powerless to yield; which simply means that a large percentage of our school children is to be relegated to the uneducated class—not for lack of knowledge, but for incapacity to express it in plain English.

Another grave feature is the fact that many of these pupils become the teachers of our country schools, and so the evil spreads. Either the country scholars accept blindly the teacher's dictum, or they, if not practising better than he knows, perhaps knowing better than he practises, despise him for breaking rules which they do not care to keep.

If our embryo teachers could be, not taught only, but *trained* in correct speaking, the evil would be greatly mitigated; *they*, at least, would not propagate it. But would they give the self-help needed for effectual training, or should we find them too lethargic and indifferent?

If the Diploma were granted only to those who had given sufficient proof of the unlikelihood of their ever transgressing the rules of syntax, the subject of "Conversational English" would receive as great attention as their geometry and history, and surely this is not too much to require.

It is impossible to glean all, or even the greater part of, the most usual errors abroad; a few will suffice to recall others.

A very common mistake is *the use of the Past Indicative for the Past Participle*—

"He would have *fell*."

"I have *saw* them often."

"They have *did* it before."

"I haven't *went* yet, but I would have *went*, only she has always *came* here instead."

Another even more prevalent error is *the use of the Past Participle for the Past Indicative*—

"The cat *run* up the tree."

"They *done* it very nicely."

"He *seen* them yesterday."

Again, *the objective is used for the nominative*—

"You and *me* will go."

"Who did it?" " *Me.*"

"*Her* and I went to see it."

"Was it *him* that called last night?"

"John is older than *me.*"

"If I were *him* I would stay at home."

And, less frequently, *the Nominative is used for the Objective*

"Between you and *I.*"

"He gave some to John and *I.*"

We find, also, *a plural subject used with a singular verb*—

"How *does* your *friends* like it?"

"My *books* *is* heavy."

And occasionally *a singular subject with a plural verb*—

"*He* *are* coming."

"*It* *don't* matter."

"Wait till *one* of the boys *come* home."

Another pet vagary is the *double Negative*—

"I *never* had *no* breakfast."

"I *won't* tell *nothing.*"

"I *haven't* *no* books."

"There is *nothin'* for *nobody.*"

*The Objective Plural of the Personal Pronoun is used for the Possessive Adjective*—

"*Them* classes are large."

*The Objective is used for the Adverb*—

"I like it good."

"It fits bad."

"You play beautiful."

*A double subject is thrust upon one poor Predicate*—

"*Charles he* wasn't at school."

*Certain obsolete forms are in vogue, as for instance* :—

*The verb "to learn" used actively*—

"He will *learn* you to skate."



*The insertion of the Preposition "for" before the Infinitive—*

"I should like *for* to go."

"You told me *for* to come in."

*The use of the prefix "a"—*

I'm *a*-going, for she's *a*-fixing the house."

*And the insertion of a Dative—*

"I bought *me* a new one."

*Unrecognised words are freely introduced—*

"He *teached* me a good many things."

"He was nearly *drowneded*."

"I *catched* the ball as it fell."

"I *ain't* tired."

"*T'ain't* right."

"They *aren't* there."

"I *amn't* going."

"He *brung* it home."

"If we had *knowed* about it."

"She was a very *talky* woman."

"The pavement is *slippy*."

*The Superlative sometimes replaces the Comparative—*

"She is the tallest of the two."

*Tautology is also indulged in—*

"The *two* hats are *both* alike."

"I am *going to go*."

*The Preposition "on" suffers ill-usage—*

"They live *on* Hochelaga" means "they live *in* Hochelaga."

"Wait *on* me" means "wait *for* me."

"She is hiding *on* them" means "she is hiding *from* them."

*The Interuse of the following is not uncommon—*

"Further" for "farther."

"To lay" for "to lie."

"Can" for "may."

"Hung" for "hanged."

"Older" for "elder."

"Shall" for "will."

*Then there is the undue use of "got," and the misuse of "awful," "lovely," "beautiful," "nice," "pretty," etc.*

"It is *awful* good."

"She is *awfully* nice."

"A *lovely* piece of pork."

"The *butter* was *lovely*."

"That *landscape* is *nice*."

"A *storm at sea* is *pretty*."

*The 1st Personal Pronoun does not always modestly take the secondary position—*

“An invitation was sent to me and Mary.”

*A plural pronoun stands for a single individual—*

“*Each one* takes what *they* like best.”

“*Everyone* put on *their* hats.”

*Phonetical difficulties occasionally occur—*

“They *of* done it.” = “They *have* done it.”

*And the verb is in some cases altered to suit the usurping word.*

“*They were* a tower on the hill” = “There was a tower on the hill.”

The abbreviations, “can’t,” “don’t,” “won’t,” “shan’t,” may perhaps be considered *almost* allowable; at least, in everyday conversation; so universally are they used. At the same time, their use is hardly to be advocated.

But the glory of the English language can only be appreciated in combinations of all these fearful and wonderful deviations from its rigid rules.

“*Them* people *tuk* him some sparrow-grass, and he liked it good, he has *ett* it all.”

“I struck *agen* the *longg* pole, and *I’m* lots tired, though it *ain’t* hurtin’ but *very little*.”

“*I wisht* you could go up to see the *yaller* line, his paws is awful *strongg*, and he *gets that mad* and roars just like a *engine*.”

“He *allus sot* in that *eheer*, and *he’d be for sayin’* ‘that *eheer bees* youn and *t’other bees* hern, but, *says he*, ‘I never see the wan to come up to mine,’ *says he*.”

“I *hed* an awful good time, but I *ain’t* goin’ for to come no longer, for I *ain’t doin’* nothin’ and I *don’t want to be blamed for it*.”

“The banks of the river are over-*flown*, and he was *near drowned*, and I *thot I’d a died* laughin’.”

“*Yous’ll* be sorry for not *waitin’* on them, though *they does* walk terrible slow, to be sure.”

“*It’s somewheres*.” “*I’ain’t* neither.”

“May I have the *lend* of your book? I *ean’t* do them exercises without it.” “I *hev* mine *wrote*.”

“I never *did* see *sieh* things as *them*. *They is* terrible nice.”

“*How’s* you all *doin’* to home? *You’s* not *growed* much *senee* I *seen* you.”

Rut why multiply instances? It will be easily seen that any attempt at grace or eloquence cannot but be entirely futile with such material to work upon. One would almost as soon use profane language as indulge in many of the expressions just quoted. We must give our earnest care to the foundations.

and the superstructure will rise readily enough and in due proportion. Then, when every school graduate can write grammatically, logically, and clearly, the writers of our age must see to it that they hold their own. For our boys and girls *think*, and with some amount of originality too; what they lack is power of expression, and this we hope to enable them to acquire.

### Practical Hints and Examination Papers.

VALUABLE SUGGESTIONS:—1. Small pupils should not be kept idle on the benches. Exert your ingenuity to give them employment.

2. Do not permit small pupils to sit on benches so high that their feet cannot touch the floor.

3. Make no noisy assertions of authority; and do not threaten. Be quiet, but firm; be dignified, but not distant. Let pupils feel that your friendship is desirable. Talk little but do what you say you will.

4. Allow no loud talking or boisterous conduct in the room at any time.

5. Avoid wearing a frown. Do not lose self-control.

6. Announce but one rule—Do Right, and let any violations of this receive its just punishment.

7. Appeal in general, not to fear, but to the reason and manhood of pupils.

8. Explain to your pupils that regular systematic work is the condition necessary to success, that such work is impossible amid confusion, that any disturbance, such as whispering, leaving seats without permission, loud studying, noisy feet, getting drinks, etc., violates the rule of right, by depriving others of the quiet necessary for close study, and must be avoided.

MANAGING THE BAD BOY.—Give the bad boy a chance to reform. Show him at the beginning of the term that you believe in him and trust him, no matter what evil reports you may have heard concerning him.

Take him into your confidence and, above all, give him something to do for you; sooner or latter, you will find that you have “managed” him, without his suspecting it in the least.

Miss T. received a message in school one day calling her to another teacher’s room.

“Turning to the “bad boy” she said:—

“Joe, you may take charge of the room while I am absent.”

With an amusing assumption of dignity, he marched up to the desk and took charge.

Entering the room noiselessly on returning, she found the room in perfect order, and Joe took his seat with the air of one who has

performed his duty well, as she dismissed him with a "Thank you, Joe, you have done well."

Another afternoon a boy had finished his work before the rest of the class, and he was not one of the kind that will occupy their spare time with something useful of their own accord. So, seeing him idle, she addressed him.

"Willie, I have some copying here that I haven't time to do myself. You can write nicely, will you do it for me?"

Of course he would and did, working away a long time quite patiently. And he did it nicely, too. The best of it was, the rest of the boys thought he was highly honored and besieged her for "copying" to do.

USEFUL EXERCISES:—1. Through a man's farm of 1,000 acres, lying in the form of a square, runs a railroad in a straight line diagonally. What does the right of way cost at \$200 an acre, the strip taken being 100 ft. wide?

2. A cylinder of iron one foot in diameter and 2 feet long is drawn out until it is four times as long; what is the diameter now, the form being preserved?

3. The peak of Teneriffe is 12,232 feet high; what per cent. of a mile is the height?

4. A square court, whose edge is 42 yards, is paved with 28,224 square tiles; find the surface of each tile.

5. A pond whose area is three acres is frozen over with ice to the uniform thickness of 6 inches. If a cubic foot of ice weighs 896 ounces, find the weight of the ice in tons.

6. A liberty pole is 180 feet high. Its diameter at base and top being three feet, what is the length of a cord passing once around the pole from a point directly opposite at the top?

7. One cylindrical cistern is 10 feet in diameter and 20 feet deep; a second is 20 feet in diameter and 10 feet deep. Give contents of each in barrels.

8. What fraction of a pound avoirdupois is a pound troy, and what fraction of an ounce troy is an ounce avoirdupois?

9. How much more will it cost to fence 10 acres of land in a rectangle, the length of which is 4 times its breadth, than if it were in the form of a square, the cost of the fence being \$2.50 a rod?

10. There are two concentric circles, one 10 feet in diameter, the other 50 feet in circumference. What is the difference in their areas?

—HINTS FOR THE READING CLASS.—Have a conversation about the events narrated, historical incidents connected with the lesson, and meanings of terms.

Require the thoughts of a single paragraph either from a pupil who has just read or from one who has listened. Occasionally require a pupil to give a sketch of the whole lesson, or to write one on the blackboard.

Bring into the class newspaper articles, short stories ; ask one pupil to read and another to tell what he has heard read. Cultivate the imagination. This may be done by writing on the blackboard a sentence like the following :

“Undaunted, on the vessel’s dock  
The gallant soldiers stand.”

Ask the pupils to tell what the lines suggest to them, the number of soldiers, their dress, weapons, size and shape of the vessel, objects of interest on the deck, the appearance of the ocean, etc. Mention single objects, as a flag, a house, a horse. Encourage the pupil to give a full description of what the word suggests to him. Thus, if the word be *horse*, one pupil will see in his “mind’s eye” a piebald racer driven at full speed over the track of a race course ; another will think first of a plodding truck horse, dragging a wagon load of timber ; a third will see his own favorite pony careering over a neighboring pasture.

—PECULIARITIES OF OUR LANGUAGE.—Only 1 word having no vowel. Only 1 word (of one syllable) having four consecutive vowels. Only 1 word (of two syllables), not a compound, with an equal accent on both. Only 1 word having the syllable *ti* under the accent, and immediately followed by a vowel. Only 3 words ending in *ceed*. Only 3 words having the termination *cion*—as a final syllable. Only two words that are remarkable—either phonetically or diacritically—without prefacing a consonant. A score or more of words ending in *ly* that do not change to *ies* in forming the plural. 2 words containing all the vowels (a-e-i-o-u) in their regular order.

### **Correspondence, etc.**

DEAR MR. EDITOR.

Can we country teachers not do something to enlist the sympathies of the parents of our pupils. What do you think of the “Parents’ Reception” plan. I saw it mentioned in a teachers’ paper and this is the report of it, which perhaps you will be kind enough to insert. The invitations read : “The parents of all children attending our Model Department are especially invited ; and you are at liberty to bring with you any other parents who may feel willing to come. The purpose of the meeting is partly social and partly for conference on matter of common interest, viz., the education of children.”

And this is what the local paper said about it. “The school-room proved to be an admirable place for such a gathering. Pictures and art volumes were spread on the tables and abundant floral decorations added their contributions to the pleasure of all. After a few pieces of music admirably rendered by Misses Bennett and Bray, Mr. Salisbury took the floor and for half an hour talked upon the philosophy and methods of education which the school was

endeavoring to carry out. At the close he invited comments, and a short discussion followed on the well covered ground. On adjournment all felt that the evening was a most pleasant and profitable one, and had proved itself worthy of becoming an established feature."

Yours respectfully

A TEACHER.

## THE TONIC SOL-FA METHOD OF TEACHING SINGING THE BEST SYSTEM FOR SCHOOLS.

*To the Editor of the EDUCATIONAL RECORD.*

DEAR SIR.—I trust that the readers of the RECORD will not deem it an impertinence on my part to attempt to set forth the claims of a system of singing so thoroughly established and widely used as the one mentioned at the head of this paper. In fact, my object is not so much to uphold it as a system of music, as to speak of its special adaptation to school-room work. Without any further preface then, the Tonic Sol-fa or movable "Doh" system is particularly suitable to those who have a correct ear and who desire to cultivate their taste without going into an elaborate course of sol-feggi exercises. I do not say for one moment that the "Staff notation" and the "fixed doh" system are not the best; but would say, like Washington Irving, who declared that "the system of government in England is the very best——for Englishmen;" that it is the best system——for musicians; consequently the "movable doh" system is the best for those who have not time to become musicians, yet have the desire and ability to learn to sing by note even from the staff.

There is scarcely a church member who does not like to be able to sing a new tune—or an old one for that matter—by note, without the instrument, and there are hundreds who have studied music for years who cannot sing a line until they have opened the piano, and made it speak the sounds represented by those otherwise dumb characters called notes which are written on the stave.

Those who have a correct ear for musical sounds, and will study the Tonic Sol-fa system for one year will be able in that time to sing at sight any ordinary hymn tune or song, without a mistake, and what is far more important, without the aid of an instrument, in whatever key is most suited to their voices. Under the "fixed doh" system this cannot be done either in so short a time or in any key. Therefore the Tonic Sol-fa is the best system where speed is concerned.

Again, the number and variety of subjects forming the course of study in our Protestant schools renders it necessary to limit the time given to each subject so that this system is a material help in this respect.

It is only necessary to learn one scale, the pitch of the tonic is immaterial since all major diatonic scales are alike in structure. In

fact, I might go further and say that it is enough to learn the first four sounds, the tonic, the super-tonic, the mediant and the sub-dominant of a scale, for the second half or upper part of the scale is an exact reproduction of these four intervals in another key or pitch.

The first step in school is to teach these intervals and then to practice them in all directions, something like that represented by this line:—



When this has been thoroughly mastered, call the fifth note “doh” that is modulate into the key G and continue the same exercise. This will prove the similarity between the two parts of the same scale and will teach the intervals in the entire scale with the single exception of that from “fah” to “sol” which it can be explained is the same as from Doh to Ray—But more next month.

Yours truly

Farnham, Que.

ERNEST SMITH.

### Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to Dr. J. M. Harper Box 405, Quebec, P.Q.]

In the November number of the *Atlantic Monthly* is an article of especial interest to teachers. “The Academic Treatment of English,” by Horace E. Scudder, is an eloquent appeal for “good English,” in which he speaks at length of the connection between clear expression and clear thought. Among the many other articles of interest may be noted: “Tammany points the Way,” a paper relating to municipal government, by Henry Childs Merwin; “Boswell’s Proof-sheets,” by Dr. George Birkbeck Hill; “The Growth of American Influence over England,” one of a series of International Papers by J. M. Ludlow; and a discussion of “Hadrian’s Ode to his Soul,” by William Everett. The *Atlantic Monthly* is published by Messrs. Houghton Mifflin & Company, Boston. *Art Education* is the name of a new periodical devoted to the interests of “manu-mental” training, published by Messrs. J. C. Witter & Company, New York. The first number is full of good reading on all matters relating to Art Education, and has a most attractive appearance.

ELEMENTARY BIOLOGY, by Emanuel R. Boyer, A.B., and published by Messrs. D. C. Heath & Company, Boston, is a Laboratory Manual designed for school use. The author has combined the study of animals and plants as parts of one subject, Biology, and, in view of

his work being intended for younger students, has endeavoured to make the laboratory studies as *inductive* as possible. Part II., relating more especially to plant types, could be used to advantage in the Botany classes in our Superior Schools.

FIRST LATIN BOOK, by William C. Collar, A.M., and M. Grant Daniell, A.M., and published by Messrs. Ginn & Co. The authors of the well-known "Beginners' Latin Book" have in this new work endeavoured, principally by shortening the exercises for translation, to give a school course in Latin which will not require as much time as was required by the former book. In other respects the "First Latin Book" has many improvements on "The Beginners' Latin Book," which has been, and is still, so deservedly popular.

COMPOSITION FROM MODELS, by W. J. Alexander, Ph.D., and M. F. Libby, B.A., and published by the Copp, Clark Company, Toronto. It must be confessed that composition is sadly neglected in our schools and colleges, and that, when it is taught, it is in a manner which is productive of little good. We have seen a student, after spending four years at college, fail at length through inability to write a properly constructed and intelligible sentence in his own language. Professor Alexander of Toronto University, and Mr. Libby of Parkdale Collegiate Institute, Toronto, believe that every child should be taught how to express rightly his thoughts, and that, not by the old method of assigning as an exercise some vague theme, without hint or instruction, except it be a few general grammatical rules, but rather by a newer method which furnishes the pupil with the theory of composition, tells him what to avoid, what to strive after, and sets before him models he may safely work upon. The aim of "Composition from Models" is not to make authors, but "the cultivation of the power of putting one's thoughts on paper, in a clear, concise and correct manner, so that the reader may readily understand what the writer wishes to say." It treats of narrative, descriptive, and expository compositions, and gives valuable hints on punctuation, arrangement, paragraphing and kindred points. We feel sure that the book will be welcomed by the educational world.

THE JACOBEOAN POETS, by Edmond Gosse, Hon. M.A., Trinity College, Cambridge, and published by John Murray, London, England. This book is one of a series of University Extension Manuals, edited by Professor Knight. By Jacobean poets the author means those who, though commonly attributed to what is known as the Elizabethan period, in reality flourished during the reign of James I. Among the poets thus assigned to a new period are Ben Jonson, John Donne, Beaumont and Fletcher, Heywood and Philip Massinger. Mr. Gosse writes of them in a delightful manner, making the information he imparts more interesting by the quotation of numerous passages of great literary beauty.



**Official Department.**

Department of Public Instruction,  
Quebec, September 28th, 1894.

On which day the 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.; George L. Masten, Esq.; the Rev. W. I. Shaw, LL.D.; A. Cameron, Esq., M.D.; Prof. A. W. Kneeland, M.A.; the Rev. A. T. Love, B.A.; Samuel Finley, Esq.; E. J. Hemming, Esq., D.C.L.; the Very Rev. Dean Norman, D.D.; the Rev. Dr. Cornish; the Rev. E. I. Rexford, B.A.; S. P. Robins, Esq., LL.D.

The minutes of the last meeting were read and confirmed.

1. The Chairman reported in connection with the matter of salaries, that he had been officially informed by the Secretary, that the salaries of Mr. Paxman, Inspector Parker and Inspector McOuat had been increased to one thousand dollars, to date from July 1st, 1894. He stated also that nothing had been done to provide for contingencies, or to adjust some other financial matters that had been previously submitted to the Government.

It was then moved by the Rev. Dr. Cornish, seconded by the Rev. Principal Shaw, and resolved :

“ That a sub-committee consisting of the Chairman and Mr. Rexford, be appointed to prepare a statement of the grounds of the necessity of provision being made to enable this Committee to meet existing contingent expenses, together with other matters connected with the previous application of this Committee on this matter, and that this statement be placed in the hands of a delegation to be convened at Montreal, at the call of the Chairman, to wait upon the Government, the said delegation to consist of all members who can attend.”

2. The report hereto annexed was presented by the Rev. Principal Shaw, on behalf of the sub-committee on the distribution of grants. Moved by Sir William Dawson, seconded by Mr. Finley :

“ That the clauses of the report in relation to Universities and Colleges be adopted, with the exception of the grant to Morrin College, which for the present year shall be \$1,500, in consideration of its circumstances, as stated at this meeting.”

At the request of Dr. Robins, the Secretary was instructed to record the vote. The names being called, the vote was as follows :—

For:—Archdeacon Lindsay, Rev. Dr. Shaw, Mr. Finley, Mr. Masten, Rev. Mr. Love, Rev. Dr. Cornish, Rev. Dean Norman, Sir William Dawson, Dr. Heneker.

Against:—Dr. Robins, Prof. Kneeland, Rev. E. I. Rexford, Dr. Cameron.

Carried.

Report of sub-committee on Distribution of Funds for Superior Education.

The sub-committee has proceeded in making proposed grants to Academies and Model Schools, to do so in harmony with existing regulations. We feel, however, that there are some points in which improvement can be made in the system observed. We therefore recommend that this sub-committee be authorized to formulate such changes in the system of distribution as they may deem wise, and

to report the same to the Protestant Committee of the Council of Public Instruction not later than the February meeting.

We find that the amount at our disposal for distribution is as follows :—

|  |             |
|--|-------------|
| Marriage License Fees.....                   | \$ 7,464.00 |
| Interest on Marriage License Fund.....       | 1,400.00    |
| Protestant Compensation Fund.....            | 2,518.44    |
| Superior Education Fund.....                 | 9,466.67    |
|  | \$20,849.11 |
| Less Charges on Marriage License Fees....    | \$200       |
| Part of salary, Inspector Superior Schools.. | 700         |
| Grant to Teachers' Association.....          | 200         |
| Allowance to Assistant Examiners.....        | 200         |
|  | 1,300.00    |
|  | \$19,549.11 |

We have carefully considered the reports of the Inspector of Superior Schools and such statements as have been submitted from Universities and Colleges.

We recommend the grants for Universities and Colleges for the current year as follows :—

#### UNIVERSITIES AND COLLEGES.

##### 1. From Marriage License Fees.

|                                     |         |
|-------------------------------------|---------|
| McGill University.....              | \$2,500 |
| University of Bishop's College..... | 1,250   |
| Morrin College.....                 | 1,250   |
|                                     | \$5,000 |

##### From Superior Education Fund.

|                                     |         |
|-------------------------------------|---------|
| McGill University.....              | 1,650   |
| University of Bishop's College..... | 1,000   |
| St. Francis College.....            | 665     |
| Stanstead Wesleyan College.....     | 650     |
|                                     | \$3,965 |

Note.—It is unanimously recommended that for the year 1895-96, and thereafter, Morrin College be subject to similar conditions to those governing other Affiliated Colleges, that is to say as an Affiliated College of the first class, presenting students to McGill University for degrees at the close of the four years' course, it shall receive annually the sum of one thousand dollars, and in addition thereto fifteen dollars annually for each undergraduate who shall have passed the several sessional examinations. If after the year ending June, 1895, the annual attendance of undergraduates during three consecutive years be reduced below the number of sixteen, such grants shall forthwith cease.

This relates to actual matriculants, and not to partial or occasional students.

We recommend that the limitation of grants to Special Schools under resolution of the Protestant Committee, of date November 20th, 1891, page 366 "Record," 1891, be removed, and that such

Special Schools, if coming under provision of regulation 65 in the Regulations of the Protestant Committee, be aided under the same provisions as academies or model schools as regards ordinary grant, bonus, and grant for equipment.

(Signed) W. I. SHAW,  
For Sub-Committee.

Dr. Shaw then moved the adoption of that part of the report which relates to academies and special and model schools.

Moved in amendment by Dr. Cameron, seconded by the Rev. Dr. Cornish: "That the grant for bonus to Huntingdon Academy be increased from \$300 to \$350, making total grant \$600. Carried.

After this amendment, the academy and other grants were confirmed, as recommended by the sub-committee:

Grants from the Superior Education Fund, made by the Protestant Committee, September 28th, 1894.

UNIVERSITIES AND COLLEGES.

1. From Marriage License Fees.

|                                     |               |
|-------------------------------------|---------------|
| McGill University.....              | \$2,500       |
| University of Bishop's College..... | 1,250         |
| Morrin College.....                 | 1,500         |
|                                     | ————— \$5,250 |

2. From Superior Education Fund.

|                                     |               |
|-------------------------------------|---------------|
| McGill University.....              | \$1,650       |
| University of Bishop's College..... | 1,000         |
| St. Francis College.....            | 665           |
| Stanstead Wesleyan College.....     | 650           |
|                                     | ————— \$3,965 |

ACADEMIES.

|                       | Grant.  | Bonus.  | Equip. |         |
|-----------------------|---------|---------|--------|---------|
| Huntingdon .....      | \$200   | \$350   | \$50   | \$600   |
| Sherbrooke .....      | 200     | 125     | 50     | 375     |
| Cote St. Antoine..... | 200     | 125     | 50     | 375     |
| Lachute .....         | 200     | 125     | 40     | 365     |
| Waterloo .....        | 200     | 125     | 40     | 365     |
| Coaticook .....       | 200     | 75      | 50     | 325     |
| Granby.....           | 200     | 75      | 40     | 315     |
| Cookshire .....       | 200     | 50      | 25     | 275     |
| Sutton .....          | 200     | 50      | 25     | 275     |
| Bedford .....         | 200     | 50      | 25     | 275     |
| Aylmer .....          | 200     | 50      | 25     | 275     |
| Danville .....        | 200     | 50      | 25     | 275     |
| Inverness .....       | 200     | 75      | ..     | 275     |
| Knowlton .....        | 200     | 50      | ..     | 250     |
| St. Johns.....        | 200     | ..      | 25     | 225     |
| Shawville .....       | 200     | ..      | 25     | 225     |
| Cowansville .....     | 200     | ..      | ..     | 200     |
|                       | —————   | —————   | —————  | —————   |
|                       | \$3,400 | \$1,375 | \$495  | \$5,270 |
|                       | —————   | —————   | —————  | —————   |
|                       |         |         |        | \$5,270 |

## SPECIAL SCHOOLS RANKING AS ACADEMIES.

|                             | Grant.       | Bonus.       | Equip.      |              |
|-----------------------------|--------------|--------------|-------------|--------------|
| Compton Ladies' College..   | 200          | 75           | 40          | 315          |
| Stanstead .....             | 200          | 50           | 25          | 275          |
| Girls' High School, Quebec. | 200          | ..           | ..          | 200          |
| St. Francis.....            | 200          | ..           | ..          | 200          |
|                             | <u>\$800</u> | <u>\$125</u> | <u>\$65</u> | <u>\$990</u> |
|                             |              |              |             | \$990        |

## MODEL SCHOOLS.

|                      | Grant.         | Bonus.       | Equip.       |                |
|----------------------|----------------|--------------|--------------|----------------|
| Ormstown .....       | 50             | 100          | 40           | 190            |
| St. Lambert.....     | 50             | 50           | 40           | 140            |
| Berthier .....       | 50             | 75           | ..           | 125            |
| St. Andrews.....     | 50             | 50           | 25           | 125            |
| Waterville .....     | 50             | 25           | 40           | 115            |
| Frelighsburg .....   | 50             | 25           | 40           | 115            |
| Lennoxville .....    | 50             | 50           | ..           | 100            |
| Mansonville .....    | 50             | 25           | 25           | 100            |
| Bury .....           | 50             | 25           | 25           | 100            |
| Lacolle .....        | 50             | 25           | 25           | 100            |
| Stanbridge East..... | 50             | 40           | ..           | 90             |
| Dunham .....         | 50             | ..           | 40           | 90             |
| Levis .....          | 50             | ..           | 40           | 90             |
| Sawyerville .....    | 50             | 25           | ..           | 75             |
| Lachine .....        | 50             | ..           | 25           | 75             |
| Hull .....           | 50             | ..           | 25           | 75             |
| Hemmingford .....    | 75             | ..           | ..           | 75             |
| Richmond .....       | 50             | 25           | ..           | 75             |
| Windsor Mills.....   | 50             | ..           | 25           | 75             |
| Rawdon .....         | 50             | 25           | ..           | 75             |
| Magog .....          | 50             | ..           | 25           | 75             |
| Mystic .....         | 50             | ..           | 25           | 75             |
| Hatley .....         | 50             | ..           | 25           | 75             |
| South Durham.....    | 50             | 25           | ..           | 75             |
| Ulverton .....       | 50             | ..           | 25           | 75             |
| Farnham .....        | 50             | ..           | 25           | 75             |
| Kinnear's Mills..... | 50             | ..           | ..           | 50             |
| Scotstown .....      | 50             | ..           | ..           | 50             |
| Valleyfield .....    | 50             | ..           | ..           | 50             |
| Bryson .....         | 50             | ..           | ..           | 50             |
| Clarendon .....      | 50             | ..           | ..           | 50             |
| Portage du Fort..... | 50             | ..           | ..           | 50             |
| Gould .....          | 50             | ..           | ..           | 50             |
| Marbleton .....      | 50             | ..           | ..           | 50             |
| Bolton Centre.....   | 50             | ..           | ..           | 50             |
| Clarenceville .....  | 50             | ..           | ..           | 50             |
|                      | <u>\$1,800</u> | <u>\$575</u> | <u>\$580</u> | <u>\$2,955</u> |
|                      |                |              |              | \$2,955        |

## SPECIAL SCHOOLS RANKING AS MODEL SCHOOLS.

|                    |       |       |
|--------------------|-------|-------|
| New Richmond.....  | \$100 |       |
| Haldimand .....    | 100   |       |
| Paspebiac .....    | 100   |       |
| St. Sylvester..... | 75    |       |
| Fort Coulonge..... | 75    |       |
| Leeds .....        | 75    |       |
| Buckingham .....   | 50    |       |
| Sorel .....        | 50    |       |
| Como .....         | 50    |       |
|                    | —     |       |
|                    | \$675 |       |
|                    | —     | \$675 |

## GRAND TOTAL.

## Universities :—

|                       |         |         |
|-----------------------|---------|---------|
| McGill .....          | \$4,150 |         |
| Bishop's College..... | 2,250   |         |
|                       | —       | \$6,400 |

## Colleges :—

|                  |         |         |
|------------------|---------|---------|
| Morrin .....     | \$1,500 |         |
| Stanstead .....  | 650     |         |
| St. Francis..... | 665     |         |
|                  | —       | \$2,815 |

|  |       |  |
|--|-------|--|
| Academies .....  | 5,270 |  |
| Special Academies.....                                   | 990   |  |
| Model Schools, \$2,955; Special Model Schools, \$675.... | 3,630 |  |
|  | —     |  |

Grand Total.....\$19,105

3. Miss Marion Taylor's application for a first-class academy diploma, was granted under regulation 56. The application of Mr. A. E. Coombs was held over for further information, and that of Mr. W. F. Watson was rejected.

4. A letter from the Women's Christian Temperance Union, Montreal, was transmitted by the Hon. L. O. Taillon, Premier, for report, when it was moved by the Rev. A. T. Love, seconded by Dr. Hemming, and resolved :—“That without passing judgment upon the general question of women being members of school boards, we are of opinion that no action should be taken in the matter referred to in the resolution of the Women's Christian Temperance Union of Montreal, submitted to this Committee by the Honorable the Premier, inasmuch as, 1st. We have no evidence that there exists at this date any widespread demand for the change of the constitution of the Protestant Board of School Commissioners of Montreal, now proposed, and, 2nd. We are of opinion that if legislation is enacted for the admission of women to school boards, it should be made applicable to the schools throughout the entire Province.”

5. An invitation to the members of the Protestant Committee to attend the Annual Convention of the Provincial Association of Protestant Teachers, to be held in Montreal on the 18th, 19th and 20th of October, was read and accepted.

6. The Secretary of the University Board of Examiners stated by letter that the Board had decided to add to the Latin courses, the second book of Caesar's Gallic Wars, and translation at sight from

easy Latin authors, and to demand a fee of one dollar from all candidates for the A.A. The Board proposed also to increase the marks for creditable answering to seventy-five percent.

The consideration of the question of fees was postponed to next meeting, and upon motion of the Very Rev. Dean Norman, seconded by Mr. Masten, the other recommendations were concurred in, with the understanding that candidates be allowed to use a dictionary when translating at sight, and that the additions to the course of study take effect in June, 1896.

7. The Secretary read a letter from Messrs. Curtis & Gregor, concerning the "Progressive French Reader," Part 2, stating that they were prepared to issue a new edition free from typographical and other errors, if the book would be continued on the list of authorized books, and recognized in the A.A. examinations; and a letter from the A.A. examiners refusing to examine from the book in its present state.

Moved by Dr. Shaw, seconded by the Rev. A. T. Love, and resolved :—

"That with a view to amicably adjusting the differences between this Committee and the University Board of Examiners as to French Text-books to be used in the A.A. examinations, a sub-committee consisting of Sir William Dawson, Dean Norman and the mover, be appointed to hold a conference with the University Board of Examiners on this subject."

8. Dr. Hemming read an interim report of the sub-committee appointed to consider his motion. The report was adopted and the powers of the sub-committee were continued as prayed for.

9. A letter from the Lord Bishop of Montreal, asking for the recognition, as formerly, of Dunham Ladies' College, which begins work again this year, was read and referred to the sub-committee on grants. The Inspector of Superior Schools is to be instructed by the Secretary to visit and examine this school.

10. Applications from Berthier and St. Andrews' schools to be raised to the rank of academies, and of Buckingham, St. Hyacinthe and Montreal Junction to be ranked as model schools, were held over till after the visit of the Inspector this year.

Cookshire Model School was advanced to the rank of an academy.

11. After the reading of a letter from the Hon. H. G. Jo'y de Lotbiniere, LL.B., concerning the care of trees, the Secretary was instructed to make arrangements to bring the subject to the notice of teachers and pupils, through the inspectors.

12. The Superintendent reported that he had caused an investigation to be made through the English Secretary, of the charges of collusion and copying in the Central Board examinations in 1893. The charges were sustained by the admission of one candidate that he had copied, and of the other that he had permitted copying. He recommended that the action of the Central Board in withholding the academy diplomas which the candidates would otherwise have taken, be approved. The recommendation was adopted.

13. On account of the lateness of the hour, the reports on Institutes, Central Board of Examiners, "Educational Record," and Professional Training, were deferred till next meeting.

14. The report of the text-book sub-committee was read and adopted.

15. It was moved by the Rev. E. I. Rexford, seconded by Dr. Cameron,

"That 'Gladman's School Method,' and 'The Manual of School

Law,' which will be ready on the 1st of January, 1895, be prescribed for the use of elementary and model school candidates in the next examination." Carried.

16. Principal Robins reported that the number of students in McGill Normal School this year, reaches 170. In view of the financial position of the school as affected by the very large number of students entering, it was moved by the Venerable Archdeacon Lindsay, seconded by Dr. Robins, "That the Rev. E. I. Rexford, and Dr. Robins be a sub-committee to prepare a statement respecting the needs of the Normal School, for the information of the committee appointed to interview the Government, in order that this committee may present the case to the Government." Carried.

17. The following financial statement was examined and found correct :—

| 1894.     |  | RECEIPTS.    |            |
|-----------|--|--------------|------------|
| May 11.—  | Balance in hand.....                       |              | \$2,327.00 |
| June 29.— | Marriage License Fund Interest.....        |              | 1,400.00   |
|           | Jesuits' Estate Interest.....              |              | 2,518.44   |
|           | Superior Ed. Fund for Ass't Examiners..... |              | 200.00     |
|           | Unexpended balances.....                   |              | 4.22       |
|           | “ “ .....                                  |              | 1,589.33   |
|           | City of Montreal, for Normal School.....   |              | 1,000.00   |
|           |  |              | <hr/>      |
|           |  |              | \$9,038.99 |
| 1894.     |  | EXPENDITURE. |            |
| May 21.—  | J. Dougall & Son.....                      | \$           | 14.00      |
| May 28.—  | Salary of Secretary.....                   |              | 62.50      |
|           | Inspector's Salary.....                    |              | 125.00     |
| June.     | —Assistant Examiners.....                  |              | 240.00     |
|           | Transferred to Superintendent.....         |              | 3,918.44   |
| August.   | —Central Board.....                        |              | 200.00     |
|           | John Dougall & Son.....                    |              | 136.00     |
|           | McGill Normal School.....                  |              | 1,000.00   |
|           | Balance .....                              |              | 3,343.05   |
|           |  |              | <hr/>      |
|           |  |              | \$9,038.99 |
|           | Contingent Debit Balance, R.W.H.....       |              | \$1,021.39 |

18. The rough minutes having been read, as usual, the meeting adjourned till Friday, November 30th, or earlier, on the call of the Chairman.

G. W. PARMELEE,  
Secretary.

THE PROTESTANT CENTRAL BOARD OF EXAMINERS.

*List of Diplomas granted to Candidates, 1894.*

FIRST CLASS ACADEMY.

Taylor, Marion. Chalk, B.A., Walter.

SECOND CLASS ACADEMY.

Brown, B.A., Ernest Nicholson. McNaughton, Wm. Gilbert.  
Lufkin, Elizabeth J. Woodworth, Charles Byron.

## FIRST CLASS MODEL.

Marsh, Alice Maude.

## SECOND CLASS MODEL.

|                          |                               |
|--------------------------|-------------------------------|
| Ahern, Kate.             | Mackenzie, Jane Amelia F.     |
| Angus, B.A., Frances R.  | Maither, Mary Louise.         |
| Baxter, Phoebe Grace.    | Miller, Levi Thomas.          |
| Blair, Cora Gregg.       | Moe, Margaret.                |
| Brown, Jessie.           | Moe, John.                    |
| Cameron, Bessie.         | Parsloe, Elizabeth M.         |
| Carruthers, Annie L.     | Pridham, Mabel Agnes.         |
| Dean, Alice Maude.       | Rennie, Elizabeth.            |
| Dobie, Elizabeth A.      | Rennie, Mary F. G.            |
| Elliott, Lillie Ina.     | Riddle, Ruperta.              |
| Fee, James Erwin.        | Ross, B.A., Jessie Katherine. |
| Findley, John Henry.     | Ross, Annie.                  |
| Fraser, Jane L.          | Rothney, Wm. Oliver.          |
| Gagnon, George Henry.    | Rowat, Mary Ina.              |
| Gordon, Minnie Isabelle. | Ryan, Geo. H. W.              |
| Hargrave, B.A., Edith.   | Silver, Cora Mildred.         |
| Harrigan, Elizabeth.     | Smith, Agnes Ross.            |
| Howe, Ethel.             | Solomon, Marion Amelia.       |
| Lyman, Helen Willard.    | Stephens, John Grongar.       |
| Lynch, Miriam E.         | Stewart, Andrew.              |
| McClatchie, Edith.       | Vaughan, Frederick Walter.    |
| McGovern, Jas. Joseph.   | Walker, John J.               |
| McNair, Jas. Duncan.     | Welch, Emma A.                |
| McNaughton, Mary C.      | Whitney, Agnes Mary.          |

## FIRST CLASS ELEMENTARY.

(Granted after five years' teaching.)

|                       |                          |
|-----------------------|--------------------------|
| Andrews, Mary.        | Lloyd, May.              |
| Chase, Sarah E.       | Patton, Janet.           |
| Coulter, Katie Maria. | McJanet, Eleanor Levina. |
| Dalms, Maud O.        | Spearman, Ella Jane.     |

## SECOND CLASS ELEMENTARY.

(With optional subjects, French, Algebra and Geometry.)

|                           |                               |
|---------------------------|-------------------------------|
| Ames, Calvin Alfred.      | Chadsey, Mary E.              |
| Anderson, Jane Law.       | Cotton, Alice A.              |
| Anderson, Mary A.         | Crack, Isaac E.               |
| Archer, Garland F.        | Curley, Minnie F.             |
| Assels, Flora M.          | Davis, Laura A.               |
| Atkinson, Clarinda J.     | Dinsmore, Dora Adeline.       |
| Bachelor, Mabel Alberta.  | Doddridge, Elizabeth Evelina. |
| Ballantyne, Agnes.        | Donnelly, Beatrice M.         |
| Banfill, Frederick C.     | Dunn, Euphemia E.             |
| Black, Grace Ethelwin.    | Elliott, Alice E.             |
| Boyd, Bertha C.           | Freeland, Matilda L.          |
| Buck, Cora Maud.          | Giddings, Bertha J.           |
| Bustard, Margaret Louisa. | Goodall, Ellen.               |
| Castle, Bertha Jane.      | Greenlay, Minnie May.         |
| Catton, Elizabeth.        | Hall, Jessie Marion.          |



|                            |                              |
|----------------------------|------------------------------|
| Hamilton, Jessie G.        | McElroy, Duff S.             |
| Harvey, Dora.              | McGie, Laura May.            |
| Hastings, Ivy Myrtle.      | McIver, Mary Ann.            |
| Heath, Minnie Gertrude.    | McKenzie, Jennie Maud.       |
| Howard, Gertrand V. Wm.    | McKenzie, Jessie.            |
| Howatson, Margaret Lilian. | McMurray, Annie M.           |
| Hull, Edith C.             | McNaughton, Amanda C.        |
| Hunter, Helen.             | Pehleman, Clara.             |
| Jamieson, Lizzie.          | Philbrick, Alice Frank.      |
| Jamieson, Agnes Ann.       | Robertson, Elizabeth Gall.   |
| Johnson, Leonora E.        | Robinson, Thomas Reid.       |
| Jomini, Sara.              | Robson, Mary.                |
| Judd, Mary R.              | Rogers, Margaret Ann.        |
| Kerr, Eva C.               | Ross, Isabella.              |
| Kezar, Maud L.             | Sever, Agnes Jane.           |
| Lawrence, Edwin Edgar.     | Simons, Julia Florence.      |
| Le Gallais, Eva Jane.      | Smith, Ida Beatrice.         |
| Lenfesty, Sarah Jane.      | Smith, Annie May.            |
| Lindsay, Cora Blanche.     | Sparrow, Edith.              |
| Loynachan, Elizabeth.      | Stevens, Jas. G. Wm.         |
| Lyster, Eliza.             | Stevenson, Ann.              |
| Mackay, Martha Ellen.      | Stinson, Gertrude M.         |
| Marsh, Lena G.             | Stone, Effie A.              |
| Martin, Samuel Robt.       | Terry, Florence.             |
| Miller, Mabel A.           | Todd, Minnie.                |
| Miller Jessie Zilla.       | Turner, Edith Eveline.       |
| Moore, Fred. S.            | Webb, Adelbert.              |
| Morrill, Rosa Lee.         | Westover, Jessie S.          |
| Munroe, Mary Margaret.     | Willard, Alberta May.        |
| McBain, Florence.          | Wilson, Agnes Frances.       |
| McCallum, Mary.            | Wilson, Charlotte.           |
| McCallum, Margaret E.      | Wilson, Lottie Mary.         |
| McCourt, Mary Wood.        | Wilson, Edna.                |
| McCullough, Sarah L.       | Woodington, Jennie Victoria. |

## SECOND CLASS ELEMENTARY.

|                              |                           |
|------------------------------|---------------------------|
| Anderson, Rachael.           | Edey, Emily Jane.         |
| Bangs, Fannie M.             | Ellis, Eva May.           |
| Bycle, Ada.                  | Ellis, Warren W.          |
| Bradford, Charlotte Belinda. | Hallett, Emma.            |
| Brill, Daisy Annie.          | Harbour, Louisa Emma.     |
| Brown, Laura Jane.           | Harbour, Charlotte.       |
| Cameron, Louisa.             | Hawk, Hattie J.           |
| Campbell, Elma K.            | Horn, Loella M.           |
| Clark, Mabel.                | Jack, Isabella.           |
| Carey, Mary Jane.            | Johnson, Emily Amelia.    |
| Cass, Minnie Elizabeth.      | Johnston, Melissa M.      |
| Cchoon, Mary Ann.            | Jones, Evalena M.         |
| Cunningham, Helen Jennie.    | Knowlton, Mary Elizabeth. |
| Dale, Electa Selena.         | Le Baron, Annie Olive.    |
| Dann, Caroline.              | Leroy, Maud Motherwel.    |
| Dow, Isabella.               | Lyster, Isabella.         |
| Dowd, Adeline A.             | Moran, Georgina.          |
| Dowd, Laura Ellen.           | Morrison, Mina C.         |
| Dresser, Annie Maria.        | McClutcheon, Katie W.     |
| Dresser, Bertha A.           | McCullagh, Annie E.       |
| Dunn, Ellen.                 | McDonald, Mary Alice.     |

McKay, Olive A.  
 McKenzie, Annie.  
 McKenzie, A. M.  
 McKillop, Hannah.  
 McOuat, Bella Jane.  
 McVicar, Elizabeth.  
 McVitty, Isabella.  
 Newton, Christina J.  
 Perry, Hattie Helena.  
 Rennie, Janet Hadassah.  
 Riddle, Rosanna Jane.  
 Rodger, Janet Helen.  
 Rogers, Isabella.  
 Ross, Christina.  
 Rowe, Annie.

Simpson, Frances May.  
 Sly, Elizabeth.  
 Smart, Amelia Jane.  
 Stewart, Minnie E.  
 Taylor, Margaret Elizabeth.  
 Taylor, Katie Elma.  
 Therrien, Alice.  
 Thompson, Gertrude Eva.  
 Thompson, Minnie.  
 Tonks, Maude L.  
 Walker, Eva.  
 Weed, Mary Jane.  
 Whitcomb, Ellen Jennie.  
 Whitehead, Marion.

### THIRD CLASS ELEMENTARY.

(To be exchanged for second on passing in one or two subjects.)

Andrews, Gertrude Eleanor.  
 Armstrong, Mary.  
 Buchanan, Bertha E.  
 Campbell, Alma R.  
 Chapman, Francis W.  
 Christie, Rebecca Barclay.  
 Clauson, Eleanor McClintock.  
 Cleveland, Eva M.  
 Coombs, Laura.  
 Corrigan, Isabella Agnes.  
 Curtis, William W.  
 Day, Mary Emma B.  
 Dixon, Pearl A.  
 Emerson, John E.  
 Erwin, Elmina V.  
 Fairservice, Mary Almira.  
 Gainsby, Jessie May.  
 Gordon, Mary J. F.  
 Graham, Elizabeth.  
 Griffith, Edith A. A.  
 Hammond, Jennie M.  
 Hawley, Grace M.  
 Hicks, Julia A.  
 Hiliker, Betsy Ann.  
 Hovey, Alice Mabel.  
 Johnson, Gertrude Sharon.  
 Joyal, Allen Jas.  
 Knight, Effie Almira.

Laware, Susan Elizabeth.  
 Laycraft, Maria.  
 Lyster, Lillie Maud.  
 Marshall, May F.  
 Marston, Fannie M.  
 May, Mary Louise.  
 Miles, Agnes J.  
 Mitchell, Harriet A.  
 Mitchell, M. E.  
 Mooney, J. Estella.  
 McIver, Christina Margaret.  
 Palmer, Edna L.  
 Parker, Mary Anne.  
 Powell, Ida May.  
 Robinson, Helen.  
 Rogers, Wm. Arnott.  
 Small, Winnifred.  
 Smith, Margaret W.  
 Spear, Minnie Eva.  
 Sykes, Mary E.  
 Thacker, Emma Elizabeth.  
 Thomson, Maude.  
 Thompson, Robert Jas.  
 Vear, Mary Ann.  
 Wood, Ellen.  
 Woodington, Eva.  
 Yates, Solon Seth.

### THIRD CLASS ELEMENTARY.

Ardill, Eliza Jane Ford.  
 Burton, Lizzie.  
 Elliott, Elizabeth Ann.  
 George, Nora Amelia.  
 Graham, Richard Watson.  
 Halliday, John LeRoy.  
 Hough, Alberta.  
 Hunt, Martha Mae.  
 Mitchell, Mahala Edith.  
 Murdoch, Ethel M.

McCullough, Annie.  
 McDonald, Ida.  
 McKeage, Sarah E.  
 McTaggart, Chas. Arthur.  
 Oliver, Hattie Josephine.  
 Rennells, Florence Almira.  
 Sager, Mary Edna.  
 Saunders, Annie.  
 Stewart, Jennie A.  
 Scobie, Maggie E.

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**Articles : Original and Selected.**

PROFESSIONAL TRAINING OF TEACHERS.

(T. B. SINCLAIR, M.A., NORMAL SCHOOL, OTTAWA.)

The creation and preservation of any school for the training of teachers must always rest upon a practical belief in the importance of and pedagogical necessity for training. The advocates of such schools stoutly affirm that there is a science of education, that its principles can and should be discovered and applied by every teacher, and further, that the educational interests of a country are so important that it is a duty of the State to see to it that those who undertake the education of her children should have laid a preparation broad and deep in professional training.

All do not agree with this view, and notwithstanding all that has been said and written on the subject, the problem of *professional training* is still, in my opinion, "facile princeps," the most important educational question of the hour. Upon its proper solution the educational destiny of a country must depend. The question will not be downed, and although the number of those who affirm the principle is constantly increasing, its advocates must be prepared on all occasions to give reasons for the faith that is within them. The principle, broadly stated, is this:—Every teacher, from the Kindergarten Assistant to the College President, no matter how ignorant or

how scholarly, successful or unsuccessful, can become a better teacher than he or she now is by a more extended study, investigation and application of the fundamental principles of education.

The issue is definite, and the line of cleavage clearly established between those who agree with this statement and those who differ from it.

If the statement be entirely false, every teachers' training school should be abolished and all books on education burned. The idea of teaching ever becoming a profession should be at once abandoned. All educational journals, teachers' associations and other institutions, which have for their main object the raising of the teaching standard of the country, should cease to be. All safe-guards to the teaching profession should be at once and for ever removed, and everyone who possesses the minimum quantum of knowledge for instruction and who wants to make a little money at teaching school should at once be let loose upon a class, provided no one else can be found to do the work at a lower price. I think you will agree with me that it would be difficult to devise a scheme which would more quickly and efficiently stop the clock of progress. And yet there are many, and among them not a few teachers, who have never deemed the question worthy of a single hour's serious consideration. This is in a measure, perhaps, due to the peculiar light in which the statement has at times been presented. The cause of professional training has suffered not a little from the bluster and braggadocio of would-be friends with scant knowledge and no experience, who, having crammed up a few professional books, have succeeded in passing an examination where all the candidates, owing to a charity (falsely so-called), were allowed to receive certificates to teach. A student may easily take such a course without assimilating anything of real value, and without receiving that culture which always brings with it the grace of humility. Such an one is sometimes heard complaining that scholarship and experience count for nothing, and loudly demanding that any who do not possess a sheepskin similar to his should at once be compelled to step down and out, in order to give him place. It is scarcely to be wondered at that men of profound scholarship, liberal culture, and successful experience should turn away from such exhibitions with disgust, feeling that even the word "pedagogy" has been disgraced.

There is, however, another and perhaps more general reason why with some the subject receives but little attention.

To admit the necessity for study is to admit our own ignorance, and that in itself requires self-denial. Then, too, improvement always costs effort. Most people find it easier to rest or sleep than to go to a teachers' convention, and when they do go they find that it requires less effort to sit still and criticise than to take part. It is easier to read a novel than a book on education, and besides, books on education and educational journals cost more money. It is easier and vastly more pleasant to most people to forget all about school except when inside the school-room door than it is to prepare lessons carefully and spend time and money and effort in improving themselves. It is easier and cheaper, too, to teach on an extended third-class certificate than to get a second, and then attend a Normal School, and easier still to rest with only a permit than to do either.

In short, if the plan will only work, the better way from a purely selfish standpoint is simply to ignore the question and treat it with silent contempt.

The success or failure of such a course will depend entirely upon the answer which *public sentiment* gives to the question at issue.

When in Europe I remember seeing the harvesting of two fields of grain side by side. In the one a man with a self-binder was cutting at the rate of twelve acres per day. In the other a motley group of men and women were laboriously working away with the old-fashioned hand sickles, and unitedly making less progress than the one man with the binder. The difference between the best-known modern methods of teaching and those applied in schools which still linger in the dark shades of pure empiricisms is quite as great as that between the sickle and the binder.

If the statement which I ask you to consider is entirely true it follows that the teacher who does not endeavor to advance along the lines indicated must fail to secure the best possible results, and in the opinion of many of those who believe the statement it will be held that in the maladministration of so high a trust he has been guilty of negligence almost criminal.

Not long since I heard a parent remark that he considered it so important that his child should be trained by the very best methods, that if he had the power he would never place him under the charge of a teacher who was not willing to answer the following questions in the affirmative under oath: 1st. Have you made a thorough study of the science and art of education? 2nd. Do you intend constantly to endeavor to

improve your methods of teaching? 3rd. Will you promise during each year to read at least one professional work on education and one educational journal?

He held that if such a test were employed in the appointment to all positions in schools and colleges there would result an educational house-cleaning which would do away with a large amount of dust and cobwebs.

There is abundant evidence to prove that the breezes of public opinion are setting uniformly and steadily and with increasing force in the direction of thorough professional training. Germany, which may be said to have led the world in this department, and which has had higher pedagogical seminaries for more than a century, has recently materially increased such training all along the line. Professor Rein, the head of the Department of Education in Jena University, Germany, boldly declares, "Instruction is of worth only as it educates, and the teacher is the school, hence the great need for all-sided professional training." In 1881 France concluded to take a leaf out of the German book, and by improved education to atone for disaster on the battle-field. One of the four important laws passed at that time was that "No teacher, male or female, shall be allowed to teach in a public or private school who has not passed the State Examination." It is a matter of history that the educational advancement of France since then has been phenomenal, until to-day she stands in the very forefront, among the literary nations of the world.

Scientific Pedagogy has recently been introduced into the Normal Schools of Italy. England has appointed a Royal Commission of Educational Enquiry "to devise ways and means of educational reform."

Looking nearer home we find that in the United States in 1891 there were 131 schools for the training of teachers, all wholly or partially supported by public funds, and their number is constantly increasing. Perhaps the most noteworthy feature of the question is that a new pedagogical regime is being instituted in the universities. It has been urged that the universities should originate the material for culture and the lower schools should be canals for its distribution. In consonance with such a theory and with the realization of the great importance of the question to which I have called your attention, the best universities in the land are endowing chairs of pedagogy and establishing laboratories for educational research. Harvard, Cambridge, Leland, Stanford, Columbia, Indiana, New York, and other Universities have done this

during the past few years, and now in addition to the schools of pedagogy, our own Provincial University at Toronto is establishing an undergraduate and postgraduate course in education, leading up to a doctor's degree.

Everywhere we find college men participating very heartily in educational association work and in summer schools. The University and High School Department of the Ontario Educational Association meeting in Toronto last Easter was in attendance and interest far in advance of any previous meeting held in this province. Many of the best educational addresses at the recent N.E.A. convention at Asbury Park were delivered by college men, and it is not an uncommon thing to hear a University President discussing Primary School methods.

Clark University, which does only postgraduate work, has education as a sub-department of its course. Under the leadership of the gifted president, Dr. Stanley Hall, child-study is becoming a household word in American educational circles, and a department has been formed in connection with the N. E. A. Association, and in open convention a unanimous resolution passed, which says, "We entertain the hope that the psychology founded on child-study, which has been brought so prominently before the meetings of this Association, will in time prove an inspiration and a guide in the work of educational reform."

As an example of this kind of study let me call your attention to a little pamphlet just published, entitled "Education by plays and games." The author has made a careful study extending over a number of years and involving much scientific observation and research. He describes and in a measure classifies more than four hundred different games, pointing out the merits and demerits of each. He gives a suggestive analysis of the subject, and points out many interesting and valuable facts. He says:—"Children are imitative rather than inventive in their games. Nearly every noble game of to-day has been played in some form for centuries. In Grasberger's collection of old games one sees the antiquity of many of the familiar plays of our childhood."

Apart from the efforts of Kindergartners little has been done in this country towards the improvement of old or the invention of new games for children, except the many efforts in the highly colored dice boards and "pig in the sty" puzzles for commercial interests. Children to-day are playing the games that children played centuries ago, and games that have deteriorated rather than improved."

I leave it to you to determine the value of such work (when properly conducted) first to the teacher and second to the science of education.

My object in all that I have said is simply to endeavor to impress upon you the necessity, at the very outset, for each, after thorough investigation, to decide for himself whether there can be a science of education; whether a knowledge of it will make him a better teacher, and whether such an advance is worthy of the highest endeavor?

I do not believe that any student can get the best for himself out of the work here or elsewhere, unless he is thoroughly persuaded in his heart of hearts that it is possible for him by training to become a better teacher than he now is, and that in thus increasing his power he is engaged in the highest and holiest of duties to himself and to his country. Faith in this great fundamental principle is an absolute condition and pre-requisite of any regenerating influence for the teacher. Unless I have such faith or am willing to receive it, no Normal School can bring me any message. Without it I have nothing in myself to respond to any appeal to better things, and, what is infinitely worse, I have nothing within myself to inspire to that self-activity without which there can be no real progress.

### **Editorial Notes and Comments.**

We prize it as a privilege to send once more the greetings of the New Year to our readers. An enterprising publisher of Christmas cards has issued one with a chestnut for its centre piece, an original way, in his estimation no doubt, of getting some people to think that the usual congratulations of the beginning of the year are more or less a mere matter of form. Be this as it may with some, we are always glad of having an opportunity of expressing our sympathy with those who are actively engaged, in school or out of school, in advancing the educational interests of our province. The teacher is not, as a general thing, worried with the congratulations of a true sympathy. The early months of his work in a new field of labour may bring him the sympathy of counsel from those who are anxious for reform in some particular or other; but this dies away gradually when it becomes known that the teacher knows enough to go his own way with success, without pandering to the prejudices of those who would have school-work remodelled once a week to suit their own cases.



We therefore all the more readily send our congratulations to one and all of our teachers as they labour from day to day in the interests of the improved humanity that is looked for in the coming generation. To our readers we say—may you one and all experience a happiness at the beginning of the New Year of 1895, as well as at its end.

—Among the difficulties that lie in the way of the teacher, there is nothing that he comes to dread more than the Machiavelism of his detractors. The straightforward, blurting-out fault-finder he can meet to compare notes with, and possibly appease, but the person who fabricates a case to prove the incapacity of others is the person whom the teacher has a mortal terror of. Max O'Rell, in his witty comparison of "French and English Immorality," holds that the superior merit of British moralists *versus* French sinners is founded chiefly on the fact that they have learned to consume their toddies more inaudibly, and concludes that at bottom no nation is very much better than its neighbours, but "differs merely in its way of showing its virtues and hiding its vices." He might have added that the difference between ancient and modern civilization could be summed up almost in the same words. And yet how often we wish that the devil-may-care enmities of the old civilization had left us some of their straightforwardness. In the present age, the highest compliment to be conferred upon a man is to be met with in the expressions "you always know where to find him," "there is no beating about the bush with him," "when he says a thing he means it," "when he is your friend he is your friend;" and with what appreciation of life's truer and nobler purposes does the enthusiastic teacher turn to the friendship of such an one when he happens to come into contact with him during his dealings with his commissioners and his visitations among parents and others. But with what circumspection does he face the citizen, shall we say the commissioner, who has the reputation of never having been brought to do anything in the positive unless he feels assured that he is deceiving somebody or other! With what shudderings does he meet with the nodding of the head of Machiavel when no assent is given, or with the smile that is transmuted into a diatribe as soon as the poor teacher's back is turned! With what misgivings in his own ability does he find out such a wretch's underminings and plottings! "Did Dickens create his Uriah Heep for the purpose of stamping out all the Uriah Heeps in the world, or did he intend that one or two should be left in each village to

worry the teacher of the village school?" is often what he is found saying to himself. "Never mind him, my good fellow," is what his true friend often replies to him, in such moments, "God never permits the lie to live for long, and as long as you do your duty God is with you." And so say we at this Christmastide to all those of our teachers who are in any way worried with the village Machiavel.

—Perhaps at this time of the year, it would be pertinent for the literary editor to say something about the EDUCATIONAL RECORD and its prospects. The plan and policy of the RECORD has not changed in any respect for many years, simply from the fact that no provision has been made in its finances for further development, and if there is any ground for complaint now there was ground for complaint when the RECORD was started under the present regime. The work done by the editors may be said to be "a labour of love;" and when any one demands four hundred pages of original matter for the mere love of the thing, he had better come down from his "high bad eminence" of anti-criticism and give them a helping hand. During the past year, we have had assistance from many of our teachers, and we return them our heartfelt thanks for their co-operation. From one teacher we received the complaint that we did not criticise "the powers that be" severely enough, and we had to write to him by way of reply "that the powers that be" did not want to be criticised severely, and could not well be so criticised in the EDUCATIONAL RECORD, seeing that that periodical was under their charge. Another has written saying that he would like to see the minutes of the Protestant Committee discussed more freely in the RECORD's editorials, and the correspondence; and we had to ask him how often he had sent us any communication on the doings of the Protestant Committee that had not been inserted. Another maintained that we had allowed the text-book committee to run things with a pretty high hand, but we had to tell him, in a private letter of course, that if he was prepared to make specific charges against the said committee, he had only to send his communication to the proper quarters. Still another has asked why we "do not pitch into the new scheme for religious instruction," and we had to ask him the same question by way of reply why *he* did not pitch into it, if he had anything to say against it. The fact is, were we to retaliate openly on the complainants on both sides, those who supervise the RECORD and those who read it, we would soon find ourselves in a serious sea of troubles. The editors are prepared at any moment to associate

and co-operate with the teachers in making all that can be made of the RECORD, and they are just as willing to resign their trust into the hands of those who seem to know so well how to run a periodical without a revenue commensurate with the progress expected.

—An interesting question has come up in connection with the athletics of some of our colleges. In some, resolutions have been adopted by the Faculty that students whose average work is below a certain standard shall not be allowed to join in athletic contests with other associations. The resolution does not shut the student off from exercise or practice on his own grounds, but prevents his entering a contest unless he keeps up his mental as well as physical standard. This strikes one as a good rule. If the physical exercise is not to redound to the credit of the whole man, mental as well as physical, he might give expression to his physical prowess probably quite as well out of school as in it. The same might be said of the moral culture. One of the specially good qualities of the game of cricket is that it makes gentlemen of the players. Can the same be said of some of the other school games?—

*Educational News.*

—The policy of the RECORD is, as it has been, to fortify the teacher for his work by sympathizing with him in his difficulties, and for this purpose the department of “ Practical Hints ” has been devoted to specimen lessons, and illustrative advice such as may be of service in the management of a school. The diagram and picture engravings, which serve to illuminate the pages of many of the school papers in the United States, have had to be left out on account of the expense, for it must never be lost sight of that the revenues of the periodical are anything but large. The original and selected articles have been, it is said, too heavy for the taste of some, but the complainant, strange to say, generally declares that for his own edification they could not have been better. Whatever this may mean, they have certainly been prepared by some of our most intellectual and highly educated teachers. The literary editor has not thought it wise to give his own opinions merely on any given subject, but has always taken pains to cull from every source at his command, the opinions of those who are taking an active part in the educational movements of the times. He has perhaps been severe on cliquism and the vainglory it generally has in view in its pre-arrangements; and on this account he has possibly given offence, but happily it is not the offence that has for its alternative the millstone about the

offender's neck. The true "little ones" of our Saviour's admonition are not generally to be found associating with the members of a clique, who are dangerous simply because they are capable of planning evil against one, not because the injury they can inflict is eternal in its effects. The department of current events has been stocked with educational news from every part of the world, not for the sake of merely giving the news, but in order that the movements of educationists of other parts might become a hint to the teachers of the Province of Quebec in their efforts to progress. It has been said that the RECORD has not, kept up with the times in the matter of providing the right kind of news items—educational news items of our own province; and if this refers to the lack of personals we have to declare the RECORD guilty. Yet no one who has done work for the general educational good has been ignored or overlooked, nor has his work been slighted; and whenever any of our teachers or prominent educationists have had a word to say on any educational matter, their communications have been gratefully received and gladly inserted either in the body of the periodical or in the department of Correspondence. When we note the improvement in this department we feel satisfied that there are many teachers among our readers who are willing to help on any movement by their advice and advocacy, and we trust their number will increase as the years go by. The better positions in our province are very much improved within the last ten years, and the improvement has taken place not because any one wished to have the credit of bringing about the improvement but because the improvement was a necessity. The true spirit of co-operation is not to be identified with the spirit of cliquism. The one is broad and catholic in its efforts, the latter narrow and selfish; and as long as our teachers are secure of the confidence of those endowed with the former, there need be no fear entertained of the machinations of those who combine to do a harm, because the doing of a harm may gratify themselves and others while in a combination of self-seeking. With his prospects improved, the teacher is in a better position to defend his interests, by rallying round that spirit of co-operation which has no purpose to serve save the improvement of our system. The improvement of the system has been the only object the EDUCATIONAL RECORD, under its present editorial management, has had in view, and we look to our teachers to rally round it as an exponent of that spirit of co-operation which it has always endeavoured to promote.

### Current Events.

—Sir William Dawson, K.C.M.G., LL.D., delivered the annual lectures of the Delta Sigma Society of McGill University, taking as the subject, "An ideal college for women." The large lecture room in the Peter Redpath building was filled with fair Donaldas and their lady friends, and the greatest interest was taken in the learned and appropriate subject. The lecturer introduced his subject by a reference to the earliest known authoress, the prophetess Deborah, and to her remarkable poem, as an evidence of the status and education of women in that remote time in which she lived. He then glanced at the education and literary position of women in the intervening centuries, and at the remarkable extension of the education of women, and to their influence in literary, scientific, social, political, professional and religious affairs within the last quarter of a century. He then referred to the practical division of colleges for women into two classes—those that, like Girton and Newnham in England and the Harvard Annex in the United States, are connected with old universities, and may be designated as affiliated colleges, and those which, like Holloway and Cheltenham, and Smith in the United States, are more or less self-contained, and may be regarded as independent of university control. Without any invidious comparisons with others of their respective classes, he took Wellesley and Newnham as examples of these two types and enquired in some detail in what respects they approached to ideal colleges, in reference to home and social influences, courses of study, the value of their degrees or certificates, their economy and facility of management and of extension, and the causes which have led to the preference of one or the other system. This comparison, with occasional reference to other colleges differing in details, occupied the greater part of the lecture. In conclusion, the relative position of the Donaldas special course in McGill was referred to, and the prospect of its development into an institution nearer to the ideal college than those even of Britain and the United States—independent in all except the degree-giving power, provided with an adequate staff of its own, yet having the benefit of all the educational appliances and, as far as necessary, of the staff of the university, taking an equal place with McGill College, and perhaps becoming ultimately as extensive in the sphere of its operations, and thus fully meriting the high title of "Royal Victoria College for Women."

—The Dominion History Competition under the supervision of a Committee of which Principal Patterson of the Royal Arthur School is the Secretary will take place on July 1st 1895, the time having been extended for six months beyond the time formerly agreed upon. The Committee grants this extension through a desire that the time for the task in hand be ample, and does so without knowing the names of those who have asked for additional time. The hope is accordingly entertained that the change will be found to be in the interest of all competitors and be helpful in producing a better text book than would be secured in a competition unduly hurried.

—Max O'Rell in a late communication says: "You may happen to know that some years ago I was one of the masters of St. Paul's School. I resigned that position in 1884. Ever since then, whenever an Englishman has wished, through the press or otherwise, to make himself particularly disagreeable, he has hurled at me the epithet of 'schoolmaster.' Now, sir, in France, many of our ministers and ambassadors are ex-schoolmasters. The President of the Senate is one. So are many Academicians. Alphonse Daudet and Francisque Sarcey are two others who constantly boast of it. In Italy, teaching is the profession of predilection among the nobility. I am very curious to know whether in England there is any disgrace attached to the calling, and if so, why?"

—In referring to the humorist's criticism, the *School Journal* of Toronto makes the remark. "It may be that some teachers in Canada are nettled occasionally by some lack of social consideration from people of a certain class. The question of social recognition and consideration by any class whose opinions are worth notice is in the hands of the teachers themselves. Let them show themselves on all occasions possessed of high intelligence and true refinement, and the doors of all social circles that are really worth entering will soon be thrown freely open to them."

—The College of Preceptors, London, England, has just established a training College for masters in Secondary schools, an undertaking in which they will have the interest and sympathy of all educators. The Principal of the new Training College is Dr. J. J. Findlay, M.A., who has had a distinguished academic career at Oxford and in Germany, has been a master at Rugby, and Principal at Queen's College, Taunton. He has lately been in Canada, engaged in drawing up a report on the schools of the United States and Canada, in the capacity of assistant-commissioner of the Secondary Education Commission.

—The general lines on which the above Training College will be conducted are as follows: The work will be done in the College buildings and in the practising schools which metropolitan headmasters and principals place at its disposal. No student will be admitted to the College without producing evidence of such good general education as to entitle him to enter upon his professional studies. In order to encourage men who have taken high degrees or given other evidence of considerable attainments, there will be a certain number of scholarships. The course is inexpensive—a fee of twenty-five guineas covers the whole charge for tuition—and it is designed so as to occupy a year. The academical year will begin, as at the Universities, in October, and terminate in the June following.

--An official circular has been addressed to Belgian inspectors, drawing attention to the employment of masters in primary schools as agents for fire insurance companies. The inspectors are directed to bind the teachers not to accept such engagements. We are sure that these poor men, if better paid, would remain indifferent to any fires except those in their own stoves. We hesitate to attach weight to the reason assigned for interference. That reason is a fear that the teacher may give undue preference to the children of his clients to the prejudice of others. It might equally well be feared that children would set fire to their parents' houses to enforce the wisdom of their teacher's recommendation to insure. But such double duties are to be avoided if possible.

—Several times within the last ten or fifteen years projects have been formed combining Italian teachers in some sort of a general association. To promote this end, a congress was summoned to meet at Milan on the 3rd of September, in the present year. The meeting, presided over by Professor Rho, of Turin, was attended by about five hundred schoolmasters and schoolmistresses. It was decided that complete organization could only be obtained by means of district federations, and a vote was passed in favour of the immediate formation of such a society for Lombardy. A committee of six was nominated to prepare the plan of a great national federation of all teachers. We believe that the action of our Italian *confrères* is conceived in the right spirit. There is one work of education, and all who are engaged in it may properly associate themselves together as members of the same profession. As far as learners are concerned, Signor Baccelli, the Minister of Public Instruction, has revived his former

scheme for bringing primary and secondary schools into relation with each other. Boys who have reached the fifth class of a primary school and can pass a qualifying examination receive a certificate which allows them to enter a secondary school without further difficulty.

—Four students of the Boston Technical School have taken a novel ride on a locomotive in the pursuit of their studies. They rode from Boston to New London on the engine of the Shore Line flyer. A temporary structure was erected on the front of the engine to shield the students from the cold, and behind this shield two of the students were perched and there carried on the investigations. The other two students were in the cab. Observations were taken and recorded every two minutes during the entire trip of three hours. The trip was made through wind, rain and sleet.

—A large meeting of the teachers of Halifax was held last November, to arrange for a City Teachers' Training Class. In Nova Scotia a premium is put on professional training, but it is not made compulsory. Scholarship one grade higher is accepted as a substitute for a normal school training; that is, one year at a good academy is considered equal to the theory and small modicum of practice received at a normal school. At this meeting it was argued that in cities the graduates of the school—the daughters of the citizens—are sure to be appointed to the city schools; that the training received in an ordinary normal school—much theory and little practice—is of much less value than an apprenticeship under experts in the schools, supplemented by lectures, etc.—*Educational Review*.

—One of the contributors to the recent revival of Napoleon-worship notices the curious fact that in all the endless series of his table talks the exile of Saint Helena avoided every allusion to the career of Frederic the Great. He may have dreaded the comparison of results: The conqueror of Silesia, with all his self-reliance, resembled the prudent gamester that retires with his winnings, instead of doubling and doubling his stakes in reliance on the constant favor of fortune.

—The emphasis which is being put in education, and in educational publications, on the moral and spiritual side of school work, is one of the most important and hopeful signs of public sanity which has appeared in recent years. It seems to indicate that all concerned in the bringing-up of children have been forced by the logic of facts to acknowledge that intellect in man is not necessarily allied to goodness, and requires training to recognize and to confess that there is a Being



beyond ourselves, who is supreme and constantly "makes for righteousness." This agitation must continue till the proper recognition is given to this department of school work.

—A system of electric lighting is being put in at Juneau, Alaska, a place of two thousand inhabitants. When completed, this will be the first central electric light plant in the Territory. Electricity, however, is not altogether new in Alaska. It has been used for some time in a limited way in the mines. Water-power is abundant everywhere, and the current is generated on the streams and carried to the mines by cables.

—The School Board of Glasgow has been considering the pupil-teacher question, and has made some sensible observations thereanent. Three suggestions are worth reproduction: (1) That the examination of pupil-teachers at the end of the first and third years be abolished, and that the examination at the end of the second year should be more thorough than at present, and somewhat after the style of the Queen's Scholarship Examination. (2) That all candidates who pass in the first and second classes at the Queen's Scholarship Examination be admitted to the Training Colleges. (3) That pupil-teachers shall be admitted to the examinations for Leaving Certificates. The importance of these suggestions does not need to be emphasized by any comment; they go to the root of the matter.

—The very grave question of the admission of the Christian Brothers' Schools to a share in the public educational endowments still occupies public attention, and seems as hopeless of settlement as ever. Archbishop Walsh, speaking on the 18th of November at the Christian Brothers' Schools, North Richmond Street, Dublin, maintained that they were simply asking to be allowed to give education and receive endowment on the results attained, without the introduction of the religious question in any form, in the manner that obtains under the intermediate system, in which these schools have had such brilliant success. The question, however, is by no means so simple. Undoubtedly, were the claim of the Christian Brothers allowed, the whole present system of united secular and separate religious instruction would have to be discarded, it is said.

—The following is the utterance of a "business man" on the question of under education, or over-education as it has been called, and it is well worth repeating by our local papers. "Now what does the business man find," says this honest thinking citizen. "In nine-tenths of the boys whom he takes from the school for the purpose of making them useful in his

business, and enabling them to get a better living than by digging ditches, or driving teams, he finds poor penmanship, an absolute inability to write properly a very simple business letter, even at dictation; listlessness, and little interest in his occupation, but a great desire, however, for more money than he is worth; inability to figure up a column, and inaccuracy even in counting money, though the youth may have been, at school, an adept at solving arithmetical puzzles; lack of politeness and manly deportment: difficulty in expressing clearly his thoughts; no habits of close observation, or of reasoning powers; and is perfectly oblivious as to what he had ought to observe, even in matters closely relating to his duties. As for correct orthography, as a matter of course, he cannot spell. Think of it, teachers! This knowledge of spelling is of the very greatest importance, and is supposed to be taught to the student every school day from five years to graduation, yet your instruction in this particular is a failure." Now, we wonder if our readers ever heard similar strains before. Or, perhaps we ought to say that just such statements we have read from time to time ever since we learned the alphabet half a century ago. The reply is easy. In the first place, the statement is a reckless one. When the speaker says "nine-tenths of the boys," the question suggests itself, "How do you know?" Are you acquainted personally or otherwise with "nine-tenths of the boys" who graduate from our schools? Again, Dr. Hall tells us, (and experiment as well as experience seems to justify his deduction) that the accuracy of the trained accountant and the delicacy of the trained muscle should not be expected of boys just entering their teens. Then again, the duty of the teacher is not primarily to make writers of business letters or accountants, or orthographists. It is an all-round training that the child is sent to school to get, and the rest will be added in course of time. But is it not a libel upon the schools in the old Green Mountain State, the statement that nine-tenths of the boys educated in them lack in "politeness and manly deportment?"

—The sudden death of Sir John Thompson at a moment when Imperial courtesies were being extended to him brings home to the mind the inscrutableness of the ways of Providence. Those of us who did not follow his political leadership may express equally with those who did, the sincere feeling that moves the heart of every true Canadian at the present moment. The deceased Premier was possessed of great intellectual ability, and seemed marked out for, at least, the highest honors.

of the Bench. The call of the Almighty God is a deeply serious one to all men whenever it comes, but much more awful does it seem when it comes to one so highly placed as was Sir John Thompson, whose private virtues were acknowledged by all and who was expected by his fellow-countrymen to accomplish a great career.—*Examiner*.

—In Dr. Stewart's general report on the schools in the Northern division of Scotland, we read:—

The best ventilated schools I visit are those ventilated by mechanical means, but it is an expensive system, and is thus limited to a few of the large public schools in towns. It is used in six of the newer schools in Dundee. In each of these a small gas engine is employed to force filtered fresh air into the class-rooms, and openings are provided for the escape of the vitiated air. The fresh pure air enters the rooms some five or six feet above the level of the floor, and in winter it is heated by being passed over a series of warm pipes. The children are undoubtedly fresher and brighter at the end of an attendance than in most other schools, and are thus more favourably situated for the prosecution of their school work.

Such is strong testimony to the physical and intellectual benefits of ventilation, and, as to the cost, we learn on the best authority that this, including depreciation, amounts to about one shilling a head per year, say a farthing a week per child for fresh air and better work.

—Some one wrote, when old Mr. Astor died, in a strain that the *de mortuis*, etc., phrase does not sympathize with. He said "the will of the late Mr. Astor, in leaving the bulk of his fortune to his son, is a striking example of the influence of the pride of wealth. Following the English example of the law of primogeniture, he left about 60,000,000 dollars to his son, while to his daughters he bequeathed less than a million apiece. Of course he had a right to do as he pleased with his immense wealth, but this unjust method of distributing his fortune is an example of a tendency whose development in this country is greatly to be regretted. What a vast amount of good Mr. Astor might have done for the cause of education, and yet left ample fortunes to all his children! The name of George Peabody is revered everywhere in America, but especially in the South, which has been the chief beneficiary of his wisdom and generosity, and yet Mr. Astor, who might have done vastly more than Mr. Peabody could do, has done absolutely nothing. Mr. Astor may not have owed to the world to be one of its benefactors, but the world will think otherwise and feel that

while he has enjoyed his great wealth it would have been much more to the honor of his name if he had aspired to helping the many needy rather than be ambitious to magnify the family name by accumulating great riches."

There is a law of compensation however, and what Mr. Astor failed or forgot to do, those who come after him are disposed to do. His example as a negative may be very valuable.

—PARKMAN'S FIRST PROMPTINGS TOWARD LITERATURE.—  
About the time he entered upon his sophomore year, Parkman began to feel promptings toward a literary career, and his thoughts early fixed upon a history of "The Seven Years' War," a subject which had not then been touched by any writer, and which may have been suggested by the fact that George Bancroft had already begun the "History of the United States," having published his first volumes. It was an unknown period in American history, and not only congenial to his tastes, but within the limits of his gifts. The notable thing was, that a youth of eighteen, to whom the world of letters was just opening, should have reached out to this field, and that even in college he should have directed his studies in the channels best fitted to prepare him for it. The novels of Cooper and Scott were always in his hands, and he was more familiar with them than with the classical authors it was his duty to read. At Harvard, if not a profound scholar, he was president of the Hasty Pudding Club, and had the intimate companionship of men of tastes similar to his own. President Quincy was then the strong man of his faculty, but the institution lacked instructors who gave it character. It was a good place for a young man to work out his own ideas, and Parkman began here the study of English and the reading of Burke, who was his master in English style. What he did was to learn how to write.

### **Literature, Historical Notes, etc.**

#### **THE OLD SCHOOLMASTER'S STORIES.**

Daye after daye for little paye  
He teacheth what he can,  
And bears ye yoke to please ye folk  
And ye committeeman.

The winter following my trials in "Tophet" I taught school in "Fiddlers' Hollow," a whimsical nickname aptly bestowed. The Hollow was in the valley of a small river where there were falls, country mills, stores, a tavern, a Congregational

Church, a post-office, and among the population no less than twenty persons who played the violin. Six of these were "professionals" who played for hire on various occasions; the others were amateurs who aspired to that proud eminence.

The district might well have been called Happy Valley; for it was one of the most gleeful communities in which I have ever sojourned. The people were like one great peaceful, mirthful family; a very unusual condition of affairs in rural school districts. No one appeared to take very serious views of life there, and I am not sure that this was a good state of things.

Possibly the social harmony was in part due to the love for music; certainly there was a great deal of it in the atmosphere. I heard singing, whistling and jigging on all sides, even in the schoolhouse. A fine old melodeon stood in front of my desk, piled with "singing-books;" and one of the large boys brought his fiddle the first day of school, with his books and dinner-pail.

I found that it was the custom to have instrumental and vocal music at least twice a day in school; and there was often fiddling and dancing at the noon intermission.

We sang the multiplication table in concert; and in geography we chanted everything, from Felton's outline maps, as for example, the rivers of the United States, beginning in the extreme northeast corner of Maine, with repeats:

Aroostook River, Allagash River, St. John River,  
Aroostook River, Allagash River, St. John River.  
Penobscot River, Kennebec River, Androscoggin River,  
Penobscot River, Kennebec River, Androscoggin River.

Here I registered seventy-one pupils; and though the school-house was commodious enough for all, there were many drawbacks to progress in study. The teacher was expected to promote spelling-schools and other evening recreations. A singing-school was held at the schoolhouse two evenings of every week; a dancing-school at the tavern parlor occupied another evening; and somebody gave a party at least once a week.

As a result of all this festivity, my pupils devoted little time to school-books. Lessons dragged disgracefully. Very often I was confronted by a roomful of languid, sleepy, gaping pupils.

Ten or twelve of the larger boys and girls had a silly custom of sitting together, in pairs, at the same desk. The older girls also thought it quite proper to come to my desk at any time of day with a question or a difficult example in arithmetic, and sit with me for ten or fifteen minutes and talk.

This was pleasant, but I felt that it was not conducive to good discipline. Still, the young people were all so innocent of evil meaning that it was exceedingly difficult for a young pedagogue to set matters right.

However, I summarily separated the seat-mates and sent the boys to their own side of the house—a measure at which two of the bereaved girls shed tears.

Certainly it was an amiable class of pupils I had there. The parents were like the children, extremely sociable. They expected the schoolmaster to call on them at least once a week, all around; and they were frequent visitors at the school-room.

In “Fiddlers’ Hollow” the teacher was tempted to adopt the easy ways of the place and wink at bad scholarship; and I confess with shame that I did not half do my duty. I should have been stricter, but, as it was, the term of eleven weeks closed pleasantly.

Every parent in the district was present at the last day’s exercises. The school-committee praised me and all the pupils. Tears flowed profusely because school was done. All the girls, large and small, kissed me farewell; and everything was perfectly lovely, as they say nowadays. None the less, I knew that we had not really done any good work there that winter, and that the school money had been in great part wasted.

I should not have mentioned this school had I not wished to tell of an extraordinary pupil, a boy about fourteen, named Zophar Parlin, who lived outside the “Fiddlers’ Hollow” district, though he came there to school.

I noticed from the first that he was not like the others, but did not observe him very closely for two or three weeks. Then one day in the “parsing class” he captured my attention.

It chanced that the class was construing the well-remembered poem of Thanksgiving day, and we had come to the lines:

No Caliph of Bagdad e’er saw such display.  
Or dreamed of a treat like a Thanksgiving day.

I jocosely asked Zophar if he knew what a Caliph was, for I thought that he probably did not know. But he said he did, and went on calmly during the next two or three minutes, to show that he knew far more about the Caliphs than I did myself. In fact, my pupil gave me much useful instruction so unexpectedly that I was mute from astonishment.

The class and all the other pupils laughed, not at me, but stupidly, at what they called the “rigmarole that Zophe got off;” so that the boy at last stopped, rather shamefacedly.

I said, "Very good, Zophar," and changed the subject; but after school I asked him to wait a little and walk home with me. From his talk as we went along I learned that he had read about the Caliphs in three books at his home, which he called "Cyclopeeds."

We had gone but a little way along the road when he turned aside to enter a path that led to a log foot-bridge over the river, and thence up the high hillside which inclosed the valley on the westward. Then I learned that he lived on the other side of the hills.

I felt so much interested in him that I proposed to call and see him that evening instead of going to the singing-school; but he said doubtfully:

"It's a good ways. I don't believe you can find the way there alone."

I accordingly arranged to go home with him the next afternoon, and found that it was well I had done so; for the distance was fully three miles. After climbing the high hills we entered forest land where there was but a foot-path, much obscured by fallen leaves.

It was in the dusk of an early November twilight that we neared his father's place, a very isolated, romantically situated farmhouse of hewn logs. Although rude of aspect, the house was tidy and well-furnished; the fire-wood was in accurately piled tiers beneath a little shed, and everything seemed to be neat, even about the barn.

Within doors the neatness was remarkable, and all was so quite that the silence was almost oppressive.

The family consisted of but three members. David Parlin, Zophar's father, was large, strong, and red-bearded and singularly reticent; and the boy's mother was by no means a talkative person.

After supper Zophar showed me the "cyclopeeds," which turned out to be three old volumes of the *Encyclopædia Americana*—almost the only books in the house. David Parlin had found them, wrapped in a burlap bag, together with a compass and a large old silver watch, in a deserted loggers' camp far back in the wilderness, as if left there by some wanderer who may have perished obscurely in the forest, alone.

If I remember aright, the volumes were only those from A to C, from G to L and from P to S; but they were enough to shape Zophar's entire life. Having access to these books only, and being a lonely boy with a turn toward reading, he had pored over them until he was master of the entire contents.

Those three books had been an education to him. True, it was an education with curious gaps in it,—from D to G, from L to P and from T on to the end of the alphabet,—but the number of subjects of which that boy had knowledge was quite astonishing!

From reading so much alone, and thinking for himself on so many subjects, Zophar had come to be very “original” sort of boy. He lived among his own ideas; and although he was prone to droll mistakes, he had yet developed a strong, tenacious and exceedingly self-reliant mind. He took nothing for granted, but demanded all the whys and wherefores. This made him a difficult pupil, but an uncommonly interesting one, too.

Zophar had never studied arithmetic until the winter before I taught in “Fiddlers’ Hollow.” In fact, he had attended school for only three winter terms altogether. When he had advanced as far as ratio and proportion I labored with him for three days before he could be brought to comprehend the principle of this rule. He could perform the examples, but he constantly declared that he did not understand ratio.

Fractions, and particularly decimal fractions, so easy to most pupils, proved to be hard for him.

“I don’t see how a unit can be divided into parts,” he said.

“Why not?” I asked.

“But if it is a unit, if it is the lowest number there is, how can it be divided?” he queried.

I explained that our numeral unit might be supposed to be composite, that is to say, made up of ten, or a hundred, or a million parts.

“Then it isn’t a unit,” rejoined Zophar.

I found that he had been reading about atoms in the cyclopedia; and that the definition of an atom given there, namely, that it is a minute, indivisible portion of matter, had taken a firm hold upon his imagination. He had regarded the purely ideal numeral unit in the light of a material atom, and hence reasoned that it could not be divided.

I think it was the next day that he asked me how many parts I supposed that a unit could be divided into.

“It might be divided into an infinite number of parts,” I said.

“No, sir!” exclaimed Zophar. “You would have to come to the end, some time, where you couldn’t divide it any further.”

A few mornings after this, he brought me a lead bullet and asked me how many atoms I supposed there were in it. I replied, rather incautiously, that I presumed there might be a duodecillion.



“I think so,” said Zophar.

I saw him looking at the bullet often during the day, and knew that he was thinking about the atoms that were in it.

When, in the arithmetic, we reached the circulating decimals, this queer boy encountered fresh trouble. I could not bring him to understand the nature of a repetend—a constantly repeated decimal, as for example,  $.33333333+$ .

“Why, of course you must come to the end of it, some time!” he contended, in reply to all I could say. “You must come to the end of the number of parts the unit can be divided into.”

I could not lead him to perceive that the unit might be divided into an infinite number of parts.

“You would come to the end *some time!*” he kept repeating “because you would come clean down to atoms!”

Blackboards had not come into general use then; but on the wall of the schoolhouse was a board, brown in color, where examples were performed with a piece of chalk. Here I carried out a repetend, which I think was  $.72727272+$ , to the very end of the board, to prove to Zophar that it was constantly repeated.

“But you would come to the end *some time,*” he still insisted. “You would come out at the end of it *some time,* if you only went far *enough.*”

I dismissed him to his seat, in some vexation; but throughout the day I saw the boy at intervals gazing abstractedly toward the figures on the board. After school that afternoon he lingered behind the others, and began to talk about the fraction. I saw that I had not in the least changed his opinion.

“Why, you *must* come to the end of the decimal *some time,*” he reiterated as confidently as ever.

“Zophe!” I exclaimed, “you had better take that piece of chalk and try it for yourself!” In irritation I brushed off the board and wrote  $3)1000+$  in the upper left-hand corner of it. “Now annex ciphers,” I said, “and go on dividing for that repetend till—you are satisfied.”

I did not half believe that he would seriously attempt it, but he took the chalk and began.

“Of course, it will take quite a spell,” he said to me deprecatingly, “but it has got to come out without a remainder *some time.*”

“Go ahead!” I exclaimed, and put on my coat. “And when you are done, rake up the fire and shut up the schoolhouse door,” I added, and went home.

My boarding-place was about half a mile from the schoolhouse; but Zophar and his vagary had taken such hold on my thoughts that I went back to the schoolhouse after supper. It was now dark, but a light flickered in the windows. Approaching quietly I saw Zophar arranging the fire in the fireplace so that he could see to make figures on a slate.

He had carried the circulating decimal from the board, which was covered with  $.3333+$ , to slates!

I was vexed with the boy, but I could not help being amused too. I thought that for once he had best satisfy himself; so, instead of remonstrating with him, I went home and brought an oil lamp to the schoolhouse.

"There, Zophe," I said, setting the lamp on my desk. "That will give light for you all night. Now run that repetend down, if you can."

He looked at me with a perfectly serious, honest face and began to say. "Why, of course, I *must* come to the end of it *some* time;" but I did not wait to hear the whole of it, for fear my wrath might get the upper hand of my patience. As I went away he called after me, however, and I returned to the door.

"Do you think the other scholars would care if I borrow their slates?" he asked me.

"No!" I exclaimed. "Borrow them all, and if the slates give out, cipher on the floor!"

I went home and retired, but waked at a little past one. My thoughts flew to Zophar. I rose, dressed and went down to the schoolhouse again. It was a beautiful winter night, with the heavens full of brightly-twinkling stars. A light still shone from the windows of the schoolhouse!

Drawing near on tiptoes, I peeped in. There sat the boy on one of the front seats, near the fireplace, with slate and pencil in his hands, and twelve or fifteen other slates piled up close beside him. He seemed to be a little drowsy, I thought, and nodded at times; but his pencil worked slowly along the slate, making  $.3333333+$ .

Controlling a fresh impulse to rush in and shake him, I went back home and to bed; but I was not able to fall asleep again, and so lay tossing about, thinking of a thousand things, till morning, when I again dressed and went to the schoolhouse.

The scene presented there was one that I never can forget. Zophar had not only covered the board with small, closely-packed  $.3333333+$ 's, but thirty slates also, and on both their sides! The walls of the room were of pine boards, and there

were cracks between them. In these cracks he had inserted pegs made from pieces of wood in the wood-box, and hung the slates in rows on the pegs. When I looked in just as the sun was rising, he sat on a front seat with hair rumped and his chin in his two hands, staring at those slates.

Hearing me come in, he looked around absently.

“Well, Zophe, did it come out without a remainder?” I asked.

“Not yet,” he replied, with a kind of weary perplexed smile.

“Of course it *must, some time*,” he added. “But I tell you, Mr. Chadbourn, atoms are awful little things!”

I took possession of the lamp and bade him come with me to my boarding-place and have breakfast, but before we set off, David Parlin’s big red beard appeared in the doorway.

“D’ye have to keep my boy arter school?” he asked. “D’ye have to keep him all night?”

It was with difficulty that I explained the situation to him. Parlin turned to his son, and looking him over with parental displeasure, exclaimed, “Zophe, you darsted little nubbin, come along home with me. Yer marn’s ben ’fraid the catamounts had ketched ye!”

Nevertheless, Zophar Parlin was the only one of all my seventy pupils at “Fiddlers’ Hollow” who subsequently rose to fame, or achieved anything like success in life.

### **Practical Hints and Examination Papers.**

*Nuggets.*— A pleasant teacher makes willing pupils. A mischievous boy can break up a school if not handled properly. Ability in the teacher wins respect. Only a genuine interest in his pupils wins their affection. All your teaching is not done in the school room. Parents have some rights as well as teachers. To understand your pupils you must know their home life. It is not enough to know how to read, if you do not know what to read also. School boards count a hundred, one and two ciphers. The best supervisor generally encourages good qualities rather than criticizes weak points. The imagination is the faculty least provided for in our school courses. A wise teacher will not govern all pupils alike. Teach things, not names, but teach the names with the things. Good thinkers are not made by memorizing text books.

—A DEVICE IN GOVERNMENT.—Suppose that a pupil in the primary room should go to the water pail three times during a recitation, would it not be well to let him go without interruption, and then during the day, at some convenient time, have a general discussion as to how long a pupil can do without water before suffering, and whether, if a pupil’s wants have all been supplied before the beginning of the recitation he could suffer before the close. Let the

pupils point out the interruption occasioned if all should thus frequently visit the water pail. Personal mention of the offender need not be made, but he should be drawn into the discussion. Or, if thought best, he alone might discuss the matter with the teacher. No matter about details; I mean only to insist that the pupil be led to set up his own standard of action, and make his own decision in regard to it, so far as possible, without any regard for the mere authority of the teacher.

#### NEW TESTAMENT HISTORY (GRADE II. ACADEMY.)

##### I.

1. State briefly what you know concerning: (a) the Passover. (b) the feast of Pentecost.

2. Write short notes upon: (a) The Pharisees. (b) The Sadducees.

3. Mention any events connected with: (a) Herod the Great. (b) Herod Antipas. (c) Herod Agrippa I. (d) Herod Agrippa II. What was the relationship of each of these men to Herod the Great?

##### II.

4. Name the original twelve apostles, and also any others who are spoken of as Apostles in the Acts.

5. Describe the Triumphal Entry of our Lord into Jerusalem at the close of His last journey to that city.

6. Mention the more important instances of the appearing of our Lord to His disciples after His Resurrection.

##### III.

7. Describe briefly the conversion of Cornelius.

8. How many missionary journeys were undertaken by St. Paul? What was the extent of each? and what city formed the starting point for each of them?

9. Trace briefly the course of St. Paul's journey as a prisoner from Caesarea to Rome.

#### GREEK (GRADE II. ACADEMY.)

##### I.

1. Decline a representative noun of each of the Greek declensions.

2. Decline any five of the irregular nouns of these declensions.

3. Translate into Greek the following sentences:—Gold is the treasure of the island. The gods are good. Men admire wisdom. The citizens admire the young man's wisdom. The island has a beautiful harbor. Virtue is the beginning of wisdom.

##### II.

4. Write out the Greek numerals from ten to thirty.

5. Name the various kinds of pronouns, giving examples.

6. Write the imperfects active, passive, and middle of the first conjugation in Greek.

##### III.

7. Decline any two irregular adjectives.

8. Give the indicative tenses of the verb "to be" in Greek.

9. Compose five sentences in Greek of at least ten words each.

## BOTANY (GRADE II. ACADEMY.)

## I.

1. Name the various parts of a plant and describe any one of them minutely.

2. What are the various ways of distinguishing one plant from another?

3. What is meant by inflorescence? Name the various flower clusters.

## II.

4. Draw and describe any ten different kinds of leaves.

5. Give the names of any ten common plants and state to what class each belongs.

6. Name and describe the various kinds of fruits.

## III.

7. Give a description of the structure of a plant cell.

8. Make a drawing of the various kinds of compound leaves.

9. Explain the difference between angiospermous and gymnospermous pistils.

## WRITING (GRADE II. ACADEMY.)

1. Write:—The Christmas and New Year observances are not unlike those in other Northern countries; but the Norwegians have a peculiar and beautiful Christmas custom, which is universal amongst them, of hanging out small sheaves of corn for the birds.

2. Write all the letters of the alphabet in capitals.

3. Give your post-office address and the name of your school.

**Correspondence, etc.**

DEAR MR. EDITOR,—From my experience the following are some reasons why there should be a Course of Study for our schools:—

1. It keeps constantly before the minds of the pupils principles and facts instead of paragraphs and pages.

2. Pupils are advanced step by step and given credit for the work completed.

3. It forms a basis of comparing the work of different schools, and secures the stimulus resulting from a united effort.

4. It overcomes the disadvantage of a diversity of text-books by outlining the subject, and rendering it possible for pupils to use whatever text-books they may have.

5. It overcomes the evils that result from the constant changing of teachers.

6. It arranges the plan of work that when pupils have completed the work as outlined, and passed the required examinations satisfactorily, they may be admitted to the high schools without further examinations for admission.

7. It enables directors and parents to understand more fully what the schools are attempting to accomplish for the children, thus enlisting their sympathy and active co-operation.

OBSERVER.

## RELIGION IN THE SCHOOLS : PER CONTRA.

*To the Editor of The Week :*

SIR,—There are some questions of which it may safely be said, the answer can only be sought in one direction ; on every other line the answer is insoluble. One of our Christian denominations was distracted for years over the question of the use of instrumental music in public worship. Plainly, the final issue must be liberty to use : even the thoughtful among those who opposed knew that the prohibition could not continue. The utmost hope on their part was, “Not in our day.” Of course, liberty has long been granted and the controversy all but forgotten. The question of religious instruction in our public schools is to the writer just as plainly a question capable of solution in one direction only, and that direction most assuredly not secular, as *The Week* seemingly maintains. You can no more keep the religious element, shall I say, in abeyance during the school days and educate, than you can train in a gymnasium, with one arm tied to the side and one foot disabled. Even in the reading of history, to eliminate religion is to play the proverbial Hamlet with the Prince of Denmark left out ; and expurgated editions of all classes, English and other, must be made if positively no opportunity is to be given to the teacher for inculcating his or her religious or irreligious bias. Nor can I see how the ethical can be separated from the religious, as sometimes maintained. True, my religion has been learnt—am I presumptuous in saying so?—in the school of Christ, and learnt with many a pang, with the “awful doubts of Providence” ; into that simple school was I driven by the conviction forced upon me by original research, that honesty was largely discounted in the regions of religious controversies ; Christ to me is the religious teacher, and His religion is inseparable from His ethics ; indeed, it is hard even to think of the one without the other. Teaching us to say “Our Father,” he bases thereon the dogma, “all ye are brethren,” and therefrom imposes the obligation to do unto others “all things whatsoever ye would that they should do unto you.” To inculcate the last without the earlier is to essay a pyramid upon its apex instead of upon its base. Ethics is nothing without a religious basis, at least in Christianity.

Trained as we all have been and are, in an atmosphere of discordant ecclesiastical systems, put up within bounds of metaphysical theologies, it seems all but impossible to separate our religion from one of those systems and theologies. Be it so, but we need not perplex child-life therewith. There is a story told of an old negro preacher to whom an enquirer came with perplexity concerning Paul’s teachings on predestination ; looking over his spectacles to his interlocutor, he asked : “Have you read Matthew, Mark and Luke?—and are you living up to what they tell us Jesus has done for you and teacher?” A very unwilling, but decided negative was given to the last, to which the old man rejoined : “Go about

your business ; don't bother about Paul's predestination till you have made the gospels your own ; do as you are able the Master's will, and then you can learn about the deep things of Romans." I am not altogether a stranger to the trend of what is called the agnostic conscience, and, if I do not misjudge the same, it would suffer little violence, if any, in having the religion, which, after the old negro method, is directly taught from the lips of Jesus of Nazareth, inculcated in the schools. The Education Department of our Province has declared more than once that "Christianity is the basis of our whole system of elementary education, and that its principles should pervade that system throughout," and in so doing have practically declared for a Christianity that is broader than that of any class, broad enough to embrace all. It will be a putting back of the character of the shadow on the dial plate of true progress to recall that declaration ; and a sorry time for the country. In that direction only will a permanent settlement of the question be found. But a Christianity that would satisfy all, it will be said, is an eviscerated Christianity ; religion robbed of all its vitality and truth. Now, let it be remembered, we are talking about the religion or the Christianity to be taught to children, and to children gathered from many and diverse homes. However necessary the principles of Newton's "Principia" are to the Higher Mathematics, they are not taught in the common schools for very obvious reasons. And a wise religious teacher would never perplex a child's faith with the subtleties of the Trinitarian Controversy. Justification by faith may or may not be the article of a standing or falling church, but most assuredly is not a needed element in the child's prayer, "Now I lay me down to sleep." Whether the scarlet woman of the Revelation be Rome, pagan or papal ; the man of sin, a dynasty or an individual ; divine grace be resistible or not ; the tabernacle cords have an authoritative symbolic meaning ; with a host of such questions on which the Christian Church has divided, may be among the meats for those of mature years to digest—though I confess the digestive powers of a mental ostrich would be required for some of them. Milk for babes in all that the common school would demand, and that would be not difficult of attainment if we could only constrain obedience to the cry :

"Oh, hush the noise, ye men of strife,  
And hear the angels sing."

To reiterate an oft spoken sentence, we find it difficult, in some cases apparently impossible, to separate Christianity from our sectarianisms. Every sectary is in the position of a lawyer who has accepted a brief ; bound to make the best of his position. It is time that we began to endeavour after a more excellent way in this New Dominion. And, indeed, we have begun, would but the jarring creeds "hush their noise." "Every public and high school shall be opened with the Lord's Prayer," says the Education Department in its regulations. Is there a simple theist that with reason can object

to that prayer? The theist says no; but the straiter sectaries say, "What satisfies a mere theist does not satisfy me." Possibly not. It is difficult to satisfy some good people; but it satisfied the Lord Jesus when he was asked to teach how to pray, so I rest satisfied therewith in good company. So, too, when, in response to a question as to the great commandments, love to God and to one's neighbour was given in reply, with this pregnant comment: "On these two commandments hangeth the whole law and the prophets." Here is the true religious basis of ethical instruction and life; this ought to be inseparable from all education. The sectarian superstructure may be left for the denominations to erect.

The position taken, therefore, by the writer is this: What is called a purely secular system of education can never be accepted as final; even if attained is a destructive monstrosity; that the religious ethics of Jesus of Nazareth, as taught by Him during his life on earth, affords an ample means of religious instruction in our schools, and form a sure foundation for a life of true citizenship. And that in this direction only can we hope to find a solution of the religious difficulty regarding our schools. And surely it is not too much to hope that even now some endeavour may be made to rise above—yes, "above" is the word—our issues, and permeate the educational systems of our Dominion with a religion that unifies. The honest, persistent endeavour so to do is surely better than the imbecile cry, "It cannot be done."

JOHN BURTON.

### **Books Received and Reviewed.**

*The Cyclopedic Review of Current History* is a periodical which ought to be attached to every school library. It is a compendium of all that is going on at the present moment in the history of the world. *The Magazine of Poetry* for December is an excellent number. *The Atlantic Monthly* for December is a Christmas gift from the publishers to their subscribers for which they ought to be grateful. The last *Scientific American* that came to us was one of the most interesting we have perused. *The Popular Educator* cannot but increase its great popularity with our teachers by such a number as the December one.

THE COMBINATION SPELLER, by Mr. James W. Shearer, and published by the Messrs. B. F. Johnson Publishing Co., Richmond, Virginia. While the educationist frowns upon the speller as a remnant of the old hum-drum of school-work, the compiler who finds his reward in the number of copies sold does not seem to grow disheartened. This speller, however, is the embodiment of an original method, according to which the learner quickly appreciates the beauties of phonetic analysis and gains confidence in himself. At least, so the author says. We have been told that a new speller has been recommended for use in this province, and thus Mr. Shearer's original idea may find no scope here for some time to come. When



will our teachers come to side with the educationist and throw the speller as a text-book out of doors, unless when it is an aid towards the force of words and not merely to their form.

MECHANICAL DRAWING, by Gardner C. Anthony, A.M., Professor of Drawing in Tufts College, and published by the Messrs. D. C. Heath & Co., Boston. As a text-book on the use of the compasses and their adjuncts, we know of none that equals this one. It has long been felt in our province that the study of Euclid should be anticipated by a study of geometrical forms and the manner of their construction. The teachers are all convinced of the necessity of such preliminary training and have lamented in our hearing the lack of a text-book that would guide them in giving such instruction. Professor Anthony has provided such a work for them, and the Committee on Text-books may be inclined to give it a footing in our province. The book is its own recommendation.

AN INTRODUCTION TO THE STUDY OF ENGLISH FICTION, by Dr. William E. Simonds, Professor of English Literature, Knox College, and published by the Messrs. D. C. Heath, of Boston, U.S.A. Somebody has sought to get people to agree on what are the six best novels that ever were written. Dr. Simond's book may help people to approach such a limited selection, by tracing the history of the novel from the old English story-teller to the perfection of the novel as seen in our time. There are few who will not welcome Dr. Simond's effort to place before his readers, in succinct form, the story of the development of the novel. As an educative agency the novel has brought about the most remarkable effects in the improvement of manners or in the advancement of what has been sometimes ridiculed as culture. There are novels and novels, and Prof. Simonds' book will help people to select what are the novels that should be read.

ILLUSTRATIVE BLACKBOARD SKETCHING. No other power possessed by a teacher is more valuable, because it can be used in various ways to arouse the interest of the children, than facility in blackboard sketching. Many say, "There is no use of my trying to learn to draw; I have no talent." There are differences in people in this respect, but the absence of a talent for drawing is not so general as is supposed. The great thing is to pursue a right method. W. Bertha Hintz, teacher of and lecturer on methods in drawing, late of the New York Normal Art School, furnishes this in her *Illustrative Blackboard Sketching*. Any teacher who has sat in an institute and watched Miss Hintz with her crayon, filling in the details of one of these rapid sketches, could not fail to imbibe some of her enthusiasm for the work. This skill may be acquired by persistent, well-directed practice. The book contains reproductions of the author's sketches, with stories that grow as the blackboard drawings grow, and which the learner could draw for practice. The objects are fruit, birds, vegetables, pottery, etc. Many a teacher will find in this book just the help she needs. (E. L. Kellogg & Co., New York and Chicago. 30 cents.)

**Official Department.**

## NOTICES FROM THE "OFFICIAL GAZETTE."

His Honor the Lieutenant-Governor has been pleased, under date 20th of October, 1894, to appoint Messrs. Francis Burns and Amos H. Chartier, school trustees for the municipality of Ste. Cécile de Milton, county of Shefford.

20th October.—To appoint a school commissioner for the town of Chicoutimi, county of Chicoutimi.

7th November.—To appoint a school commissioner for the municipality of Grande Baie, county of Chicoutimi.

9th November.—By order in Council, to detach from the school municipality of Ste. Césaire, in the county of Rouville, and annex to that of Ste. Michel de Rougemont, in the same county, lots numbers 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 495, 596 and 597, of the cadastre of the parish of Ste. Césaire, for school purposes.

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

9th November.—To erect the township of Otis, in the county of Chicoutimi, into a school municipality, under the name of Ste. Félix de Otis.

This erection to take effect on the 1st July next (1895).

9th November.—To annex to the school municipality of the township Bourget, county of Chicoutimi, the west part of township Simard, not actually forming part of the municipality of Ste. Anne, comprising No. 27, of the 2nd range of the township Simard, in the same county, and all the territory to the west to the line between the townships Simard and Bourget.

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

13th November.—To appoint two school commissioners for the municipality of River des Prairies, county of Hochelaga.

16th November.—To appoint a school commissioner for the municipality of St. Romuald de Farnham, county of Missisquoi.

21st November.—To appoint Mr. W. H. Walsh, school trustee for the municipality of Bryson, county of Pontiac, to replace Mr. T. C. Dezouche, absent.

26th November.—To detach from the school municipality of the parish of Saint Tite, in the county of Champlain, and annex to the village of Saint Tite, the cadastral lots of the parish of Saint Tite, from and including number 311 to and including number 330, for school purposes.

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

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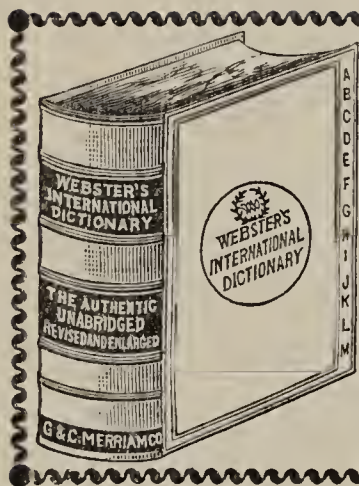
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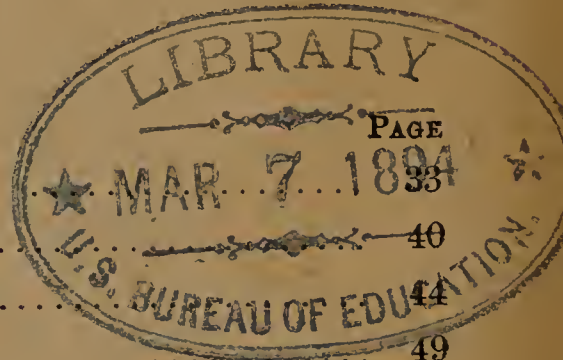
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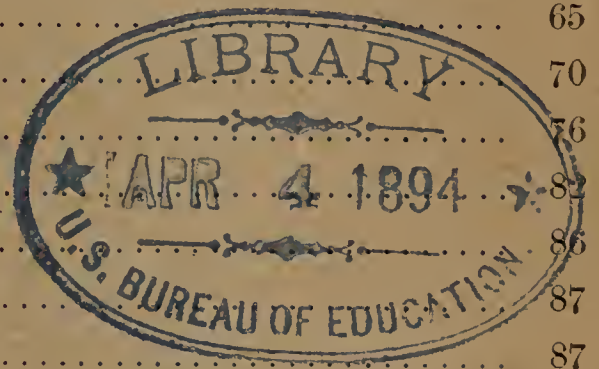
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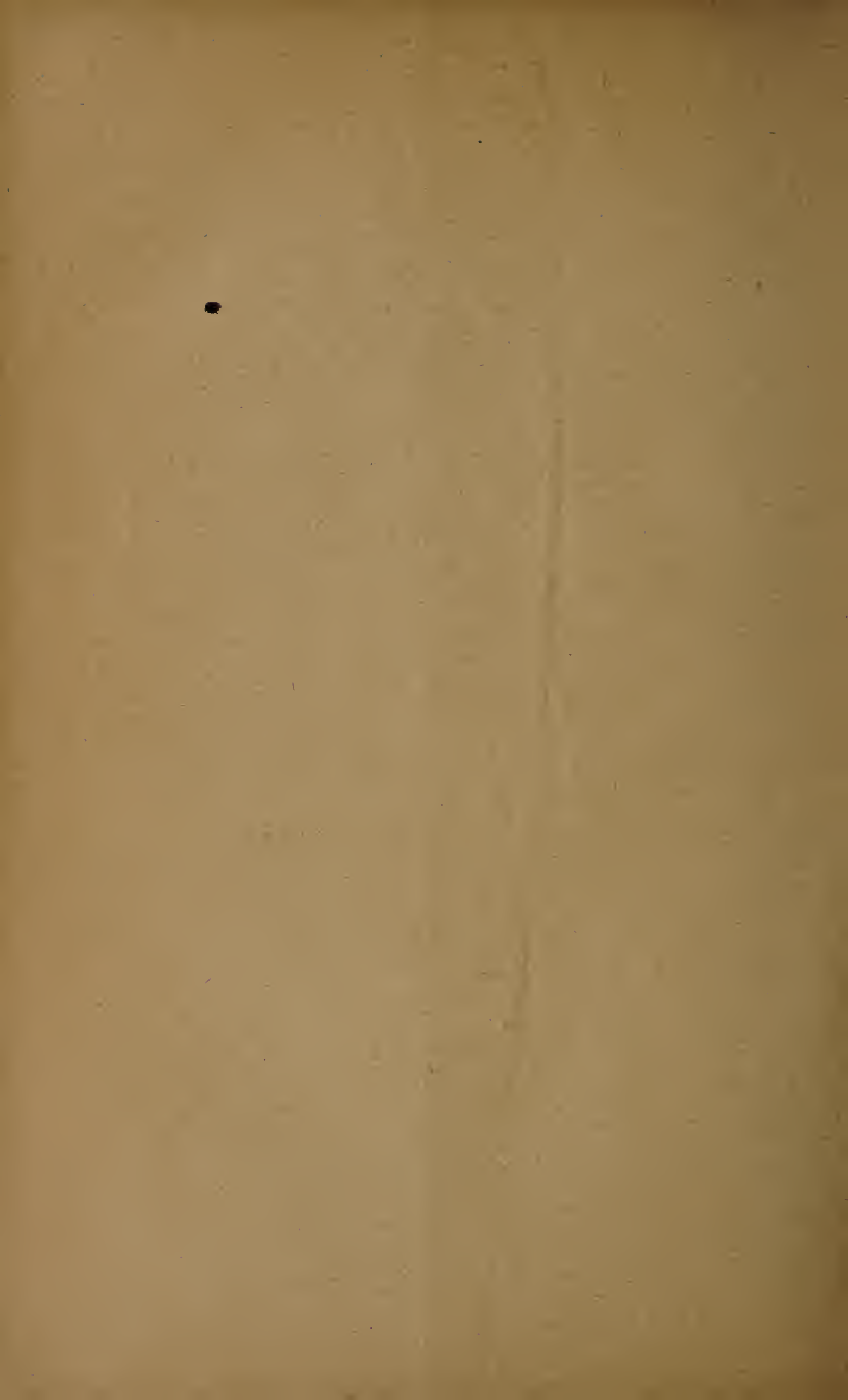


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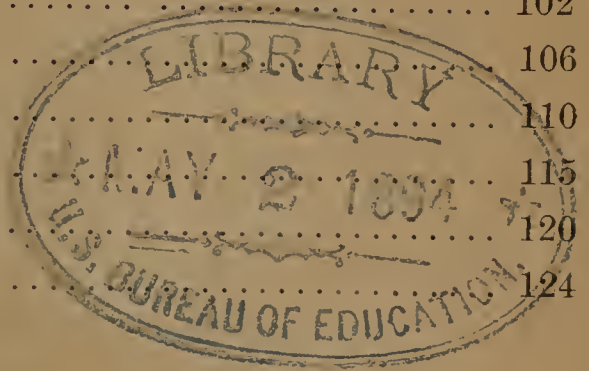
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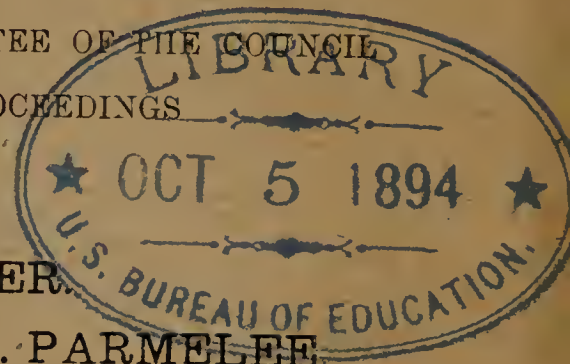
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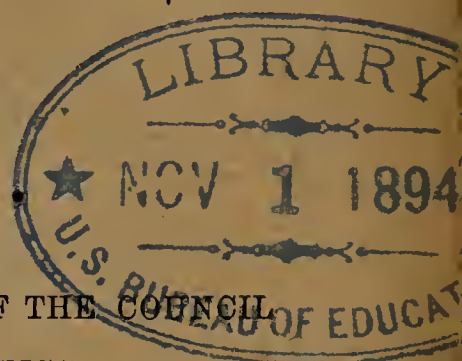
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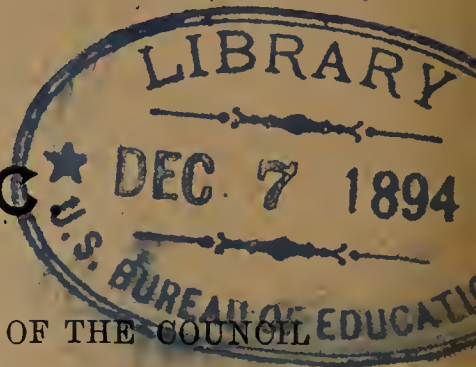
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THE MEDIUM THROUGH WHICH THE PROTESTANT COMMITTEE OF THE COUNCIL  
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AND OFFICIAL ANNOUNCEMENTS.

Editor, - - - - J. M. HARPER.  
Editor of Official Department, GEORGE W. PARMELEE.

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32 Belmont Street, Montreal.

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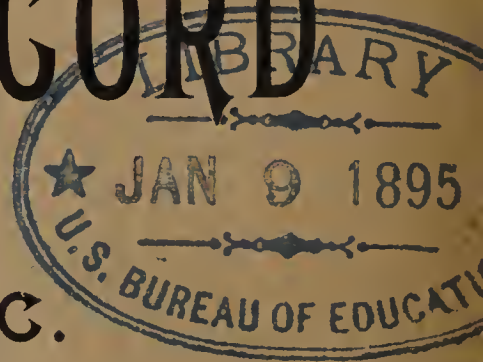
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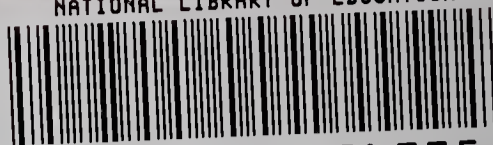








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