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THE

# EDUCATIONAL RECORD

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OF THE

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PROVINCE OF QUEBEC.

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

VOL. XX.

JANUARY TO DECEMBER,

1900.

MONTREAL :

CANADIAN SUBSCRIPTION AND PUBLISHING CO.

—  
1900.



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THE  
EDUCATIONAL RECORD  
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No. 1.

JANUARY, 1900.

VOL. XX.

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**Articles: Original and Selected.**

**CONDITIONS OF GENIUS. \***

BY MISS H. D. OAKELEY, WARDEN OF THE ROYAL VICTORIA COLLEGE FOR  
WOMEN, MONTREAL.

When I came to think over what I had to say to you, I saw how extremely inadequate it was to the title of the lecture. I am not about to take up any of the interesting questions of hereditary genius, nor to follow the brilliant psychological speculations of Professor James, as to the presence in the human mind of accidental variations which produce expectations, æsthetic, moral, metaphysical, with which the real world offers no correspondence. I have no thought of tracing the degrees of genius, from its germs in the lowest stage of human consciousness marked off from that of the animal by the dim perception of an ideal, an ought to be, in life and art, upwards to the point at which appears the mind for which the ideal is much more real than the actual, and which is urged on by a resistless force to bring the material of existence more into conformity with it. It is rather as to the relation between genius and certain social conditions, that I would like to offer some considerations which force themselves upon our thoughts with a disturbing power, at this present time.

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\* A lecture delivered before the Delta Sigma Society, McGill University.

The subject is barren of certain conclusions, and one on which it is impossible to dogmatise. It has been found very difficult to arrive at any laws as to the connection between the national characteristics of a people, and the natural conditions of their country. Much harder is the problem to discover why, at a particular time, an extraordinary number of persons is cast up, on the wave of existence, whose mental activity, as shown in life practical, and contemplative, seems different in kind from that of the rest of men. I have mentioned together the active and the contemplative types of genius, though there are periods in which practical creativeness appears, divorced from creativeness of any other kind, because I am assuming that essentially the same principle is at the basis of each.

#### THE GENIUS IS AN IDEALIST,

just because the world has for him a more vivid reality, than it has for others. Without entering into the metaphysical question whether we can see things as they are, it will be admitted, that one person sees a great deal more than the rest of men, and at a certain point this "more" becomes a vision; the difference between the realist and the idealist is only one of degree. Vision is all in all. "We needs must love the highest when we see it," says the poet. "Action takes place in response to the stimulus of the thing seen," says the psychologist. The lion pursuing its prey, the philanthropist advancing through disappointments and increasing difficulties towards a reformed world, are both obedient to their vision. To the genius because of the intensity of his vision nothing is common, or because common ceases to arrest his attention, to pierce, to sting, to make him revise his former conjectures as to the meaning and inner life of things. The genius is not blinded by habit to the truth that all experience is new to him who newly experiences. He is originally capable of greatness both in the field of thought, and of action, though the course of life may lead him to develop only in one direction.

So much may be said about the genius of which I am thinking, but it cannot accurately be defined; however, unmistakable it is wherever found, its origin escapes our observation, its nature defies our logic, its conditions are

infinitely diverse. Perhaps there is no sphere in which prophecy is more at fault, than in that of attempts to forecast the circumstances which will give rise to this great desideratum. As in a hall, acoustically imperfect, where all sound seems jarring and uncouth, the entrance of one more person, the introduction of a single curtain may produce a different vibratory atmosphere, and concord and harmony result, so it seems to be in the case of genius. Many elements may exist in a nation, or an individual, and yet the life be stagnant, the activities unaroused. Suddenly there enters in some new circumstance, some fresh insignificant modification, in no vital part, as it seems, of the organization, and all is changed. This new cause, combining with the factors already present, brings about a wholly unlooked for result. The race awakes and goes forth to sweep over the globe, and create the law of its own life, no longer to be merely passive before the forces of nature. The individual, as Watson says, "starts in the mid whirl of time, at the cold touch of eternity." Henceforth he is lonely amongst men, because passions and motives other than theirs dominate him, and yet he is less alone, because the barrier is broken down which separated him from the heart of things, and his mind has become a mirror of the whole. But it was the most trivial and accidental seeming of instruments that brought about the change.

The only excuse I can give for choosing a subject which I am bound to describe as so full of uncertainty, is that it is interesting. It is interesting always, whether we believe that the great man is all in all, that without his new seeing, his new hearing, men would go on seeing the same sights, hearing the same sounds, and make forward no creative steps, or whether we think that the age makes the man, and what the genius utters, it was in the power, and on the tongue of a hundred others to utter, had he been silent. Judging from experience we should perhaps be right in saying that a distinction must here be made between different spheres of greatness. There are periods of history when the demand for the great man of action is so imperative that the popular consciousness or sub-consciousness of the need, is like a powerful magnet, acting on all the members of the society and drawing out, rendering effectual whatever elements of genius are in them, so that the only

question is, who will be the first. In a less degree this is true of the need for scientific originality. The consciousness of this need is less concentrated in a given society, at a particular crisis, than in the case of the man of action. The society is hardly aware, until the scientific genius appears, what was the lack, nevertheless it may be truly said that the age called for him, and he heard. It is otherwise with the man of high speculative genius, or creative in the realm of art. The philosopher, "spectator," as Plato says, "of all time and all eternity," is equally needed in every time, though a particular people, released by favorable circumstances, or by an exceptional system from the more pressing exigences of life, is more actively conscious of this need than the world in general. So also in the case of the artistic genius, the poet, and above all that type, which is most incalculable and elusive to the investigator, that of the musician. They appear not to make life possible but to make it good, not to oil the wheels of life, but to lead on the car to a better country. This distinction seems required, though, as has been noticed, no sharp line can be drawn between different kinds of genius. Not only is every man of genius marked out by the keenness of his vision, the strength of his realism, not only does the scientific appreciation of law, and order in the universe lie very near to the artistic sense of form, but also the very same scientific discovery, both appeals to the imagination of men and provides them with facts necessary for existence. Instances of this in astronomy, chemistry, biology will occur to all. Such discoveries are as the Greeks would have said things good, both in themselves, and in their results.

The question of the circumstances arousing to genius concerns us, whether or not the man is independent of his age. Though he be only a little ahead of many others, we still must ask why was he the first. If all he did was to "return in flood what was given to him in vapour," if he had but one ounce more of the elemental fire in him, still in virtue of this infinitesimal difference he was empowered to create, and has gained immortality on earth. It has made a difference to men that he lived, and he himself is a part of history, a friend to all future men and women, never to be exiled from this familiar earth. The question always of interest speculatively, if not practically, is per.

haps unusually so at the present moment. We are not far from the brink of a new century, and we can hardly rid ourselves of the illusion that with 1901 time will make a new beginning, that something then dies for us all, and something is born with youth before it. This illusion is confirmed by the fact which itself produces, that fresh sentiments do arise with the fresh naming of the time, new hopes and schemes of life, in individuals and nations, and this myth of death and birth in periods of chronology does something to change our hearts and thoughts. We are driven thus by an ineradicable sentiment to the expectation of something new,

Novissima hora est,

and at the same time, as we look on from the present to the coming generation, and cannot avoid making forecasts, we seem to see elements hostile, or at least unfavorable to the production of genius.

The conviction is almost irresistible that democracy is on the verge of final victory. There are prophets whose convictions carry them much further than this. Charles Pearson in his book, *National Characteristics*, looked forward with a clearness sharpened by bitter melancholy to the triumph of the black and yellow races, and the universal adoption of a socialism, stripped of all the poetical and ideal elements seen in it by modern dreamers. But apart from this nightmare of a conservative imagination, it may be assumed that the belief in the destined universal success of the democratic spirit, has reasonable justification, though the irony and the paradoxes of history must not be forgotten, and how forces impossible for us to conjecture may enter into the stream, and hurry it in a direction yet unthought of. Pure democracy seems inevitable. We are fully started on an inclined plan of which that is the goal. We are hardly able to doubt that Russia herself must be moving, however imperceptibly, in that direction, just as the organization of industry is moving, in spite of the irregular features of American capitalism, and the autocratic sway of gigantic trusts. The ground for this faith lies even more in our own minds than in external circumstances. The principle of democracy has gained an axiomatic character. We can no longer weigh seriously the advantages and disadvantages. Tales of despotism are fabulous to Anglo-

Saxon ears, accounts of past tyranny are legends. A few men, formed for mediæval conditions, born out of due time, loving the picturesqueness of inequality, and the romance of an insane loyalty to persons, may express themselves in scattered verses, and bear about the burden of an extinguishable regret, but if they have any ambition they are swept forward on the democratic tide, preach and act on democratic principles, and find themselves at the head of popular movements. It may be said:—Since democracy is all conquering, have we not everything to hope, remembering the character of past democracies, and especially of Athens, and the inspiring effect on genius, at least in England, of the democratic triumph of the French revolution? It is unnecessary to dwell on all the differences between ancient and modern ideas and applications of the meaning of freedom and equality, but we should perhaps consider whether certain of these differences, essential as they are from the social point of view, are not also so from that of the conditions of genius. The liberty, of which Herodotus says, reflecting on the advance made by the Athenians after the expulsion of the tyrants, "Behold it is a goodly thing," was, even in his day, a very positive possession, involving active exercise of political functions, and the constant labour of all the free in civil or military life. Still more were the citizens to whom Pericles addressed the funeral oration, personally actively concerned in bringing about the position of Athens, and making her the school, as he says, and example of Greece. The fact that this freedom was based on slavery, this democracy, an aristocracy of a class—leisured—from the modern standpoint,—is well known to you. The conception of freedom has lost something, and gained much since the 5th century, B.C. For us the will is all important, we are not satisfied unless we can believe that a man is free to avoid the theft, though he is starving and has inherited an organization physically and morally weak. For the Greeks freedom was rather a condition of the spirit, unfretted by material cares, able to range unweighted through the rare atmosphere of pure thought, than an opportunity of the will. There is an untranslatable Greek word, which signified the condition of a soul enslaved, because deformed by base, *i.e.*, mechanical or rigidly professional occupations, just as the workman's hand is cramped by the use of his tool. The fact that we have



no exact equivalent for this word is a sign of one of the greatest revolutions in social ideas, since the Attic age. Aristotle, could he behold the modern American States, would marvel to see so vast a population, almost wholly given up to what he would have deemed illiberal occupations, he would perhaps have to revise his conception of the requisites of a free polity, and allow that a people could govern itself without the liberty or care to spend much of its time in the exercise of political functions. He would have to admit, contrary to all Greek conclusions, that the condition of politics need not correspond to the general ethical standard of a people that there may be excellent citizens in a good State, of which the politicians cannot be praised. In so far as political conditions affect the development of genius, the conjecture may be hazarded that in Athens the inspiring force was, the possibility that the whole city should feel as one, that its members could be unanimously stirred by the same danger, and work for one end. This condition—that a nation is fired by one thought, one aim, seems always powerful to rouse all the members severally to their greatest height, and so produce genius in many forms. The age of Elizabeth is an illustration of this. But in the complex texture of modern life, the decentralization of interests, whilst the energies of the individual are diffused through many societies; civic, commercial, scientific—some of them international and cosmopolitan, this unity is rare of attainment. And some of our cherished *a priori* doctrines as to the progress of civilization must yield, as we find with shame that the old primitive machinery, wars and rumours of wars—is alone powerful to awaken such a sentiment, and the victor in the modern fight strives to meet with a mediæval dignity the obsolete enthusiasm of which he is the object.

(*To be continued.*)

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

A NOTEWORTHY feature of the close of the nineteenth century in connection with educational matters is the elaborate system of illustrated lectures for the people. The natural outcome of the public school system, which is creating an ever widening field of mental activity, is the demand that those who have created the intellectual hunger

shall appease it. In many instances the claim is anticipated by private or public beneficence as is the case with the "Bickmore" lectures, which are now becoming an important factor in the intellectual life of the Dominion of Canada. These admirable lectures are being delivered at the various large centres as Montreal, Quebec, etc., and, as circumstances warrant, it is the intention of their originators to introduce them into all the towns and cities of the Dominion from Atlantic to Pacific. The titles of these lectures suggest their immediate object, the opening up of Canada to the Canadian people, creating an interest in her natural beauties, mineral wealth, industries, commerce, etc.,—in a word, making Canadians intelligently appreciative of the grand country they call their native land.

Possibly New York has the most elaborate system of free public lectures of any city on this continent. These form a department of the public school system and are now being held at forty-six centres. The lectures announced for the month of January are of a most interesting and instructive character. A very practical course of lectures is on "First Aid to the Injured." In the musical programme we find such topics as "How to Listen to Music," "The Development of Song," and "Wagner's Music Dramas." Astronomy, political history, geography, art, and subjects of great interest at the moment as "The Peace Conference at the Hague," "Holland," and "The Expansion of England," are to be dealt with."

It is the aim of the director of this department of education, Dr. Henry Leipsiger, to have educational continuity in the lectures, as well as interesting subject matter. His design is to give connected information on some one subject rather than disjointed knowledge of many things.

Books of reference are placed at the disposal of those who care to use them, while examinations, with certificates for the successful, are arranged for.

—THE long desired and long expected event has happened—the opening of the Royal Victoria College for women. Passing through its magnificent halls, as visitors, we are impressed with the great advantages that must accrue to the students in residence over those scattered throughout the city in boarding houses, often in boarding houses not by any means too comfortable, and frequently lacking in all educational life save that which is brought

there by the students themselves. The advantages, from contact with cultured minds, in the social life, as well as in the purely scholastic work of the class-room, could not be adequately stated save by those who have had actual experience of life in residence. Freedom from care is a factor of mental growth that cannot be despised. The Scotch laddie in search of an education, who spent his life out of the class-room, in a garret, and who lived on oatmeal and molasses, had some advantages over his more favored classmates who lived with cultured people amid elevating surroundings, in the sturdiness of character which he developed; but he lost very heavily in regard to the social side of his nature. The sons and daughters of Canada, whose fathers, aye and mothers too, felled its primeval forests and ploughed its furrows, must not, while surrounded by the elegances of life such as their ancestors never dreamed of, prove recreant to that spirit of sturdy independence and love of hard work which their early struggle with nature produced.

A lady writing after a six months' residence in Newnham College, one of the English residential colleges of Cambridge, said: "My experience has taught me that many advantages accrue from life in residence. The first thing noticed was a greater 'esprit de corps' than is found here—that spirit which binds graduates to their alma mater and to one another. If I were asked why we have not more of this 'esprit de corps,' I should reply, "Because we haven't residences;" and if asked why we haven't residences, I should answer, "Because we haven't more 'esprit de corps.'"

—WE would call the attention of teachers to some valuable rules for the care of the eyes laid down by Dr. Byers, assistant ophthalmist of the Royal Victoria College, at a recent lecture before the Women's Club, Montreal.

1. Do not read for more than an hour at a time without taking short periods of rest.

2. Never read in a bad light.

3. Always have the illumination in the proper position.

4. Buy and read as far as possible only well-printed books. This especially applies to children.

5. Never read in a strained position.

6. Keep the reading room pure and well-ventilated.

7. Maintain the general health at a high standard by careful living.

Dr. Byers found that the press work of the text-books used in Montreal was for the most part satisfactory.

### Current Events.

THE Province of Quebec has lost two of its most valued college principals in the retirement, on account of ill-health, of Dr. Adams, Principal of the University of Bishop's College, Lennoxville, and Dr. Shaw, Principal of the Wesleyan Theological College, Montreal.

—THE school board for Manhattan and Bronx, New York, is providing a "farm school" for habitual truants. These boys are to be given manual training, physical training, recreation and amusement under the most favorable conditions possible, that they may be turned from the error of their ways, and, having a useful trade or business at command, may become in course of time valuable citizens of the state.

—THERE is to be a colored women's training school in Washington, D.C., in connection with the Phœbe Hearst Kindergarten Training School. The expense is to be borne by Mrs. Hearst.

—THE noted inventor Ottmar Mergenthaler is dead. He became rich through his invention of the linotype type-casting machine.

—PREPARATIONS for the celebration in 1901 of the millennial anniversary of the death of Alfred the Great are now being made by Anglo-Saxons the world over.

—TIME and the Turks destroy all things beautiful. It is the hand of Father Time that is making serious inroads on the most beautiful building made by man, the temple of Karnak, standing on the eastern bank of the Nile, where Thebes once stood. This temple was commenced 2700 B.C. and finished about 970 B.C. The most remarkable part of the pile of buildings is the great hall, 170 feet by 329 feet, built by Sethos I. and Rameses II. The sculpturing on the walls is of great interest, not only because of the wonderful preservation of the coloring matter, pointing to a lost art, but because of the subjects treated with such marvellous skill by those wonderful sculptors and artists, the Egyptians. They "wield the chisel and the stricken mar-

ble grows to beauty." Nine of the great columns of the hall have fallen.

—MORITZ Busch, biographer of Prince Bismarck, is dead.

—THE new commercial treaty between Mexico and China is written in English.

—THE children who are engaged in studying the map of Africa will be interested in hearing about the project of France to build a railway through the great Sahara desert from Tunis to the group of oases called Air, with branch lines to Lake Tchad and the Niger. The object of this railway is to unite the French colonies in Central and Northwestern Africa. The line at present running from Biskra, along the border of Tunis, to the end of the Atlas mountains, is to be used. The line of railway when completed will be over a thousand miles through the desert. The great difficulty in the undertaking will be in provisioning the workmen, in providing them with good water to drink, and in protecting them from attacks by hostile tribes. The cost will be lessened, because there will be no charge for right of way through the desert. No houses will have to be pulled down or farms cut through. Let the children trace the line on the map.

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

REMINDERS TO TEACHERS.—“A lie is a wronged child's only defence, and this shield of falsehood is adjusted to meet all the emergencies of life.”

The habit, indulged in by both boys and girls, of cigarette smoking should be the subject of serious consideration on the part of the teacher. It is a habit injurious to the nervous system and immoral in its tendency.

While children are in the school-room they should be kept busy. When work is done they ought to be sent out to play. For young children the lessons should be short and the hours of recreation long. Encourage children to do their work in the school hours.

Shortsightedness is a disease of the school-room. Children wearing spectacles should be taught to keep the glasses clean. It is a serious tax on the eyes to be constantly striving to see through dim glasses. It is a matter of considerable doubt as to whether a child is more helped or injured by wearing twisted, clouded glasses.

A good answer from a child is determined by the amount of thought it shows, not by the facility with which it is produced.

See that in their answers to questions children give the whole answer and nothing but the answer.

Never accept either guesses or dishonest answers from children.

—TEXT-BOOKS WITH COLORED PICTURES.—Here and there are to be seen text-books with the pictures colored. When the coloring is true to nature this adds very much to the usefulness as well as to the attractiveness of the book. The majority of children prefer colored story books to those with steel engravings, the bright to the dull.

—A STORY FOR REPRODUCTION BY THE CHILDREN.—This story by Ivan Tourguéneff is about two heroes, a bird and a boy, and is suitable for children who can write such words as *suddenly*, *sparrow*, *sprawling*, *sacrifice*, etc. The half dozen words that are beyond the powers of the children might be written on the board by the teacher and copied by the children at the right moment. Tourguéneff says:—"I walked up my garden path as I was coming home from shooting. My dog ran on before me; suddenly he went slower, and crept carefully forward as if he scented game. I looked along the path and perceived a young sparrow, with its downy head and yellow bill. It had fallen from a nest (the wind was blowing hard through the young birch trees beside the path) and was sprawling motionless, helpless, on the ground, with its little wings outspread. My dog crept softly up to it, when suddenly an old black-breasted sparrow threw himself down from a neighboring tree, and let himself fall like a stone directly under the dog's nose, and, with ruffled feathers, sprang with a terrified twitter several times against his open threatening mouth. He had flown down to protect his young at the sacrifice of himself. His little body trembled all over, his cry was hoarse, he was frightened almost to death; but he sacrificed himself. My dog must have seemed to him a gigantic monster, but for all that he could not stay on his high, safe branch; a power stronger than himself drove him down. My dog stopped and drew back; it seemed as if he, too, respected this power. I hastened to call back the amazed dog, and reverently withdrew. Yes, don't laugh; I felt a reverence for this little hero of a bird with its paternal love.

Love thought I, is mightier than death and the fear of death; love alone inspires and is the life of all.

Allow one portion of the class to tell or write the story in the first person and another part to give it in the third person.

--BELIEVE me when I tell you that thrift of time will repay you in after life with a usury of profit beyond your most sanguine dreams, and that the waste of it will make you dwindle, alike in intellectual and in moral stature, beyond your darkest reckonings.--*Gladstone*.

—IN science, read by preference the newest works; in literature, the oldest. The classic literature is always modern--*Bulwer Lytton*.

### HINTS ON TEACHING GEOMETRY.

Of all subjects in the ordinary school curriculum possibly geometry affords the best opportunity for developing in pupils the "scientific imagination." For this purpose, however, the usual method of instruction should be modified. Each new proposition should be attempted by pupils before the demonstration of a theorem or the construction and demonstration of a problem, as given by the geometers, are studied. Not only should the needed preliminary construction and the demonstration be sought by the pupils under the suggestive guidance of the teacher, but the truth to be demonstrated should be discovered, and its enunciation be determined in the same way.

For example, if the nineteenth proposition of the first book of Euclid has been mastered, and pupils are about to pass to the next proposition, the teacher may well proceed in some such way as is indicated below, before his pupils study the text at all. The teacher speaks:

If you were trying to escape from another boy by running through a square, would you run around the sides or cut across the corner? Why would you cut across the corner? How do you know that it is the shortest way out to cut across the corner? You probably know it intuitively, as a finding of your experience. Let us look into the matter more closely. You are persuaded that two sides of a square are together greater than the diagonal; do you think that a similar statement can be made about a rectangle? What is the figure enclosed by two sides of a square and the diagonal joining their extremities called?

In what respect does the triangle, formed by joining the free extremities of two conterminous sides of a square by a straight line, differ from the triangle similarly formed by two conterminous sides of a rectangle and the diagonal joining their free extremities? In the triangles that we have been discussing, what has been the magnitude of the angle contained by the two sides that we have been comparing with the third side? Would the two sides have been together longer than the third side if the contained angle had been an acute angle? An obtuse angle?

James may draw any triangle on the black-board and we will call it the triangle  $A B C$ , these letters being put at the three angles. Now, are  $A B$  and  $B C$  greater than  $A C$ ?  $A C$  and  $C B$  than  $A B$ ?  $A C$  and  $B C$  than  $A B$ ? Yes, it is true that  $A B$  and  $B C$  are greater than  $A C$ , that  $B C$  and  $C A$  are greater than  $B A$ , and that  $C A$  and  $A B$  are greater than  $C B$ , but it is clumsily said: Can any boy make the same statements about this triangle in a more summary way? Yes, any two sides of the triangle  $A B C$  are together greater than the third. Now, might a similar statement be made about any triangle? About all triangles? Very well, state the truth generally.

But to see the truth in a general way and to state it correctly are not sufficient for our purpose. We must prove the truth; we must compare the two sides with the one side and show that together they are greater. Here the suggestions of the teacher must proceed more slowly; longer time must be given to the pupils to profit by each suggestion. Thus, how can you construct a line equal to the sum of the two lines? Can you do this by adding to one of the two sides? Can you so do this that the part added on shall be conterminous with the side to which it is equal? About what kind of figure do you know most from your previous studies? Perhaps then, it would be well to make the nondescript figure you now have into a triangle. This being done the figure of course is complete.

Two suggestions should be sufficient to enable pupils to discover the proof for themselves. First, compare the magnitudes of the angles in your figure, so far as they are necessarily determined by the construction. Secondly, see if the relative magnitudes of the angles determine the relative magnitudes of any sides.

Now, says the teacher to his class, deeply interested in



the work, because their own powers have been evoked, study the twentieth proposition. See if the text-book brings up the truths that we have discovered. See if it states these truths more exactly and more concisely than we have done, and arranges them more satisfactorily. To-morrow, in proving this proposition, follow the best mode of statement and of arrangement.

The proposition so learned should be succeeded by many corollaries and deductions based upon it and upon those that precede it, of which the demonstrations should be furnished by pupils, as in the examples which follow.

Prove the twentieth proposition by letting fall a perpendicular from the vertex upon the base.

Prove it by bisecting the vertical angle.

The length of a broken line joining two points is greater than that of the straight line joining them.

Let two points be joined by a path which is as short as any which can join them, then every point in that path is in the straight line joining the two points. Hence a straight line is the shortest distance between two points.

The difference of two sides of a triangle is less than the third side.

The sum of two sides of a triangle is greater than twice the line drawn from the vertex to the middle of the base.

The sum of the distances of any point within a triangle from its angles is greater than half the perimeter of the triangle.

The perimeter of a triangle is greater than twice the line joining one angle of the triangle with a point in the opposite side.

If lines be drawn from the angles of a triangle through a point within it to meet the opposite sides, the perimeter of the triangle is greater than two-thirds of the sum of the three lines.

The distances of the intersection of the diagonals of a quadrilateral from its angles are together less than those of any other point.

The sides of any quadrilateral are greater than its diagonals, but less than twice its diagonals.

If two convex rectilineal figures stand on the same base, one being enclosed by the other, the interior figure has the less perimeter. Hence part of the twenty-first proposition.

—*Amicus*.

--WE must make practice in thinking, or, in other words, the strengthening of the reasoning power, the constant object of all teaching from infancy to adult age, no matter what may be the subject of instruction.....Effective training of the reasoning powers cannot be secured simply by choosing this subject or that for study. The method of study and the aim in studying are the all important things.--*Charles W. Eliot.*

--THE CURE FOR BAD BOYS.--“The cure for hoodlumism is manual training, and an industrial condition that will give a boy or girl work--congenial work--a fair wage, and a share in the honors of making things. Salvation lies in the Froebel methods carried into manhood. You encourage the man in well-doing by taking the things he makes, the product of hand and brain, and paying him for them; supply a practical worthy ideal and your hoodlum spirit is gone, and gone forever. You have awakened the man to a higher life, the life of art and usefulness; you have bound him to his race and made him brother to his kind. The world is larger for him, he is doing something, doing something useful; making things that people want. All success consists in this, doing something for somebody, benefiting humanity, and the feeling of success comes from the consciousness of this. Interest a person in useful employment and you are transforming chaos into cosmos.  
—*The Philistine.*

--ALL work, even cotton-spinning, is noble; work is alone noble.

Blessed is he who has found his work; let him ask no other blessedness. He has a work, a life purpose; he has found it and will follow it.--*Carlyle's Past and Present.*

--SCHOOL HYGIENE.--Dr. Cyrus Edson, writing in the *Youth's Companion*, refers to the pernicious habit of allowing children to use one another's writing and drawing instruments. “Possibly one of the most dangerous tricks or habits,” he says, “which a child can acquire, is that of putting or holding a pen or pencil in the mouth. And here let me enter my protest against the custom in some public schools of supplying the children with the slate pencils and penholders. Wherever this is done, these things are gathered up at the end of the day, and redistributed the next morning. As children, unless they be

trained otherwise, will put such things into their mouths, there is the greatest danger of disease germs reaching them. I cannot conceive of a custom more certain to spread communicable disease than is this, and I think it should be abandoned everywhere. Each child should have its own pencil, penholder and slate pencil, and should be forbidden to exchange. Each child should be warned not to put either into the mouth, and the teacher should be careful to stop anything of the kind at once. Moreover, the parents should carefully explain to the children the danger of the practice, and should not weary in the well-doing of explanation."

—FOOD AND BRAIN POWER.—Ribot in his "Diseases of Memory," quite unintentionally, probably, makes a strong plea for the proper feeding of school children. He quotes the words of Sir H. Holland in relation to his partial amnesia (loss of memory). "I descended on the same day two very deep mines in the Hartz Mountains, remaining some hours underground in each. While in the second mine, and exhausted both by fatigue and inanition, I felt the utter impossibility of talking longer with the German inspector who accompanied me. Every German word and phrase deserted my recollection; and it was not until I had taken food and wine, and been some time at rest, that I regained them again." It is a well known fact that severe illnesses have had similar effects upon the memory. In the case of Sir H. Holland, the lapse of memory was due to a low physical condition brought on by lack of fresh air and food. Are not the very same causes at work among school children producing a depressed physical condition which reacts in turn upon the mind, resulting in forgetfulness and inability to stand prolonged mental work? It is a fact worth noting that, in the case cited, memory was restored after the taking of a stimulant, nourishment and rest. The stimulant without the accompaniments of rest and food has but little value so far as the brain is concerned. Teachers should proclaim unceasingly the truth that the best heritage that parents can leave their children is a strong, healthy, well developed body, a good education, and an inspiring example.

—GIVE a wise man health and he will give himself every other thing.—*Colton*.

—A FEEBLE body weakens the mind.—*Rousseau*.

—THE IDEAL TEACHER.—Mr. Sidgwick in his "Practice of Education" gives us a glimpse of an ideal teacher in the person of Mr. Frederick Temple, of Rugby. "What it was," he says, "to come for months or years, into daily contact, at the most impressionable time of life, with a man whose every look and tone and word spoke to us of high aims and resolute endeavour, whose life in the sight of the dullest and weakest of us was plainly based on duty and self-devotion, whom all could absolutely trust, to whom the most timid would naturally turn in trouble and perplexity, whom all could love and venerate without reserve,—such an experience it is not likely that one who had ever known it could forget or ignore." Shall such an aroma as this linger after we have departed from the active work of teaching?

Mr. Sidgwick also shows us another of Rugby's great teachers—Dr. Arnold. "When he was composing sermons, histories, notes on Thucydides, and teaching Rugby better than any school was ever taught before, he was writing letters, as his life shows, on every mortal subject of interest—the Newmanites, Niebuhr, Rome, the Jews, the Chartists, London University, the French Revolution. This width of interest took hold of the boys, as it always does and must. And he himself knew it and felt it. 'The more active my own mind is,' he said, 'the more it works upon great moral and political points, the better for the school.'"

—CICERO has said, "What greater or better gift can we offer the republic than to teach and instruct our youth." The noble men and women of all ages have had a lofty ideal with regard to the work of the teacher, and he who speaks slightingly of his work is not worthy of being called a teacher.

—STUDY to acquire such a philosophy as is not barren and babbling, but solid and true, not such an one as floats upon the surface of endless verbal controversies, but one that enters into the nature of things.—*Archbishop Leighton*.

—THE TEACHING OF AGRICULTURE IN ELEMENTARY SCHOOLS.—The text-book on Agriculture assigned for elementary schools is that of Mr. Charles C. James, M.A., Deputy Minister of Agriculture, for Ontario. Many of the elementary teachers of this province are taking up the sub-

ject of Agriculture for the first time. To these a few suggestions with respect to the use of this admirable little work of Mr James will not be out of place.

The first essential is that the subject be taken up practically. The second is that the children take their part in making it practical. Start some oat or wheat seeds in a box under the conditions mentioned in the text-book, *i.e.*, in warm, moist, well-drained soil, under a light covering of earth. Examine the seeds as they begin to sprout. It is this beginning of things with which children are least familiar, for the farmer, having sown his seed, is not in the habit of pulling it up to see how it is getting on; but it is the beginning of things that is of most importance in relation to growth. The farmer keeps a watchful eye upon his grain from the time he buys the seed until he receives it back again from the ground, increased many-fold, but the interest of the child is in proportion to the height of the grain in the field. Where the school fire is allowed to go out at night the box of sprouting oats or wheat should be taken home either by the teacher or the child living nearest to the school and brought back in the morning.

In considering the question of annuals and biennials the children might be asked to bring examples of these—an easy task when the farmer's cellar is full of his root-crop and his barns filled with grain. When different kinds of seeds are under consideration allow the children to bring specimens from home and take their part in sorting and labelling the various kinds, making a fresh collection and new labelling with each class. Put all the wheat seeds together, having the children first observe the different qualities of the grains that are brought. All wheat will not be equally good. Do not be satisfied merely with having drawings of the large seeds as the almond, acorn, horse-chestnut, apple, pumpkin, etc. The seeds themselves can easily be procured by the children. Then it adds very much to the interest and intellectual value of a lesson for each child to open and examine the seeds, and state in his own language what he finds. The value of comparing his observations and mode of expression of what he observes with yours and those of the book, must be properly estimated.

Try the test for *good* seed and encourage the child to do so also. The child should count the number of seeds

put in and the number of shoots that come up. The *description* of seeds as those of buckwheat, corn, turnip, dandelion, strawberry, etc., should be given by the child, in the first instance with the seeds before him.

For illustration of the second chapter, bean and pea seeds may be sown, a few new ones each day, so that there may be plants at various stages of growth.

All this means some little trouble on the part of both teacher and pupil, but it is the willingness to take an infinitude of pains that brings a rich harvest in the end.

To the successful teaching of the subject, it is necessary that the teacher read through the whole book and prepare in advance for his illustrations.

There is an article in the November number of the "Nineteenth Century," entitled "Manuring with Brains," or the "Dalmeny Experiments." It is suggestive of the plan to be followed in all instruction in Agriculture. Teach the child to use his brains in relation to the whole question. Do not allow him to accept your facts and statements or those of the text-book without investigation. If he uses his child brain, a habit will be formed that will not leave him when he becomes a man. Quite as important, possibly more important than facts he will learn about farming, will be the correct habits of investigation that he will acquire.

All children are not destined to be farmers or farmers' wives (though a large proportion of those found in district schools are), but they all need to take an intelligent interest in the "oldest of the arts and the most recent of the sciences" "in *perfect agriculture*—the true basis of trade and industry, and therefore the foundation of the riches of the state."

—It is not *what* we learn that is of supreme importance to us, but *how* we learn and *with whom* we learn.

### ENGLISH (GRADE I. MODEL SCHOOL.)

[Two questions to be answered from each section.]

#### SECTION I.

1. Weave these four simple sentences into one.

Champlain was a French explorer.

He was born in Brouages.

He founded Quebec.

He died in Quebec.

2. Compose a sentence of fifteen words on Niagara Falls, and analyze it by showing what words are respectively attached to the subject, predicate and object if there is one.

3. Repeat the last three stanzas of the "Psalm of Life," and then write out in your own words what they mean.

### SECTION II.

4. In what poems do these lines occur :

- (a) My little one kissed me a thousand times o'er.
- (b) Beneath this mouldering canopy...
- (c) He is the freeman whom the truth makes free...
- (d) Ah! then and there was hurrying to and fro...

Name the authors as well as the poems.

5. Write sentences on these words, showing that you know their meanings: *turbulent*, *incarnate*, *absorbed*, *super-structure*, *refugee*.

6. Lord Lorne, when Governor-General of Canada, delivered an address at Winnipeg in 1881. What were some of the graceful things he said in that address?

### ENGLISH (GRADE II. MODEL SCHOOL.)

[Two questions to be answered from each section.]

#### SECTION I.

1. Write a business letter asking for the payment of an account and draw up neatly the account which you propose to enclose in the letter.

2. "The making of sentences is an art." Weave these four simple sentences into a large compound sentence.

- 1. The springtide is very pleasant.
- 2. The birds return to our woods in springtide.
- 3. The springtide comes between winter and summer.
- 4. The flowers begin to show their sweet faces in springtide.

3. Write four simple sentences of your own about your native place and then weave them together in one large compound sentence.

#### SECTION II.

4. Show that you know the meaning of the following words by writing a sentence of not less than fifteen words

on each : temptation, fulfilment, calculate, understanding, tribulation.

5. What portion of grammar is especially included under etymology.

6. Write out any three stanzas of eight lines each and composed by three different authors. Give the titles of any ten poems you have ever learned and name their authors. (Place titles and authors' names in parallel columns.)

### SECTION III.

8. Complete the stanzas of which the following are respectively the first lines :

- (a) It glared on Roslin's castled rock.....
- (b) Few, few, shall part where many meet.....
- (c) Italy thy beauties shroud.....
- (d) One by one the sands are flowing.....

8. Give in your own words a description of the Battle of Hohenlinden.

6. Who was Sir John A. Macdonald? Give the substance of his great speech on the Canadian Confederation.

### SECTION III (ALTERNATIVE.)

7. Complete the couplets of which the following are respectively the first lines :

- (a) Thus to relieve the wretched was his pride.....
- (b) Near yonder thorn that lifts its head on high .....
- (c) Even now the devastation is begun.....
- (d) At church with meek and unaffected grace.....

8. Give in your own words a description of the country parson as he is represented in the "Deserted Village."

9. Tell what you know of "Sweet Auburn" as an actual place in Ireland, or write a paragraph on Oliver Goldsmith.

### ENGLISH GRAMMAR (GRADE I. MODEL SCHOOL.)

[Two questions to be answered from each section.]

### SECTION I.

1. Parse all the words in the following sentence :

Champlain, having arranged all his affairs in France, again set sail for his western home on the banks of the St. Lawrence, near the Island of Orleans.



2. Compose another sentence of the same kind as the above with all the words changed and having *Jacques-Cartier* for the subject, and *explored* for the predicate.

3. Analyse the sentences :

(a) I had been a wanderer among the rocks.

(b) There was, among their ranks, a champion in black armour, mounted on a black horse, large of size, tall, and to all appearance powerful and strong.

(c) Let us then be up and doing  
With a heart for any fate.

### SECTION II.

4. Name the various kinds of nouns and define them with examples.

5. Write out a table of the personal pronouns, and compose a sentence which has all the relative pronouns in it.

6. What are the feminine forms of *nephew*, *wizard*, *bridegroom*, *index*, *stag*, *executor*? What are the plural forms of *staff*, *hoof*, *deer*, *fish*, *focus*? What are the superlative forms of *near*, *old*, *late*, *fore*, *little*?

### SECTION III.

7. Into how many classes may adjectives be added? Name and define them with examples.

8. What is inflexion? Give five words that are inflected to show case, number, gender, tense, person.

9. Correct these sentences :

There ain't much needcessity of my going.

Between you and I, there is nothing to it.

Thunder and lightening isn't very nice when there aint no shelter near one.

When one is done out he is no good for nothing.

He done his work last night, I seen him do it myself.

State what rule is broken in every case of bad English in the above sentences.

## ENGLISH GRAMMAR (GRADE II. MODEL SCHOOL.)

[Two questions to be answered from each section.]

## SECTION I.

1. Write out separately the clauses in the following stanzas and number them :

Art *is* long and time *is* *fleeting*,  
 And *our hearts*, though stout and brave,  
*Still, like* muffled *drums* are beating  
 Funeral *marches* to the grave.

No *more* thy *glassy* brook *reflects* the *day*,  
 But, *choked* with sedges, *works* its *weedy* way  
 Along thy glades, a solitary *guest*,  
 The hollow-sounding bittern guards its nest.

2. What is meant by parsing? Parse in full the words in italics in either of the above stanzas.

3. What is meant by (1) general analysis and (2) particular analysis. Give the particular analysis of the last sentence in either of the above stanzas.

## SECTION II.

4. Define the terms *subject*, *predicate*, and *object*. Show how these parts can be enlarged or extended in the sentence.

“The pupils parsed the words.”

5. What is meant by “a part of speech?” Name, define and give the derivation of the eight parts of speech. Make a sentence in which they are all to be found.

6. Give six adjectives that are compared irregularly and six verbs that are conjugated irregularly. Give the three forms in each case.

## SECTION III.

7. Name the various kinds of pronouns and define them. Compose sentences to illustrate the use of each kind, and then make a sentence containing them all.

8. How many parts of speech are inflected? What is each inflected to show? Define the grammatical terms used in connection with the inflexion of the verb.

9. Correct the spelling and grammar and fill in the ellipses of the following letter :

I am not very shure whither I can't be with you on Wedensday or not, but I will do my——best to be down at the exhibition the —— it oppens. If the oportunity should come your——, you——communicate with the other—— of your family and if they hapen to be late they can come in by the seperate entrance.

ENGLISH GRAMMAR (GRADE I. ACADEMY OR  
GRADE III. MODEL SCHOOL.)

[Two questions are to be answered from each section.]

SECTION I.

1. There are sixteen clauses in the subjoined extracts Write them out in their order, numbering them and distinguishing them as noun, adjective, adverbial or principal clauses :

A *time* there was, ere England's griefs began,  
When every rood of ground maintained *its* man,  
For him light labour *spread* her wholesome store,  
*Just* gave what life required, but gave no *more*.  
*Deserted Village.*

But *Thou* hast said the *blood* of goat,  
The flesh of rams, I *will* not *prize* ;  
A *contrite* heart, an humble thought,  
Are mine accepted *sacrifice*. *Ivanhoe.*

*What* followed why recall? The *brave* who died,  
Died without *flinching* in the bloody surf,  
They sleep as well beneath that purple *tide*  
As *others* under turf. *Fifth Reader.*

2. Parse in full the words in italics in any one of the above passages, and give the rule in syntax connected with each of them.

3. Give the particular analysis of the first and the last clause in each of the above passages.

SECTION II.

4. Define the following terms used in the analysis of sentences : *subject, predicate, object, indirect object, enlargement, extension, connective, adjunct, attribute.*

5. Name the seven kinds of subjects, the five kinds of predicates, and seven kinds of objects, giving examples.

6 Give in your own words the meaning of *analysis* and *synthesis*. Are these terms only applicable in grammar? What is composition?

### SECTION III.

7. What is meant by an irregular verb? Give six examples of strong verbs in their present, past, and participial forms. Give also an example of a compound verb.

8. "Each part of speech has a function to perform in a sentence." Write out a list of the eight parts of speech and define each of them in turn in words denoting its special function.

9. Prepositions are not all small words." Give five prepositions which are not monosyllabic. What is a conjunctive adverb, an adjective pronoun, and a verbal noun? Define each and give examples in a sentence illustrating the function of each.

### A. A. EXAMINATIONS, 1899.

#### ENGLISH GRAMMAR.

(N. B.--Not more than two questions in each section to be answered.)

#### A.

1. Give in tabular form the feminines of:—

Lad, fox, hero, marquis, bachelor.

And the plurals of:—

Roof, index, cow, crisis, vicar-general.

2. Give the rules with examples for forming the degrees of comparison of adjectives.

3. Correct, if necessary, the following sentences:—

A great and a good man looks beyond time.

It cannot be me you mean.

Thomson's "Seasons" is now comparatively speaking little read.

Lying by the fire, the heat is felt.

Neither of the workmen had their tools with them.

## B.

4. Distinguish weak and strong verbs.

Give the first person singular, past indicative and the passive participle of:—

Begin, cling, seethe, hew, work, bereave.

5. Define and illustrate with short sentences:—

Complementary Nominative, Cognate Objective, Apposition, Indirect Object, Representative Subject.

6. Parse the words in italics in the following sentences:—

*Considering* philosophers of *past* times enquired into the *why* of most things, *why* did they not *consider* whence sprang the *virtues* of *humility* and gentleness?

*Wide* waves the *eagle* plume.

## C.

7. State the various kinds of pronouns and give examples.

Show the pronominal use of *that* and *as* by short sentences.

8. Analyse:

He has not read as much as I.

The great man down, you mark his favorite flies;

The poor advanced makes friends of enemies.



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**Articles : Original and Selected.**

CONDITIONS OF GENIUS.

BY MISS H. D. OAKELEY, WARDEN OF THE ROYAL VICTORIA COLLEGE FOR  
WOMEN, MONTREAL.

*(Concluded.)*

It appears then that modern democracy cannot claim that it must be generative of genius, since in essential points it is a new and unprecedented phenomenon. If, leaving comparison, we look at it as it now is, the first thought that confronts us is that of the great disappointment of the American Republic. Surely a rush of genius might have been looked for, from this seventy millions of people, living under a Government which has now had for a century and a quarter democratic freedom, and life in accordance with Lincoln's splendid maxim, "Every man is good enough to govern himself; no man is good enough to govern another, without that other's consent."

It has not come. Are we to accept the thesis in which Tocqueville concentrated the passionate conclusion to which his observation of America had brought him—the thesis in which he asks mankind to make a choice? On the one side is the condition secured by democracy, of widespread comfort and general intelligence, together with the absence of extremes of misery and vice, the absence also of the finer qualities of mind and character, the lack of dazzling works of heroism and genius. On the other is the

older condition of an aristocratic society, marked by the presence of a greater mental elevation, a scorn of temporal advantages, a spirit of honorable devotedness, and of the true love of art and poetry, but also by striking inequalities and depths of suffering.

#### DISADVANTAGES OF DEMOCRACY.

Our answer must be that we cannot admit the dilemma, we will not resign ourselves to the separation, society will not be content till it has evolved a type of civilization in which no less stimulus is given to the creativeness of genius than was given in the best periods of the past, whilst no individual is excluded from appreciation of the works of genius by lack of leisure, of repose, of the best educative preparation. But meanwhile! In the lapse of ages, all things are possible, but how long have we to wait? For the appearance of moral genius, and in this we join issue with Tocqueville. There is no waiting, deeds of heroism are not less common than at any time, perhaps more so, though the greatest are those least heard of. But in the sphere of intellectual originality there is much in Tocqueville's theory, which has had confirmation. During the half century since he wrote in the society's proceeding most rapidly in the democratic trend, we have seen the quantity of general intelligence always increasing, the quality of genius not growing so abundantly in proportion. The observation is attended with some degree of disenchantment.

#### ITS DISAPPEARANCE.

It impels us to consider the revision of certain assumptions which had seemed self-evident, as to the effects of a material success, and a fairly general prosperity. *A priori* it might be argued that under no conceivable social condition need there be any dread lest the sense of mystery should disappear, and lest those ideals in knowledge and action which must remain unsatisfied, should be less present before the mind. It seemed a plausible assumption that the more at peace a society might be, the freer from the rude shocks of a barbarous past, the more would the enduring facts of life and death impress the imagination of its members, the more would their responses to the greater realities take the form of works of genius. Are we to



conclude that when the "sound and fury" are taken out of life, it is not going to signify more but less. It is with a sense of confusion and disillusionment that we find greater works of art proceeding from modern Russia than from the United States. Bryce and other keen observers remind us of the youth of the nation. There is some haziness in the common talk of the youth of peoples sprung as colonies from other races. There is a long civilization behind, the same history in this case which makes England old. But allow that the people is young—it is not quite in accordance with experience that genius should have so slow and difficult a birth. We look for the Sagas, the Homeric ballads, the Beowulf of the States; either these, or the maturer products of an ancient civilization. We cannot contentedly conclude that the struggle of political thought, the self-control, patience and fine purpose of the founders of the American Republic were less strong as root forces to generate creativeness than the racial feuds and animosities, the primitive struggles of the early Greeks.

#### TRADES' UNIONS.

I have alluded to the absence of mysticism in the society associated with the modern type of democracy. This absence may be further illustrated from the characteristics of the great labour organizations of the present day. The extraordinary importance of these associations in their bearing on the type of society which is dawning at the end of the 19th century, does not seem to have been fully realised, though Mr. and Mrs. Sidney Webb have pointed out how much weight the constitutional experiences of trade unionism will have in affecting the modifications, which the next generation, with the increase in the number of labour members of Parliament, will bring about in Representative Government. Beyond the sphere of this political influence, the ideas and sentiments of the working people in England, and I believe though to a less extent, in the States, are spreading and will be ideas of some dominance in general life in the coming age. In a large proportion of workingmen, I speak now especially of English conditions, the trade-union rather than the nation it is which arouses patriotism, and hero-worship is vanishing before worship of the group, the trade-union. Of all social

groups in the course of history, this seems to be the most positive in its character.

Hardly any form of combat could be barer, freer from deviations, more unveiled than the warfare between capital and labour. It is calculated to engender stern qualities of stoicism, and powers of corporate action, and few illusions.

The spectacle of the great triumphs of applied science, which has had so strong an effect on the industrial population, has been also hostile generally to the presence of that kind of mysticism which is a favorable atmosphere for genius. Not that such an incompatibility should be more than transitory, or that the development of science in any direction is in itself antagonistic to the development of other kinds of creative power. But such a deterrent influence is perhaps connected with certain characteristics of modern scientific method, and with an overweening confidence in the possibilities of science, which does exist. With such abundance of material, so many new fields stretching before us, it is difficult always to remember that we are only picking up pebbles on the shore. And as the realm of law is always increasing, and one department after another, which had seemed outside, is brought under its sway, there is a tendency to suppose that everything in the universe must be governed by those very laws with which we are already familiar, and to forget that out of the unplumbed reality beyond some incalculable element may proceed which will make our reckonings vain. But to be ceaselessly conscious of this possibility is to be a mystic, and it is this faculty of expectation which is really fruitful in the sphere of genius, scientific or otherwise.

Mysticism thus seems to be fading in America with the progress of trade organisations, and the imposing advance of practical science. Idealistic philosophy is of less account in Germany, and great musicians there are rarer, as also great poets in France and England, and in Italy.

There are one or two agencies at work, which will perhaps do something in England at least, to counteract this tendency, and as one, which is special to the time, may be mentioned, the real influence of Indian thought, made into a factor of some weight, the last half century, by the much closer communication maintained between England and India. There is present in England, and influential in society, in politics, and literature, a number of men of the

highest intellectual type, thoroughly familiar with western ideas, but after long experience and study of Indian life, deeply acquainted also with the totally different stand point of the Indian thinker. "Once a Hindu, always a Hindu," says one of Rudyard Kipling's Brahmins, "but we, Indians, like to know, what you English think you know." In typical Indian thought, life is truly a play of phantoms, a dance of shadows. This belief they may be said to live out, our conceptions of progress mean nothing to them, our sciences of nature, vain knowledge of the order according to which the phantoms move. It seems to me that something wanting in the dignity of modern life, something lacking in the depth of modern thought may, perhaps, be more easily supplied, if we are reminded occasionally of the existence of great peoples with immensely long histories, whose visions and ideals are as the poles asunder from ours, and sometimes endeavour for a moment to see the world from their stand-point. Not in order to accept any of their conclusions, but in order that we may cling less tightly to our own.

#### PRACTICES IN CANADA.

I had intended to benefit so far by other people's experience as to avoid the attempt to explain, on the basis of personal observation, anything as to the tendencies and future destinies of the country in which I have spent three months. But now the temptation comes, and I cannot restrain myself from saying that what I see in Canada gives me hope for genius here. One may fairly conjecture that there is to be a uniqueness about the type of civilisation resulting from a special racial history, special natural scenery, peculiar relations to England on the one hand, the great neighbouring democracy on the other. That dread of monotony, which is seen in some critics, of the social condition of the States, of a uniformity in sentiments and the general level of intelligence, conducive indeed to social peace and well-being, but discouraging to genius—need not be felt for Canada. The strongly marked varieties in the origin and history of the inhabitants, varieties which pride in noble traditions, will tend to maintain, will do much to prevent that monotony. A factor of difference always present, is the remarkable variety in climate, leading to unlike occupations and pleasures. A climate also which necessitates for a large population of agriculturists, hard and self-

denying toil during one part of the year, and a time of inaction and waiting during the winter, is one which both gives the strength and patience required for steady thought and that long brooding which is necessary to creativeness, and forces the leisure to use this strength.

### A UNIQUE POSITION.

As far as can be seen Canada is not to be the land of a population of a single type, commercial and industrial. Its labour problems in particular are not to be those with which in the States and England we are familiar to weariness. Trade-unionism is hardly a factor here; perhaps by the time industrial difficulties grow acute, some other way of meeting them will have been developed in Canada, not more generative of heroism and self-sacrifice, but different, special to us here. Again, there does not seem to be that trend towards State action, State interference, which is so strong in Australia and New Zealand, and is growing in England; also it seems in the States. This fact, and a unique relation to the Empire, differentiates the political condition of Canada. Whilst there is no sense of external pressure to check the full self-realization of the people, there is, nevertheless, the consciousness of sharing a history in which there has not occurred that kind of violent and convulsive break which kills historic sentiment, and casts a colony forward into a new political existence.

The Canadians have been called more loyal than the English. Whatever the truth of this, they do not, like the other colonies, anticipate rather than imitate England in the social experiments.

### ELEMENTS OF CREATIVE FORCE.

Thus it seems that here two very powerful elements in the production of creative force, generally separate, are together, keen consciousness and love of long and great traditions, and the sense of national youth and the beginnings of a fresh volume of history. A good history to continue and a better history to make. These are for Canada, as they are for this college, this colony of McGill. And I think we ought not to be impatient of the cosmopolitan interest which seems to mar the nationalism of some of the best Canadians. I do not see, in the effects of the passion-

ate assertions of nationalities in modern Europe, any outbursts of national genius to compensate for the decivilizing results of this source of strain and friction. There are, moreover, reasons to conceive that cosmopolitanism in modern times must precede as in ancient times it followed the evolution of a national type. Nor should we regret the relations between French and English Canadians, which appear temporally to retard a complete unity. If by any means some elements of the luminous and subtle French spirit can be captured for the making of the unified Canadian people, this is worth waiting for.

If I may end this very conjectural lecture, with one dogma, it is this—that there is at least a single element of genius which it is not fatal to pursue directly, which will not escape us as we struggle for it, and that is the love of knowledge for its own sake. “In the present age,” says Tocqueville, “the human mind must be coerced into theoretical studies, it runs of its own accord to practical pursuits.”

But this love, this hunger and thirst after knowledge, may be cultivated, without coercion; indeed it cannot be compelled. And this is the attitude towards knowledge proper to a University, the rest is accidental, like the golden apples which Atalanta stooped to pick up, too early in the race.

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

IN another column we print a few extracts from a most interesting lecture by Mr. Ernest Ingersoll, of New York, on “A Battle for Life with the Powers of Civilization, by the Birds, Fishes and Beasts on the American Continent.” Mr. Ingersoll showed how three centuries of civilization on this continent had cleared the forests of wood, and consequently pushed the animal and bird life into, out of the way parts of the continent, forced it to alter its habits and habitats, advantageously or otherwise, or exterminated it entirely. While nature (including the Indian) was the only force at work on the continent, the balance of power among living things had been preserved without an effort, but now the family of rodents have to be repressed by artificial means, and other creatures, as the salmon, etc., preserved in a similar way. The impoverishment of the land by the destruction of the bison, moose, elk and deer

was deplored, while the departure of that arch enemy of the early settler—the wolf—was noted without regret.

Both woman's cruelty of fashion and man's cruelty of sport were denounced. In respect to the first, Mr. Ingersoll said: "Milliners' ornithology is like unto nothing under heaven nor upon earth, but is a display of ignorance, cruelty and bad taste. Perhaps the reason why we ornithologists object so much to birds as hat ornaments is that so little respect is shown to the corpse." In regard to the latter Mr. Ingersoll admitted man's right to kill what was necessary to sustain life, but deprecated the wiping out of valuable fur-bearing animals and fishing industries for mere sport, and the decimating of the dwellers in our woods and gardens for mere whims.

Mr. Ingersoll's views with regard to the proper instruction of children along these lines will be of great interest to teachers, coming, as the following short sketch of his life, taken from the *Montreal Witness*, will show, from one who is in a position to speak with authority:

"Mr. Ernest Ingersoll was born in Michigan, and got his schooling in Northern Ohio, but when still a youth, made his way to Cambridge, Mass., where he became a special student at Harvard, and an assistant and pupil of Prof. Louis Agassiz, both at the Museum of Comparative Zoology and at Penikese Island. The death of Agassiz upset the plans of many of the younger men on his staff, and in 1873. Mr. Ingersoll took a position on Hayden's U. S. Geological Survey, and with one of its field parties began those travels in the Rocky Mountains, which his writings have made famous. His services for the Government were followed by other seasons of wandering about the far west, as a collector of material in the mountains and on the Pacific Coast, for the illustrated articles and pamphlets which between 1876 and 1890 appeared so frequently under his name in 'Harper's,' the 'Century,' the 'Cosmopolitan,' and other periodicals. He was one of the leaders of the little party of geologists, who, at great risk from hostile Indians, found and studied the ruins of the pre-historic cliff-dwellings of the San Juan valley along the boundary of New Mexico and Colorado, and his newspaper descriptions were the first scientific announcement of these most interesting remains. Two books, 'The Crest of the Continent' and 'Knocking 'round the Rockies,' resulted from

these accumulated experiences in the Rocky Mountains and both have become classics in the literature of that region and era. It was then, too, that he began to observe and study the disappearance of game, and other effects of the civilization of the country upon its fauna, which have resulted in his lecture, 'A Battle for Life.'

"A new field for extending these studies was opened, when, in 1887, Mr. Ingersoll became an officer of the Canadian Pacific Railway, and came to live in Montreal, where he resided for two years. His duties led him to visit every part of the Dominion, which he has seen and studied more thoroughly than have most of its own citizens, and he became especially well acquainted with the resources of the North-West and British Columbia, upon which he has written the most useful of all published books for travellers.

"Even more than a discerning traveller, Mr. Ingersoll has acquired a reputation as a naturalist, for he has been a persistent student of, and writer upon American animal life. A part of his contributions to popular science in this direction have been brought to form three books, 'Friends Worth Knowing,' 'Country Cousins,' and 'Wild Neighbours.' The last deals wholly with mammals; the others are more varied in contents. Two series of prepared readings for the Chautauqua courses are worthy of mention; also, particularly the one upon 'Mountains.' Mr. Ingersoll's latest work, 'The Book of the Ocean,' published in 1898 by the Century Company, is a most comprehensive, and richly illustrated and readable treatise on the ocean in all its aspects, which has gone extensively into use as a supplementary reader for schools.

"More recently Mr. Ingersoll has directed his attention to lecturing, selecting as his subjects various phases of animal life. In this work he is aided by a remarkable collection of lantern pictures of American wild animals, photographed alive in their native haunts and homes. Of this work one critic says: 'This gentleman, with the feeling of an artist and naturalist, with the keenness and skill of a hunter, and with infinite pains and finesse, traced the lynx, the deer, the elk, small mammals of varied sorts and many birds, to their lairs, stalked them in their haunts, and caught upon his sensitive plates their attitudes, their expression and their spirit. Nothing equal to these pictures has ever been

done in this country.' 'His keen sense of humor, his occasional joke, the smile which spreads from lips to eyes now and then, lighten the discourse for such as fear too much seriousness.'

"Throughout the lecture "A Battle for Life," Mr. Ingersoll showed himself to be a true lover of nature and expressed a grateful appreciation of the bountiful provision that had been made for man's needs and pleasures in the marvellous variety of beasts, birds and fishes that have a home on this continent of North America."

### Current Events.

ONE by one the old familiar faces in our educational world are passing away. We have to record this month the death of two of our most talented teachers. Dr. J. Baker Edwards was for ten years associated with the McGill Normal School as lecturer in chemistry. Those who were students there at that time will regret to learn that he died on January 15th, at the General Hospital, Montreal.

Dr. H. Aspinwall Howe, ex-rector of the Montreal High School, and one of the most prominent educationists Montreal has ever known, died at the Royal Victoria Hospital, on January 12th, at the advanced age of 84 years.

"Dr. Howe was a native of England, having been born near Guilford, Surrey, on July 8th, 1815. He received his education at Elizabeth College, Guernsey, and Trinity College, Dublin, taking high honours in both institutions. He afterwards spent some years in France, and acquired a complete mastery of the language of that country. He later became private tutor to the youngest son of the Earl of Ellesmere. Dr. Howe at this period had no intention of adopting teaching as a profession, but the Earl of Ellesmere, recognizing his peculiar fitness for the profession, induced him to become head master of the Montreal High School, which position was offered him by Lord Colborne and Professor Pillans, of Edinburgh University. He came to Montreal in 1848, and filled the position of rector of the High School with eminent success until his resignation in June, 1891. Many of the pupils who passed through the High School during his term of office have attained high and honourable positions in this country, as well as in



England, and in other countries. When he undertook the work, his task was of great magnitude.

The directors afforded him all possible assistance, but the school was in an undisciplined state, and, what was even worse, was on the verge of bankruptcy. He had been promised a fair income with a residence, but years elapsed before anything like a fair salary could be paid.

When McGill was reconstructed about 1860, Dr. Howe, while retaining his position at the High School, undertook, without remuneration, the duties of Professor of Mathematics and Natural History at the University. He retired with the title of emeritus professor of these branches, when the University reached such a position that it was able to pay independent professors. He was also a fellow of the University, and for many years was matriculation examiner to the medical faculty of McGill. He also occupied for some years the position of preliminary examiner of the College of Physicians and Surgeons of the Province of Quebec. He exercised an excellent influence over the many young people who came under his charge in the school and elsewhere. Unlike most highly educated men, his attainments were varied.

In classics and in mathematics he excelled, and had a pronounced taste for the arts. He attained a high degree of perfection in drawing, and was an accomplished musician.—*The Star*.

Dr. Howe spent the nine years of comparative leisure that crowned his well spent life at Richmond, near the residence of his son-in-law, the Honourable Mr. Aylmer.

—THE town of Westmount is to be congratulated upon its handsome new school. This contains fourteen class rooms and is externally of fine appearance, being built of pressed brick faced with grey stone. The School Commissioners have good reason to be proud of the admirable situation of their building and of its modern equipment.

—CO-EDUCATION IN COLUMBIA UNIVERSITY.—Barnard College for women, which has been for ten years loosely affiliated with Columbia University, has become incorporated into the educational system of that University. Women candidates for the higher degrees will be registered as regular students of the University and receive instruction in the same classes as the men. This is a recognition of

the principle that men and women have equal right to the best that the national life can produce.

—MR. Joseph Chamberlain, the Secretary of State for the Colonies, is of the opinion that Great Britain is lacking in enthusiasm on the question of the support of education, and that this want of interest will cost her her position in the world of commerce, unless she begins to give serious attention to the matter.

—LORD Rosebery finds that in education, commerce and war Great Britain is not methodical and not scientific. This may account for her great strength in certain directions as well as for weakness in others. In the case of education, too much method and mechanism in the school-room are stultifying to genius.

—THE great Welsh national festival, the Eisteddfod, is unique among national festivals in that it is of an educational character. The most recent one, that held at Cardiff last July, was attended by Celts from various countries. \$9,000 were distributed to the successful competitors as prizes in painting, music and literature.

—“MME. Lilli Lehmann the famous German singer, is a great friend of the birds. She lately offered to sing for the girls of the Livingston Avenue High School of New Brunswick, N. J., if they would give up wearing feathers on their hats, and it is said that nearly all of them have promised to do so.”

—THERE are 74,554 boys and 75,640 girls in attendance at the various Brooklyn schools, training, high, elementary, kindergarten and truant. The average number of pupils for each teacher is 31 in the training school, 29 in high schools, 46 in elementary schools and 44 in kindergartens.

—THE Topographical Bureau of the Board of Public Improvements is sending to Paris an enormous topographical map of New York City. This map is drawn on a scale of 600 feet to the inch, and is thirty-one feet wide by twenty-seven feet long. It is mounted in an oak frame and platform, protected by a high bronze railing. The supervisor of this work, Mr. L. A. Risse, proposes to build a bridge over it, in Paris, so that a bird's eye view may be obtained. The ultimate destination of this valuable map

will, in all probability, be the Public Library in New York. Two smaller maps showing the development of New York will accompany this—one a relief map of Manhattan Island in 1776, and the other a map of the city at the beginning of the century.

—RUSKIN, the prose poet of nature, the great master of the descriptive art, and Blackmore, the author of “Lorna Doone,” died recently within a day of one another.

—THE widow of Frœbel died at Hamburg, January the fourth, 1900. She was in perfect sympathy with her gifted husband in his work, and co-operated with him in the carrying out of his plan for the better education of little children.

—EVERY summer three important educational bodies meet at three different centres. These are the British, French and American associations for the advancement of science. Last year these societies met at Dover, Boulogne, and Columbus, Ohio, respectively. The two former places being so close together caused an unusual interchange of courtesies, visits and scientific thought.

—THE Chicago Board of Education is moving in the direction of furnishing to pupils, at cost price, all books used in the public schools.

—THE Wellesley College has three health officers on its staff, as well as a director of the gymnasium.

—A MATHEMATICAL PRODIGY.—The most interesting thing brought out by the recent Congress of Scientists at New Haven, Conn., was the discovery of Arthur F. Griffith, a mathematical prodigy. Griffith is nineteen years of age and a native of Indiana. He says of himself: “I learnt to count when I was two years old, and when I was five I could count up to 40,000. I know the multiplication table up to 130, the cubes of all numbers up to 100 and the fourth powers up to 20. I also know most of the multiplication table up to 1,000, but not all of it.

“There is nothing mysterious about the way I work. First, my knowledge of these tables helps me; second, I can see mentally all the figures that are given to me, just as if they were on a black board three feet away.

“I have worked out a lot of rules for myself that make arithmetical operations very simple. I can give you the

cube root of any number in four seconds. I can multiply fifteen numbers by any other fifteen numbers and carry them in my head."

As a starter Griffith was asked to give the product of 417 and 233. Before the question was fairly asked he had given the answer 97,161. Multiplying 676 by 241 he gave the answer 162,916 quicker than an ordinary writer could have placed the original numbers one beneath the other on a slate.

Young Griffith knows the last two digits of all squares and cubes by heart. The rest he gets in his mind by approximation. In small operations he is no faster than the ordinary pupil, but in large problems he is perfectly at home, and can do them mentally while the average person would be putting the figures down on paper. For instance, when asked to raise 9,945 to the fifth power, Griffith did it in exactly thirteen operations, while the ordinary method requires 336 different operations. Psychologists and mathematicians consider him the greatest wonder of the nineteenth century.—*Our Times*.

—PROFESSOR Guido Baccelli, the Italian Minister of Public Instruction, has forwarded a circular to the heads of schools, colleges and lyceums throughout Italy, ordaining that early in 1900 special attention shall be paid to the study of Dante, in order that on April 5th a general examination of Italian students may be held and a prize essay competition take place on the writings of the "divine poet."

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

#### **THE INSTRUCTION OF CHILDREN IN REGARD TO THEIR DUTIES TO THE LOWER ANIMALS. \***

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I do not believe in the doctrine that children are naturally cruel. They are ignorant, careless and impetuous, and many impulses inherited from a savage ancestry still sway their minds. On the other hand they, like savages, are nearer to nature and the heart of nature, than their hard-

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\* An extract from an address on "The Battle of Life" of birds, beasts and fishes with civilization on the North American Continent.

ened and sophisticated elders. Children often get into surprisingly intimate relations with the little people of the woods, enticing the butterflies to their fingers and stroking the shyest bird as she broods upon her eggs. Nothing is easier than to stimulate this innate tendency. Of what is the average boy or girl more fond than of some pet, even though it be nothing more responsive than a turtle or a lizard? It is easy to blunt or kill this feeling, but it is too valuable to the state, as well as to themselves, to be lost. Teach the youngsters to enjoy the activity of life better than the momentary excitement of exercising the power to bring that life to an end; and explain to them, from babyhood, the sin and unwisdom of destroying the harmless creatures about them.

This requires no great learning in either parents or pedagogues, and its propriety would seem to be self-evident, yet, as a matter of fact, such teaching as most *boys*, at any rate, get on this subject, points quite the other way.

“If, instead of making prominent their qualities as *game*, the beauty and adaptability of our animals be pointed out to our children—the clever ways in which they feed themselves, prepare their homes, care for their young, provide for winter; and the curious ways in which they serve us while we aid them—interest will surely be aroused; and once the child’s eyes are opened his affection will respond.

“The mentor must then be watchful, indeed, lest the zeal of his pupil lead him to do, with good motives, as much harm as he might otherwise do thoughtlessly or wickedly, by seeking to fill a cabinet with stuffed skins, blown birds’ eggs, inflated insects and other melancholy relics. In this age of open museums and illustrated books, few persons—certainly few *young* persons—are justified in forming private collections in zoology. Instead of that let aquariums be filled and studied; small creatures bred *in vivaria*, and larger ones watched with youth’s sharp eyes in the field. A well filled note-book is worth more than many boxes of specimens, and such photographs from life as are shown you to-night are far ahead of distorted images stuffed and mounted in dusty cases.

“All this is practically possible at home or in a school-room. It is not difficult to keep in temporary and comfortable captivity a wide variety of living creatures. This child portrayed on the screen was a kindergarten pupil, and the

bird on her hand is a wild cedar-waxwing, caught and tamed in a week. The little ones in that school will never need rebuking for 'cruelty to animals,' nor make the common mistake of applying that phrase wholly to horses and dogs."

—IN God's world there is a place for the eagle and the wren, a separate grace to the swan and the humming bird, their own fragrance to the cedar and to the violet. Enlarge your tastes that you may enlarge your hearts, as well as your pleasure; feel all that is beautiful, love all that is good.—*F. W. Robertson.*

—REMINDERS FOR THE TEACHER.—The work done in the school-room has often but little educational value because the teacher pulls the subject of the lesson to pieces, and does not put the parts together again. Analysis and synthesis are not two separate and distinct processes. The one implies the other. Analysis is incomplete without synthesis, and synthesis is incomplete without analysis.

We sometimes feel like envying the teacher who has the power of focusing the whole attention of every child in the class upon the subject of the lesson. We might be better employed trying to discover how she does it. A little investigation will reveal to us that the secret lies in the fact that the teacher herself firmly believes, and acts out her belief, that there is nothing in the whole universe that is of as great importance, at that particular moment, to herself and her class, as the subject under discussion.

There is too much instruction by the teacher and too little discovery by the child. That which the child finds out for himself he has no difficulty in remembering. The discoveries of other people as laid down in grammars, geographies, histories, etc., are a weariness to him. But it is a part of the discipline of life for him to be oftentimes wearied. It would take too long for each child to make all discoveries for himself. He must accept those of other people in respect to many matters. There ought to be a judicious mixing in teaching of the method of discovery and the method of instruction.

Frequent recourse to punishment is a sign of weak governing power in the teacher. We must see to it that we do not make children the victims of our many weaknesses. Skilful indeed is the teacher who can govern without corporal punishment and without keeping in.

Do not place too great responsibility upon the child. Let him enjoy his childhood. Every man and woman should be able to say, "I have had a happy childhood." "The days of youth are pleasure and age comes with regret"

The preface of a book is that part of the book which receives least attention at the hands of the reader. In the school text-book it is, perhaps, the most important part of the whole book. The preface sets forth the object that the writer has in view in adding another to the already long list of text-books in the various subjects of the school course. The preface also, usually, defines the plan to be followed in using the book, and gives hints as to how certain parts of the subject can be dealt with to best advantage.

When maps and other illustrations are needed for a lesson, they should be developed on the black-board as they are required. When, for instance, the chief cities of the Province of Quebec are under discussion, these should be placed, one at a time, on an outline map drawn on the black-board. A short talk about the city should accompany the placing of it on the map. The child becomes confused when a complex map is placed before him to start with. He enjoys seeing the map grow before his eyes.

—THE INFLUENCE OF THE TEACHER.—The following lines were written with special reference to the influence of the college professor; but they apply in principle with equal force to the teachers scattered over this province. The teacher who does his school work exceptionally well, will be a more important factor in determining the trend of the social and religious life of the community, than the one who neglects his school duties to give his time to these matters:—

"Into the wonderful field of student life the successful college professor comes as an acknowledged leader of thought. His influence, if he be a wise teacher, is tremendous, far greater probably than he realizes. He has gained the respect and confidence of his students by his professional work. They recognize that what he believes must have very strong ground for confidence. They know that he does not tolerate cant and has no professional interest in Christianity. If he shows interest it must be for personal reasons. I am free to say that many of the strongest students can be reached by an admired college

professor who could never be reached by ministers or evangelists, whom they regard as professionally interested in their attitude. To exert this influence the college professor does not need to 'go out of his way.' In fact, it is best for him to develop his professional power, as herein lies his gift and the foundation of his influence.

"The colleges are centres of independent thinking, and the influential new ideas very largely emanate from them. Unless strong men with the impulse for Christian service are largely represented in their faculties the result will be disastrous. Not that independent thinking needs checking, but that it needs wise guidance. When viewed from this aspect the call for Christian service in the profession of college teaching would seem to be as imperative and as important as a call to the Christian ministry."

John M. Coulter, Ph. D., Head Professor of Botany in the University of Chicago.—*The Intercollegian*.

—To suggest without dictation, to guide without compelling, is the triumph of tact and the secret of success.

—*Anon.*

—THE EFFECT OF WEATHER ON THE CONDUCT OF SCHOOL CHILDREN —Teachers have observed that on certain days the children are in admirable working trim and their conduct is all that could be desired, but that on other days, no matter how well they may have prepared for their work, all the school exercises seem to drag and the children are mischievous and hard to restrain. The teacher at first thinks that in some way or other the fault must lie with herself and strives to discover in her own conduct the cause of the children's bad behaviour. But time and experience prove to her that the trouble lies largely with the weather. She finds that dull, rainy weather makes the children listless and hard to rouse to activity, and that very bright sunshiny days cause restlessness and mischievousness. In a recent number of the *Leisure Hour* there is an account of the scientific investigations of Professor Dexter, of Colorado, along these lines: "He has collected valuable information, including facts concerning the behaviour of children at school on days with different kinds of weather, and statements from warders of prisons and penitentiaries, superintendents of asylums and reformatories, showing how the unfortunate inmates of such institutions are affected by the weather. The deportment and work



of public school boys and girls in New York are found to be at their best on cold, calm and clear days. On muggy days both conduct and diligence are at their worst, and strange to say, boys are influenced more than girls. From the mass of suggestive observations dealing with the conduct of maturer citizens, it is worth noting that unseasonably hot days of spring and autumn, even though the actual temperature be much less than that for summer, always bring with them the largest number of assaults by men. The number of persons being disciplined in penitentiaries is greatest during periods of excessive temperature. The number of errors made by bank clerks seems to be affected in a somewhat peculiar manner; these mistakes are greatest on days when the clerks feel most confidence, whereas, during less favourable weather, when the men feel likely to make mistakes, they exert greater care, and in this way do better work."

Here then is another direction in which allowance should be made for children's seeming shortcomings. When the teacher is sure that the trouble lies with the weather she should dismiss as early as possible, and not keep in the children who have come short in their conduct and work. Lost time may be made up on more favourable days.

—“HE is happy whose circumstances suit his temper; but he is more excellent who can suit his temper to any circumstances,” says Hume. But we must remember that the child is in the formative stage. It is gradually learning to adjust itself to its environment. It is only the child and the childish man or woman who allow the weather and other trifles to disturb their equanimity. Those who have suffered the discipline of life to do its work upon them are not put out by slight atmospheric or other changes. The child needs to be taught the value of little adversities and how to meet them. This can best be done, not by swamp-ing him with troubles and vexations, but by allowing him to encounter these only so fast as he can bear up under them.

—A METHOD of correcting colloquial errors, that proved a failure :

Little Jane had been repeatedly reprov-ed for doing violence to the moods and tenses of the verb “to be.” She would say, “I be” instead of “I am”; and for a time it seemed as if no one could prevent it. Finally, Aunt Kate made

a rule not to answer an incorrect question, but to wait until it was corrected.

One day the two sat together, Aunt Kate busy with embroidery and little Jane over her dolls. Presently, doll-society became tedious, and the child's attention was directed to the embroidery-frame.

"Aunt Kate," said she, "please tell me what that is going to be."

But Aunt Kate was counting, and did not answer.

Fatal word "be"! It was her old enemy, and to it alone could the child ascribe the silence that followed.

"Aunt Kate," she persisted, with an honest attempt to correct her mistake, "please tell me what this is going to am."

Aunt Kate sat silently counting, though her lip curled with amusement.

Jane sighed, but made another patient effort: "Will you please tell me what this is going to are?"

Aunt Kate counted on, perhaps by this time actuated by a wicked desire to know what would come next.

The little girl gathered her energies for one last and great effort, and said:

"Aunt Kate, what am that going to are?"—*Young People's Paper*.

—To have good sense, and the ability to express it, are the most essential and necessary qualities in companions. When thoughts rise in us fit to utter among familiar friends, there needs but very little care in clothing them.

—*Steele*.

—THE great mistake in teaching is to suppose that, in order to teach elements, only rudimentary knowledge is required.—*F. W. Robertson*.

—MEMORY can recall only what was once an experience  
—*Patrick's Pedagogics*.

—HOW ALGEBRAIC NUMBERS DIFFER FROM ARITHMETICAL NUMBERS.—Observation and experience show to every teacher that the first difficulty to be overcome by the pupil in learning algebra is to discover how the idea of *number* in algebra differs from number in arithmetic.

Algebra and arithmetic both treat of number and the art of measuring quantity by means of it.

The first difference, which is a very superficial one, is

that in arithmetic the symbols are used to denote a specific and definite number of units. 3, 5, 7 mean three, five and seven units respectively. In algebra other symbols are used, as  $a$ ,  $b$ , and  $c$ . Each of these may denote any number of units whatever. The sum of  $a$  and  $b$  may equal any number of units whatever. The number of them depends upon the numbers for which  $a$  and  $b$  are symbols respectively. 3 plus 7 always equals 10 units. This difference is easily apprehended. But algebra extends the idea of number beyond anything of which arithmetic treats. A larger meaning is put into the word "number," and the first real difficulty is met by the learner in trying to grasp this larger meaning. He first encounters it in the term *negative number*.

A number is one or more units. What are *negative* units? Arithmetic deals only with *positive* units. A positive number is always more than zero. Zero is nothing. How can a number be less than nothing? From an arithmetical point of view it is absurd to speak of anything as less than nothing.

Every number, whether positive or negative, has an absolute value. It is always one or more units or fractions of units. The number of units or the fraction of a unit is its absolute value, whether the units be positive or negative in quality. This difference in the quality of the units is, therefore, the thing to be explained.

If from 4 we subtract 2 the remainder is 2;  $3-2$  equals 1;  $2--2$  equals 0;  $1--2$  equals something that arithmetic has no symbol for. Subtraction does not extend farther than a result equal to zero. But in algebra we say that  $1-2$  equals  $-1$ . This does not mean that two units have been taken from one, but that the subtrahend is one unit larger than the minuend. Zero is neither a positive nor a negative number. It stands in a relation to them similar to that of the decimal point from which integers and decimals are counted. We say that  $-1$  shows the subtrahend has the relation to the minuend of being one greater than the minuend. It refers us to the relation of two other numbers, therefore, for its meaning. In this sense it is a relative number. Algebra deals with such relative numbers. Algebra number is, therefore, *relative number*. This is the characteristic difference between number in algebra and number in arithmetic. Algebra uses arithmetical numbers and in the same sense as they are used in arith-

metic. It goes farther than arithmetic and uses relative numbers also. This use of relative numbers greatly extends its range of operations and enables it to solve problems in measurement that it would be impossible to solve by arithmetic proper. The two new symbols, then, by which algebra is able to obtain its marvelous results in the measurement of quantity, and so master the physical universe, are *negative numbers and letters*.

The addition of 2 and  $-2$  is merely the combining of the results of two relatively opposite operations. The symbol 2 indicates that the number is relatively two larger than zero. The  $-2$  indicates that it is relatively two less. The aggregate of these results must give zero. They mutually cancel each other.

When this simple example is mastered we have the key to unlock all the mysteries of signs in subtraction, for subtraction is the reverse of addition.—B. in *School and Home Education*.

#### ABSTRACT OF THE MINUTES OF LAST CONVENTION OF THE PROVINCIAL ASSOCIATION OF PROTESTANT TEACHERS OF THE PROVINCE OF QUEBEC.

The convention was held in the Assembly Hall of the High School, Montreal, October 12th, 13th and 14th, 1899.

*First Session.*—October 12th, 10 a.m.—President in the chair. The minutes of the last session of the previous convention were read and approved, and the minutes of the Executive Committee for the past year were taken as submitted to convention in the Executive's report.

(1.) The report of the Executive Committee was presented for the past year, and was adopted with the following resolutions attached:—

(a) "That a committee, composed of Rev. Mr. Rexford, Mr. R. J. Hewton and Miss E. Binmore, be appointed to consider the whole scheme of providing educational journals to members of this association with instructions to report at next session.

(b) "That, inasmuch as the action of the Executive Committee, in refusing to reimburse the travelling expenses of presidents of local associations when attending meetings of the Executive, is contrary to the constitution of this association, this convention do not concur in the action of the Executive."

(c) The suggestions of the Executive report, regarding the examination of elementary schools, was referred to the committee on "Examination and Course of Study," with instructions to report at next convention

(2.) The report of the Curator of the Library was adopted without modification.

(3.) The report of the Representative on the Protestant Committee was adopted, excepting that part referring to the raising of a fund for the universities of the Province.

(4) The report of the Committee on "English" was adopted and the Committee was dismissed.

(5.) The report of the Committee on "Text-books" was adopted and the Committee discharged.

(6.) The report of the Committee on "Examinations and Course of Study" was adopted and the Committee continued with the following names added, viz: Dr. J. M. Harper, Rev. E. I. Rexford and Inspector J. W. McOuat.

(7.) The report of the Standing Committee for the "Purchasing of Books for the Library" was adopted, and the Treasurer was authorized to pay \$2.00 excess of appropriation spent by the Committee.

(8.) The Treasurer's and Auditor's report was adopted.

(9.) The report of the Committee on the N. E. A. was adopted and the Committee continued, \$200.00 being placed at its disposal.

(10.) The report of the Pension Commissioners was adopted.

(11.) The report of the Committee on the "Pension Fund" was adopted and the Committee was discharged.

(12.) The report of the Committee on "Child Study" was adopted and the Committee continued.

(These reports have been placed first for convenience of reference.)

*Second Session.*—October 12th, 2 p.m.—President in the chair. Minutes read and confirmed. Scrutineers were appointed by the President, viz: Messrs. Hopkins, convenor; Jno MacAuley, S. F. Robins, B. B. Tarleton, and E. Smiley, with instructions to report at the fifth session.

A paper was then read by Mr. M. C. Hopkins on "English for Elementary Schools."

A Committee on Resolutions was appointed by the President, composed of Dr. Harper, Prof. Kneeland and E. W. Arthy.

Mr. E. W. Arthy then submitted his paper on "Transition Work."

At this point, Convention divided into two sections, one to consider Mr. Hopkins' paper on "English," the other, Mr. Arthy's paper on "Transition Work." Part was taken in the discussion of the paper on "English" by Prof. Kneeland, Miss Nolan, Mr. Ives, Inspector McOuat, Mr. Silver and Mr. Ford.

The "Transition Work" was further taken up in section by Misses Gordon and Cameron. Session then adjourned.

*Third Session*—October 12th, 8 p.m.—President in chair. Sixty-one new names were submitted for membership, the whole list being accepted.

Rev. Dr. McVicar welcomed the Convention, outlining the "ideal school" and encouraging those in charge of educational work.

Hon. Mr. Duffy represented the Provincial Government in educational matters, and expressed the earnest desire of the Legislature to improve the condition of the public schools.

Hon. G. W. Stephens urged greater efficiency, and declared, that while it was the duty of the Government to establish the best possible schools, the work of education rested in the hands of the people.

W. A. Weir, M.P.P. for Argenteuil, spoke urgently of the needs of rural schools.

The President, Dr. S. P. Robins, then delivered his address to Convention, reviewing in a careful and encouraging manner the history and development of public school education and closing with many hopeful and happy observations for the future. Vocal and instrumental music was appropriately interspersed throughout the programme, while the session was closed by the audience singing the National Anthem.

*Fourth Session*—October 13th, 9 a.m.—President in the chair. Minutes of two previous sessions were read and confirmed.

By order of Convention the President declared the ballot box to be open until 1 o'clock p.m. at the close of present session.

Dr. Harper resigned from the committee on resolutions and was replaced by Inspector Taylor.

Rev. E. I. Rexford read a paper on the "Relation of Outside Examinations to School Organization."

“The Relation of the Government to Schools” was discussed in a paper read by Dr. J. M. Harper.

By resolution of Convention the discussion of these two papers was taken up in general convention vs. sections as per programme. In the discussion part was taken by Dr. Shaw and Mr. Dresser, whereupon a resolution was moved by Mr. Nicholson, seconded by Mr. Arthy, “to appoint a committee to devise some scheme, if possible, which will take the place of the present system of examinations and report at next convention.” After considerable discussion it was moved in amendment by Rev. Mr. Rexford, seconded by Dr. Harper, and resolved, “that in the opinion of this convention the time has come when some measure of relief should be sought from the pressure of examinations in the direction of providing :

(1.) “That greater liberty be granted to local authorities in the promotion of pupils.

(2.) “That the distribution of grants be made to depend more largely upon the staff and equipment of schools.

(3.) “That the competitive element in these outside examinations be as far as possible eliminated from the examinations, and that these suggestions be referred to the ‘Committee on Examinations and Course of Study,’ with a request to consider how far these suggestions can be put into practical form and report to next convention.”

Mr. Masten, Dr. Harper and Inspector Hewton urged caution in making changes.

The session then adjourned.

*Fifth Session*—October 13th, 2 p.m.—President in chair. Minutes read and approved.

Professor Kneeland gave the following notice of motion : That at the next annual convention of the Provincial Association of Protestant Teachers he would move the following amendment to the constitution of the Association :—

(a) That after the words “Presidents of Local Associations,” in the last clause of section 5, page 6, the words “elected and whose election shall have been reported to the Corresponding Secretary of this Association according to the provisions and by-laws of this Association,” shall be inserted.

(b) That in section 6, page 7, the words “not more than,” be inserted after the words “shall consist of,” in the first clause.

(c) That in section 11, page 8, the words “in writing at a

regular meeting of the association," be deleted, and that the following words replace them: "by notice in the *Educational Record* of the Province of Quebec."

The following additions to the by-laws of the association were enacted clause by clause.

(1.) A Local Association must represent a definite territory approved of by the Executive Committee of the Provincial Association of Protestant Teachers.

(2.) It shall enrol each year at least 20 (twenty) members from the teachers in its territory.

(3.) It shall keep a record of the attendance at its meetings.

(4.) It shall hold at least 3 (three) meetings each year.

(5.) An average of "one-third" of its members shall have attended three of the meetings of the Local Association, provided that the average attendance does not fall below 12 (twelve) members.

(6.) A statement of the work done, signed by the President and Secretary of the Local Association, shall be sent to the Executive Committee of the Provincial Association of Protestant Teachers at least one month previous to the annual convention each year.

(7.) Having fulfilled the foregoing terms, a Local Association shall be entitled to affiliation with the Provincial Association.

(8.) Only such Presidents of Local Associations shall be recognized as members of the Executive Committee of the Provincial Association as—

(a) Are fully qualified members of the Provincial Association.

(b) Who shall have been duly elected at a legally constituted meeting of such Local Association.

(c) Whose election shall have been officially reported to the Corresponding Secretary of the Provincial Association by the Secretary of the Local Association within two weeks of their election.

It was resolved that the travelling expenses of committees appointed at the last convention be paid.

Miss L. B. Robins, B.A., read an exhaustive paper on the "Tendency of Present Methods and Discipline in the Formation of Mental and Moral Character," which was followed by an address on the "Personality of the Teacher Re-appearing in the Pupil," by Dr. McCabe, of the Ottawa Normal School.



A hearty vote of thanks was tendered to Dr. McCabe for his eloquent paper, whereupon Dr. McCabe replied in a happy manner, inviting convention to meet next year in the Ottawa Normal School.

*Sixth Session.*—Oct. 13th, 8 p.m.—President in the chair. Dr. Tracy, of Toronto University, read a paper on “Child Study,” which was followed by a discourse on “How to Teach Agriculture in Our Schools,” by Prof. Robertson, of Ottawa.

On motion of Inspector Taylor, seconded by Mr. Parmelee, a standing vote of thanks was tendered to Dr. Tracy and Prof. Robertson for their very able, suggestive and inspiring addresses. Various items of vocal and instrumental music added to the pleasure of the evening's proceedings, which were closed by the audience singing the National Anthem.

*Seventh Session*—October 14th, 9 a.m.—President in the chair. Opened with prayer by Rev. Inspector Taylor. Minutes of two previous sessions were read and confirmed.

The report of the scrutineers was then presented as follows, for 1899-1900 :—

- |                              |       |   |
|------------------------------|-------|---|
| President.....               | ..... | Dr. Wm. Peterson, M.A.                            |
| Vice-Presidents.....         | }     | Rev. E. J. R xford, B.A.                          |
|                              |       | G. L. Masten,                                     |
|                              |       | G. W. Parmelee, B A.                              |
| Recording Secretary.....     | ..... | J. W. McOuat, B.A.                                |
| Corresponding Secretary..... | ..... | A. W. Kneeland, M.A.,<br>“ McGill Normal School.” |
| Treasurer.....               | ..... | Wellington Dixon, B.A.                            |
| Representative on Prot. Com. | ..... | E. W. Arthy, “ High School,”                      |
| Pension Commissioners.....   | }     | S. H. Parsons, B.A.,                              |
|                              |       | H. M. Cockfield, B.A.                             |

Executive Committee :

- |                          |                         |
|--------------------------|-------------------------|
| J. A. Dresser, M.A.,     | Miss M. I. Peebles,     |
| Miss Nolan,              | Miss E. Binmore, M.A.,  |
| J. A. Nicholson, M.A.    | H. J. Silver, B.A.,     |
| C. W. Ford,              | Dr. S. P. Robins,       |
| Inspector Jas. McGregor, | Arch MacArthur, B.A.,   |
| E. N. Brown, B A.,       | Thos. I. Pollock, B.A., |
| Dr. J. M. Harper,        | S. P. Rowell, } equal.  |
| H. J. Kellar, B A.,      | Mr. Connolly, }         |

The President gave his casting vote for Mr. Rowell, and then declared the officers as reported duly elected for the ensuing year.

Dr. Tait McKenzie was introduced and favored Convention with an exhaustive discourse on "Physical Culture in Schools." W. A. Kneeland and Miss Holmström took part in discussing the subject.

The report of the Committee on "Educational Journals," appointed at the first session of Convention, was here presented and adopted.

Authority was given to pay a small bill for travelling expenses of a member of Committee due in 1896, but only now presented.

On motion of Messrs. Nicholson and Campbell, the following by-law was adopted, viz: "That members of Committees of this Association and members of Sub-Committees of the Executive, when attending a meeting of their respective Committees or Sub-Committees, shall be entitled to the reimbursement of their railway and steamboat fares; provided, however, that this shall apply in the case of one meeting only, and on a detailed statement being submitted by the convener."

Mr. S. P. Rowell, Convener of the Exhibits Sub-Committee, presented the report of the judges on "Exhibits of School Work," as follows:—

*Special Exhibits* (open to all.)

High School, Montreal,—Prize of \$10.00.

Senior School, " Certificate of Honour.

McGill Model

School " (Boys) " "

McGill " " (Girls) " "

City Public Schools—

Aberdeen, Montreal, first prize, \$10.00.

Country Public Schools—

Godmanchester, No. 6, (Co. Huntingdon) first prize, \$10.

" " 1, " " second " \$7.50.

" " 8, " " Certificate of Hon.

" " 11, " " " "

Hinchinbrooke, " 9, " " " "

Hull Model School, first prize, \$10.00.

Aylmer Academy, " " \$10.00.

The report was adopted.

A resolution of condolence was passed expressing sympathy with family of the late J. C. Wilson.

The usual vote of thanks was passed to all persons and companies that had contributed to the success of the Convention, and a further resolution of condolence was passed respecting the demise of the late Principal Hicks, the late Dr. Graham, and the late Thomas Haney.

The President spoke briefly, thanking the members for their co-operation, and then formally dismissed Convention.

[NOTE.—The only change in the list of officers and members of the Executive Committee, as given in the minutes, is Inspector Taylor succeeds Dr. Robins, resigned.]

The following are the Committees of Convention for 1899-1900 :—

**CHILD STUDY.**—E. N. Brown, B.A., Lachine (Convener); Miss Sloan and Miss Rugg.

**LIBRARY (Standing Committee).**—Miss Louise Derick (32 Belmont street, Montreal), Convener; Miss C. Nolan, Rev. E. I. Rexford, B.A.; H. J. Silver, B.A., and E. N. Brown, B.A.

**EXAMINATIONS AND COURSE OF STUDY.**—J. A. Nicholson, M.A. (Westmount Academy), Convener; Jas. Mabon, B.A.; C. W. Ford, E. N. Brown, B.A.; N. T. Truell, F. C. Banfil, Rev. E. I. Rexford, B.A.; Dr. J. M. Harper, Inspector; J. W. McOuat, and Representative on Protestant Committee.

**NATIONAL EDUCATIONAL ASSOCIATION.**—Dr. S. P. Robins (McGill Normal School), Convener; E. W. Arthy and Rev. E. I. Rexford, B.A.

The following Sub-Committees of the Executive were appointed at the October meeting of Executive, viz:—

*Exhibits.*—S. P. Rowell (Convener); Miss M. I. Peebles, H. M. Cockfield, B.A.; Miss Louise Derick; Arch. McArthur, B.A.; G. W. Parmelee, B.A.; A. W. Kneeland, M.A. School Inspectors are advisory members.

*Printing and Publication.*—H. J. Silver, B.A., (Convener); E. N. Brown, B.A.; Miss M. I. Peebles.

*Periodicals.*—Miss E. Binmore, M.A.; Miss M. I. Peebles.

*Finance and Audit*—Arch. MacArthur, B.A. (Convener); S. H. Parsons, B.A.; J. A. Nicholson, M.A.

*Text-Books.*—E. W. Arthy (Convener); J. A. Dresser, M.A.; J. W. McOuat, B.A.

**Official Department.**

## NOTICES FROM THE OFFICIAL GAZETTE.

## DEPARTMENT OF PUBLIC INSTRUCTION,

*Appointment of School Commissioners.*

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 5th of January, 1900, to re-appoint the Reverend D. H. MacVicar, D.D., LL.D., a member of the Board of Protestant School Commissioners of the city of Montreal, his term of office having expired on the 30th of June last.

To appoint Mr. Albert Tremblay, school commissioner for the municipality of Notre-Dame de Laterrière, county of Chicoutimi, to replace Mr. Alfred Tremblay, whose term of office has expired.

To detach from the school municipality of Saint Pacôme, county of Kamouraska, the following cadastral lots, to wit: Nos. 252, 258, 259, 260 and 261, and annex them for school purposes to the municipality of "River Ouelle," in the same county.

26th January—To make the following appointments, to wit:

*School Trustees.*

County of Bonaventure, Cox.—Mr. Urbain Holmes, to replace Mr. Pierre Joseph, whose term of office has expired.

County of Matane, Saint Octave and McNider.—Messrs. Angus McEwing, James Campbell and Charles Page.

To erect into a separate school municipality, under the name of "Saint Eusèbe de Cabano," county of Témiscouata, the ranges X, XI, XII and XIII of the township Cabano, with the following boundaries, to wit: to the north-west and to the north by Cabano river, to the north-east and to the east by the seigniory of Témiscouata Lake, to the south-east and to the south by the township Packington, and to the west by Long Lake.

6th February.—To make the following appointments, to wit:

*School Commissioners.*

County of Missisquoi, Saint Joseph de Bérenger.—Mr. Guillaume Laroux, to replace Mr. Joseph Daudelin, absent,

*School Trustees.*

County of Shefford, Sainte Cécile de Milton.—Mr. Edgar C. Willard, continued in office, his term having expired.

To detach from the municipality of Bedford, county of Missisquoi, the ranges I, II, III and IV of the township of Stanbridge, in the same county, and comprising the lots from 1 to 14 included, of each of the said ranges of the primitive survey, and to erect them into a distinct school municipality by the name of "Stanbridge East," for Catholics only.

The foregoing erections and annexation to take effect on the 1st of July next, 1900.

*Dissolution of the Dissident School Corporation of Sainte  
Brigide, in the County of Iberville.*

Order in Council of the 6th of February, 1900.

His Honor the Lieutenant-Governor has been pleased to order that whereas the dissident trustees of the municipality of Sainte Brigide, in the county of Iberville, have allowed a year to elapse without having any school, either in their own municipality, or jointly with other trustees in an adjoining municipality, and have not put the school law into execution, and do not take any steps to obtain schools, to declare that the corporation of the trustees of the dissident schools for the said municipality of Sainte Brigide, in the said county of Iberville, is dissolved, and it is hereby dissolved, the whole pursuant to the statute in such case made and provided.



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**Articles : Original and Selected.**

THE RIGHTS OF CHILDREN.\*

By W. D. LIGHTHALL, M.A., B.C.L.

Canada offers a fresh field for legislation and social reforms. Questions here stare us in the face in new lights, and in shapes which frequently do not yet present the difficulties by which they are encrusted in old and deceased civilizations. For public men there are splendid opportunities, and if those willing to take them have hitherto been few, let us hope that signs are rising which warrant the belief that the warnings of older societies will yet be duly studied and applied.

I must admit that for my part, I have been ready to dream of not only a Canadian political and social science, and a Canadian literature, but even of a Canadian art and a Canadian philosophy, none of them merely narrow or provincial, but simply independent and freshly adapted to work.

It is astonishing that the nationalization of land, for instance, should be still a dormant question in our midst. A glance at any of our colonization maps will recall the land reforms of New Zealand, New South Wales, Ireland, France or Denmark, and show that it is one of the most vital of questions for our future.

Monopoly also is not yet thoroughly entrenched here, poverty in cities has little of the "submerged tenth" phase.

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\* A paper read before the Women's Club, Montreal.

Drink seems within hope of abolition, crime and vice are but weakly rooted; the outlook for beneficent social institutions is still cheerful. May we trust then that before the morning of Canada is spent something will be done for the solution of the root-problem of all social problems—that of the child—the child, in whom, generation after generation, all progress, all civilization, take their form, and in the training of whose instincts sleeps the success of all humane movements, all humane institutions.

I remember once an instance which concentrates some of the features of the problem. Early on one of the sharpest mornings of a severe midwinter, when I was a child myself, the door-bell rang, I opened, and to my amazement the ringer pressed forcibly past me into the hall. He was a French boy of say ten years of age, quite naked except for a piece of sacking which he held around his body. His eyes and look were like those of a wild animal. The skin of his face and limbs was livid with the cold; he seemed to be dumb, and sprang shivering towards the hall stove. To me, in my first surprise, he was an intruder whose unwarranted entry I was bound to resent. If he had known how to weep and appeal to my feelings it would have been different. So I cried out, and my elders came. They saw the situation, took him in, warmed and clad him and fed his ravenous hunger. He spoke no word and gave no sign of gratitude. They recognized him as the offspring of drunken parents in the neighborhood, who had doubtless pawned his rags for liquor and turned him out in the frozen street to bring them food and still other articles to pawn.

Take another case. A child's parents die or desert it. It lives on the streets obtaining what shelter or food it can through the precarious charity of neighbours, or by theft or by semi-adoption in some family. Its existence is a pitiable fight, resembling the career of some roughcoated ownerless dog. No one troubles about educating it, and either tyrannical overwork or vagabond idleness are its lot. In Canada this class of cases may be few for the present; they will be many; in Chicago and New York they are numerous.

A third case still is the foundling, of parentage quite unknown, abandoned to the care of some irresponsible institution.



The question I ask about all these, and the varieties which they but suggest, is, "What are the rights of children?" And the answer which I consider most just is, "The child has a right upon all mankind to receive good food, clothing, education and physical and moral care." Its parents, its relatives, the community or State, and even mankind in general are bound to respond; as among themselves the primary duty rests upon the parents, and then upon the others in turn, on the failure of those preceding them; and this order of duty is only as among themselves; and all are bound to supervise the result; for the right of the child is peremptory on all and independent of any rights appertaining to the other parties between themselves. The basis of this right is the moral rule: "To each according to his need;" the helplessness of the most helpless of beings, the infant, makes upon our conscience the most imperative demands. The duty to succour is not a mere optional pity, but an obligation. But what I wish particularly to emphasize is the feature that the right of the child is independent of its parents; it is inalienable from itself, and where the parents disregard it the State ought, if necessary, to set their claims of authority and interference aside, and directly do full justice itself.

Let us measure these rules by past and existing systems. Under the most ancient of human regimes—that of instinct—the inherited reason of the race—which was the same as its inherited conscience—for function, instinct, habit, conscience, reason, and evolution itself are all but shapes of one great reasoning process which proceeds within and without us, and half reveals to us the greatness and depth of our soul's life—as vast and profound as, and in fact identical with, the mighty ocean of thought and feeling which we name the universe—under that most ancient of human regimes, that of instinct, in the first crude dawn of institutions, the right of the child to good shelter and protective care was recognized by the warm hearts of primitive parents.

With the formation of the earliest patriarchal communities we find the child's rights still affectionately recognized, as for example, among the village communities of rural Hindostan, and among our North American Indians, amidst whom the children are the cherished treasures of the whole tribe, and so valued that their regard for children

led child-stealing for adoption to become a widespread institution on this continent. Curé Burtin, of Caughnawaga, showed me extensive notes on this Indian institution of child-stealing. No doubt it has the same origin among the Gypsies. On one occasion, in the first days of New France, when a young French boy had injured some sullen Iroquois chiefs visiting Quebec and was about to be beaten for the offence, by order of the Governor, these chiefs, though most hostile to the French, bared their own backs and begged to be allowed to undergo the flogging rather than permit a child to suffer. Under Roman institutions a notable change had taken place from the simple patriarchal organization. The father, as head of the *familia*, was its autocratic proprietor in a literal sense. The children of the household like the wife and the slaves were the property of the *pater*; under the *patria potestas* he could sell, kill, punish, or torture any of them at will; and the principal of paternal authority, continuing in modified tradition to the present epoch, has frequently been one of the worst enemies of the child's right. In the scientific Roman Law of the Later Empire, the *patria potestas* was shaped into a far more reasonable phase of paternal authority, and as this Roman Law has been the basis of the best modern European systems, we find the principles to-day in the codes of Southern Europe and in the forms and teachings of the Canon Law everywhere. In the Civil Code of the Province of Quebec it appears in such articles as No. 175—"A wife is obliged to live with her husband and to follow him wherever he thinks fit to reside." In one case (*Sansfaçon vs. Poulin*—Judge Andrews) the judge discussed whether the legal means of obliging her is imprisonment or brute force. Article 243—(A child) "remains subject to the authority of his parents until his majority or emancipation; but the father alone exercises this authority during marriage." The Court of Appeals of Quebec has defined that "a father is by law entitled to the possession, custody and guardianship, and cannot be deprived of his minor child, except for insanity or gross misconduct; nor can he deprive himself of his paternal right." Observe that this important matter is viewed from the standpoint of the right of the parent. The child's right is only recognized by certain restrictions upon the paternal authority. Thus the power of punishing is limited to "a

right of reasonable and moderate correction" (C. C. 245)—the chief remnant of the ancient Roman power to kill or sell into slavery, (Merlin Ref.). Another restriction is that "husband and wife contract the obligation to maintain and bring up their children", (C. C. 165). In the absence of the father the mother has his powers of control, and it is only in the extremest cases that the courts will deprive either of them of such powers, or interfere in their conduct. The Roman idea of tutorship as a right, and not a charge, still clings. It is the omissive and imperfect recognition of the rights of the child that we should note rather than its positive rights. There is not even a compulsory education law in Quebec; nor is there any systematic supervision of the condition of children anywhere throughout the Dominion; nor any systematic protection except a little under the Factory Acts. All is left to the parents, especially the father; an infinitesimal protection being given by the magistrates and only from extreme brutality and on complaint. The criminal laws in themselves provide reasonably well for gross crimes against children. A trifle is done to supplement the efforts of the magistrates by the voluntary endeavours of the Society for the Protection of Women and Children in the city of Montreal. It is evident that these means, though most conscientiously pursued, cannot meet the evils in question—still less assure to absolutely every child its full and equal chance in life, and its full share in the advantages of the nation, which would be the true arrangement of our law.

The State in Canada, and particularly in Quebec, has not yet conceived the part it must play either in supervision or provision, but particularly in the latter. "The children of the poor," to use the words of the French economist Huet, "are cast naked on the bare earth as though they were born in a savage state." "The mission of the State," says Fichte, "is to keep everyone in possession of what belongs to him, to secure him his property and to guarantee the same to him. The end of human activity is to live, every individual is entitled to be put into a position to support life. The distribution ought to be effected in such a way that everyone may live by his labour. If anyone is in want of the necessaries of life it should be the consequence of his own fault and not of the acts of others. The portion which ought to come to everyone for this purpose belongs to him of right.

In our day we ought to easily agree that the child is entitled to more than the mere necessities of life. Let us then be logical and welcome all that makes for him a fair and equal chance in life.

I do not wish for a moment to suggest any substitute for parental care and responsibility. Any device to supersede parents in general would have all the disadvantages of artificiality as against nature. The experiment was tried in the French Revolution and failed. But, as the best physical organism is open to disease, imperfection and unfitness for certain hard conditions, so is the parental institution open to decay, imperfection and unfitness to battle efficiently for the child against some phases of modern poverty or danger, and means must be devised to assist or even replace it. The advantage of the child should be the first rule. The plea is almost always the sacredness of the right of the parent. The parents, it is true, have a profound right to be considered, on their own account, in so far as such consideration does not interfere with that of the child. Their sacrifices and pains are a debt due by the child; but in considering the one right against the other, where they conflict, it should be remembered that the child has been the unconsulted, enforced party to the arrangement, and where the arrangement is really, on the whole, against his interest, it is unjust that he should be held to it. The parents in fact, in bringing him into the world, have contracted the obligation of maintaining and bringing him up. They have contracted the obligation of doing so, well and efficiently; and the community or the State is bound to see that contract carried out.

The position of the parents, in fact, is that, not of owners of the child, who may work their sweet will upon him, but of *trustees for the child itself*, bound to do for him, as his agents, what he would do for himself if grown up. The true point of view is that the *parents are trustees*; if they fail in their trust, they should be forced to fulfil it so far as they can; if they cannot be made to fulfil it, it should be taken out of their hands; if they are unable to fulfil it, their efforts should be supplemented by the State, for the law of *need* is a moral law incumbent on the State as much as on the parents. The first right to consider is, not that of the parents, nor of the State, but of the child. The State and the parents may fight out their precedence of obligation

among themselves. Of course no impossible thing should be demanded of the parents as trustees. Their exact duty is that prescribed for agents in general in an apt phrase of the French law "*agir en bon père de famille*"—to act as a good householder would attend to his own interests. Fortunately in most cases, and not least in humble homes, the *bon père de famille* attends even better to the interests of his children than he would to his own.

One more principle should be considered before we apply those which precede. How far can the problem of securing to the child his full, fair chance, be solved by legislation? We must draw a distinction which applies to many suggested reforms. The nature of laws is not such as to enable them to solve certain questions. Laws are external systems, not internal, like religions. Both seek, it is true, the same class of objects—moral conduct among men; the first by pains, and sometimes rewards, applied to men from without them; the second, by motives appealing to their inner intentions. It is obvious that if you can get a man to *intend* to do right, you have far more complete and efficient results than if you attempt to get at him by a clumsy system of external pains which he may evade. The rigors of legislation are, it is true, frequently useful,—laws of capital punishment prevent much murder, as statistics prove. The existence of good laws, too, is educationally good, for men tend to respect the written laws. It is equally true that they are no spur to all the finer shades of generous, or charitable, or patriotic or dutiful action, consequently the reforms which depend on highly refined or highly organized action must not seek panaceas in legislation; they may only expect to attain them by improvements in moral education, and in applying the power of religion. This is a truth which one must bear in mind over and over again in discussing new schemes of reform. It is useless to base many desired social improvements on statutory enactments; to use a hackneyed phrase "the public must be educated up to them." But this phrase is not sufficiently explicit, for crude newspaper campaigns, such as are usually meant, are seldom a sufficient education of the public. Systematic, deep and universal moral education of the individuals of the nation, beginning with them as children, is necessary before a true popular wish to carry out good laws and complex movements can be brought into

existence. And to inroot a sincere and firm desire for progress in the school children of the land would be the best work ever done towards the new day. Those nations and communities alone in which the individual standard is high are capable of the social reforms which so many desire; while among those whose religions are ineffective, and whose honesty and intelligence are low, the more elaborately perfect the legislation the more complete the failure.

(*To be continued*)

### Editorial Notes and Comments.

WHILE believing that the rightly educated mind strives not for marks or prizes but desires only "to satisfy a deep and earnest longing to understand and appreciate what man and nature have placed about him," and to rise to an understanding of what is beautiful, true and good; and while realizing that the love of learning that will last must spring from love of the study itself and not from the material reward that crowned it, we yet venture to offer a prize to the school sending in the best answers to certain questions on the map. This we do, knowing that the working together, under right conditions, of bodies of men, women or children, towards some common end, is ennobling to all who take part in the work, and being convinced that it is conducive to mutual helpfulness and 'esprit de corps.' If the idea of the *school* and not the *individual* predominate no harm can possibly come from the exercises proposed. Yet, if one child contributes more than all the others to the success of the answers, that child should have the strongest vote in determining the disposition of the prize, or the children may infer that the idle and diligent alike receive the prizes of life. Every child who takes part in the exercises will be rewarded with an increased understanding of the map and its purpose. Then, too, we must bear in mind that it is a good thing for the child to be cast adrift from the teacher at times, with some definite problem to solve. In this way he learns self-reliance and gains executive power. That which the child has an earnest desire to know he will know.

—WE publish in another column a suggestion with regard to the teaching of history. We are always pleased to

hear from the teachers and to receive from them practical hints in reference to teaching methods. There is no reason why the EDUCATIONAL RECORD should not be a means of gathering together and distributing the many admirable methods of teaching, in reference to particular points, that are in vogue among the teachers of our province.

In this connection we would ask for suggestions as to the best way of celebrating "Empire Day." Our next number must contain a programme for this day, and as the occasion promises to be one of unusual interest, we must have a programme befitting it. If each teacher would write to us stating what part of his last year's programme was most helpful towards the fostering of the Imperial spirit, we might arrange a very good time-table for this year.

—WHEN free scholarships are awarded to students who show exceptional ability in any of the lines of scholastic work, they are not only a boon to the students who are successful in obtaining them, but are a distinct gain to the country at large in that they tend to increase the number of competent men in all the departments of the State. A recent writer in the *New York Evening Post* calls attention to the rapidly increasing number of scholarships in the colleges, and the social evils that attend this increase:—

Recent years have seen an enormous extension of the system, as the funds available for this purpose have increased. There are now more scholarships than ever, and those given are, as a rule, larger in amount. Colleges point with pride to the money which they can use for this object. What makes the thing an evil, however, is the fact that, in very many cases, so-called "scholarships" no longer stand for intellectual ability of a distinguished sort, but are bestowed as practically free gifts upon any student, wise or foolish, who can make out some sort of a show of need. In the East, particularly, institutions have come to bid against each other for students by means of the beneficiary aid which they can offer. One well-known New England college practically assures a substantial scholarship to every member of the freshman class; and the rapid growth in numbers testifies to the efficacy of the plan. Another has pursued the same policy, by a somewhat different method, until the principal of its endowment has been seriously encroached upon. On the other hand, neighbouring institutions which have refused thus to de-

grade their service, have found themselves suffering in numbers, and consequently in popular prestige, by the indefensible conduct of their unscrupulous competitors.

The worst sinners in this matter are, as is well known, the theological seminaries. In these, with but few exceptions, we have the policy of assisted education run mad. Free tuition, free room-rent, free text-books, and some spending money are among the inducements regularly and unblushingly held out to young men whose ultimate business in life is to lead the religious thought and work of the community. To call such misplaced charity "pauperization," as has been done, is to use a term none too strong. It would not be difficult to show that such wholesale distribution of money, or money's worth, has had a positively debilitating effect upon the ministry, and has robbed the profession of much of the independence and manly vigour which it ought by all means to exhibit.

### Current Events.

GEOLOGIC CHANGES IN NORTH AMERICA.—Recent investigations by geologists show that some important, though slow, changes are going on in the land in the lake region and on the Atlantic coast. It is said there is a movement of the lake basin that is destined eventually to turn the waters of the great lakes through the Illinois river into the Mississippi. This is because, according to a long series of observations, the east end of the basin is being lifted and the west end lowered at the rate of about forty-two hundredths of a foot per hundred miles per century.

Another great movement is going on on the Atlantic coast and the shores of Hudson Bay. South of Connecticut the land is subsiding at the rate of about two feet every one hundred years, while the land around Hudson and James Bays has actually risen seven feet during the present century. Bays and inlets in which the Hudson Bay Company's ships wintered about a century ago, will now scarcely float a row boat, and rivers whose mouths were navigable for ships for several miles are now no longer so, but enter the bay by a rapid or fall.—*Our Times*.

—SABLE Island, ninety miles from the nearest coast of Nova Scotia, is slowly sinking. It has been aptly named the "Ocean Grave-yard," owing to the number of vessels



that are wrecked there. It is in the track of vessels trading between America and Britain. The island is formed of sand-hills thrown up by the sea. Some of these reach a height of eighty feet. The sand produces wild grasses on which herds of wild horses feed. Some idea of the rate of sinking may be obtained from the following figures: In 1776 the island was thirty-one miles in length and over two miles in breadth. In 1816 it was thirty miles long and less than two miles in breadth. In 1886 it was twenty-five miles long and one and a quarter broad. At the present time it is reported to be twenty-two miles in length and one mile in breadth, and sinking more rapidly than before.

—FOR the two thousand blind persons in Greater New York, a free circulating library of books in raised letters has been opened. The founder of this library, Richard Ferry, lost his sight three years ago, and one of his keenest sorrows was that he could not read his favorite authors. Using his own privation as a guide, he decided that the lot of the blind in his city should be made happier, and this beautiful philanthropy is the result of his efforts.—*The Household*.

—SIR Walter Besant was one of the pioneers of the movement for the opening of the East End London schools for poor children, as clubs for working people. It was felt that the brick and mortar in these buildings was not being put to the greatest possible use. The day school-rooms were arranged in the evening for lectures and concerts, for games as chess, checkers, dominoes, etc., for reading rooms where those who desired a quiet time might retire, and for the supplying of tea and coffee. The object of this departure in social reform was to get the boys off from the streets at night, to keep the men from the taverns; and to get the women away from their miserable tenement-houses, so that a little of heaven's light falling upon them might quicken their vision with regard to all life, and enable them to form better ideals for their own homes.

—CURRENT COMMENTS ON EDUCATION.—“No child should leave school without understanding the principles of government, so that when he grows up he may be able to give an intelligent vote as a citizen. Good secondary education is the best preparation for the technical school,

as has been abundantly proved in Germany.”—Mr. BRYCE, at Northampton.

“We need a thorough reform of the whole system of secondary education in this country, and more power to help it forward out of the rates.”—Lord SPENCER, at Northampton.

“Every effort to be proficient was a good moral training, and he would say to all boys who had made the effort and had failed: ‘Do not be disheartened, do not think that because you have failed your efforts have been useless. Far from it. In these efforts you may be laying the foundation of a knowledge, painfully, patiently, slowly acquired, which, with perseverance, with industry, may in good time bear plenteous fruit.’”—Lord RUSSELL, at Merton.

“Froebel is no dreamer. He meant business—the soundest business that has ever been done in the factory of education.”—Sir GEORGE KEKEWICH, at West Kensington.—*The Journal of Education*, London.

—INDIA has perhaps a greater variety of plants than any other country in the world, having 15,000 native species, while the flora of the entire continent of Europe only embraces about 10,000.—*Current Literature*.

—IN Switzerland’s six universities there are 937 women students, of whom 555 are matriculated regularly. The greatest number, 353 comes from Russia; 65 are Swiss, 53 Germans, 25 Bulgarians, and 7 from the United States. They are inscribed chiefly in the faculties of medicine and philosophy.—*Chicago Times-Herald*.

—THE committee (presided over by Dr. Harper, of Chicago University) appointed to consider the question of establishing a National University at Washington, under government control, expresses itself as adverse to the plan for the following reasons: “It has always been one of the recognized functions of the Federal Government to encourage and aid, but not to control the educational instrumentalities; that no one of the bills heretofore brought before Congress to provide for the incorporation of a national university at Washington commends itself to the judgment of this committee as a practical measure, etc.”

This resolution was referred to a sub-committee: “That the government, through the State Department, might wisely maintain in Washington a school for consuls an-

alagous to West Point and Annapolis, and, like those schools, leading to a life career in the government service.

—THE American admirers of Ruskin have established in his honor a "poor man's college" at Oxford.

—RECENTLY a mistress in a London Board School appeared before a magistrate to answer a charge of assault on a scholar. By way of extenuation it was given in evidence that the mistress had, with one pupil-teacher, the charge of 125 children, and that at the time of the alleged assault the pupil-teacher was engaged elsewhere. Can it be possible that under the London Board, a teacher has to manage 125 infants with the help of one pupil-teacher?—*The London Journal of Education*.

—THE dates of the Olympian games to be held in Paris next summer have been definitely decided upon. First will come the lawn tennis championships, which will be played in the latter part of June. Three days early in July have been set aside for the professional runners, and the amateur track events, in which the University of Pennsylvania and Princeton track teams will participate, will take place in the middle of the month. Cricket will probably be played late in July, but no matches have yet been arranged. September 9th and 10th have been allotted to base-ball. France will meet Belgium at hockey on September 30th and England on October 7th. In the latter part of September France will play association football against teams representing Switzerland, Belgium, Germany and England respectively. Rugby football matches will be played in the middle of October between France and Germany, England and Germany, and France and England.—*McGill Outlook*.

—MRS. Cornelia K. Hood, LL.B., in delivering a course of law lectures to women recently, drew special attention to the points of law which women should know for their own protection, such as being thoroughly cognizant of the contents of all documents before signing them.

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

### **MAP EXERCISES.**

The purpose of the papers that under this title will appear from month to month in the RECORD is to give pupils

a series of exercises in maps that may be taken as seat-work, helpful not only in geography but in arithmetic and composition. Teachers are advised to introduce them to occupy most usefully and interestingly a part of that school time in which children of necessity are working without direct supervision. Let the exercises be carefully done, the calculations exactly made, and the results committed neatly to paper for preservation.

Each month a prize will be awarded to the school that sends to the editor of the RECORD the neatest exact reply to the questions and exercises of the preceding month. No more than one reply must be sent from one school, but it may be the work of one pupil or the composite work of any number of pupils. The teacher may criticize the work during the progress, may point out that any answer is incorrect, but must not herself do any part of the work or state what is the correct answer. The reply must be posted to the editor within three weeks of the date of issue of the questions in the RECORD. The award of the editor is to be final and without dispute, and will be published not later than the second issue after the publication of the questions. The prize when received will be at the disposal of the teacher, either to reserve for school use or to give to the pupil who has most contributed to the successful issue. To facilitate the transmission of the prize, with every reply submitted must be given the name of the school, the grade competing, the name and address of the teacher, and, if the reply be the work of one pupil only, the name and age of that pupil.

Correct answers will be published in the issue of the RECORD next succeeding that in which the exercise appeared.

The following exercise is open to competition only for pupils of grades not higher than 4th grade elementary or 1st grade model:

Beginning at the Western Coast of America and going eastward trace the course of the Equator, of the Tropics of Cancer and of Capricorn and of the Arctic Circle, by naming in order every important point through which each line passes; that is, give the degree of longitude at which any continent, country, large island, ocean or sea is entered and left by the line, and the number of degrees of longitude in the breadth traversed. Reduce to miles each

breadth, reckoning the degree of longitude at the Equator to be 69·16 miles, at each tropic 63·43 miles, and at the Arctic Circle 27·57 miles. Give also the longitude of the crossing of each smaller island, river or mountain chain, and that of each city or mountain peak within one degree north or south of each line. All longitudes will be sufficiently exact if given to the nearest degree.

The reply to this month's question may be easily and neatly given in tabular form if any school chooses so to prepare it.

—HOW TO USE THE DICTIONARY.—The art of using the dictionary is becoming a lost art, and many of the spelling books are helping towards this much to be deplored end. A generation or so ago it was considered to be a part of the teacher's work to instruct children in the use of the dictionary. Now the spellers are made the goal towards which all desire in regard to words and their meaning tends. Children should be taught that the spelling book is only an introduction to the dictionary, and that a due appreciation of the value and use of the dictionary and the habit of consulting it are the ends towards which their efforts should be directed. Unfortunately the better the spelling book the less the dictionary is called into use. The result of making the spelling book the highest aim along the line of knowledge of words is shown in the homes of the people. How few comparatively are supplied with modern dictionaries! As the admirable custom of starting every new home with a family Bible is bearing fruit in the good moral tone of the social life of our people, so the character of our intellectual life would be raised if a good standard dictionary and a large atlas were added to the furnishing of the home.

The habit of consulting the dictionary is a most valuable one to form, but, if not commenced in early life, will never be acquired. One great drawback to the forming of this habit is the difficulty of understanding the markings to indicate the various vowel and consonant sounds. This could very easily be taught in school in connection with the reading, history, geography, literature, etc., lessons. Instead of the teacher, looking up the pronunciation and meaning of the words the children might be assigned the duty in turn. A young lady of eighteen, who had attended school continuously up to that age, meeting in a child's speller

the word "refuse," with the place of the accent marked (refuse'), pronounced the word like the French refusé. Similar blunders have been made through ignorance of the signs for the quantity and quality of the vowel sounds. The child does not require to be crammed with the facts of the dictionary so much as to be taught how to use this important tool for delving in the mines of knowledge. To form the habit of looking up the pronunciation, history and meaning of the new words met with in the daily reading will be of inestimable value to the child. It is an interesting task to read down a page of the dictionary, mark the unfamiliar words and arrange these in classes. A gentleman of considerable culture, taking two pages of the Standard Dictionary at haphazard, found the following list of unfamiliar words:—Dene, dengue, denigrate, denier (coin), denim, denization, dennet, dens, densher, densimeter, dentagra, dentaliidae, dentirostres, dentree, denumerant, denuncia, deodar, deodate, deontology, deoperculate, depaint and depardieux. It will be admitted that in regard to the above list several words might be dropped from the dictionary and not be missed by many people, while some others are well worthy of study. The value that the various classical authors assign to the dictionary is well set forth by H. E. W. in the *Leisure Hour* for November. "It may surprise those who look upon a dictionary as merely a useful, dry-as-dust book of reference, to learn that dictionaries such as Johnson's and Butter's, in English, and Hederic and Scapula's in Greek, possess other and higher uses. Lord Chatham tells us he read Butter's dictionary twice through, with delight and profit. Moreover, when his sight began to fail, he was fond of having the dictionary read aloud to him. Emerson affirmed that dictionaries were full of suggestion, "the raw material of possible poems and histories." Robert Browning, according to one biographer, qualified himself for the literary profession by reading and digesting Johnson's dictionary, from cover to cover. Wordsworth regarded his dictionary as a dear and inseparable companion. Macaulay once observed that he almost feared to take up a dictionary, he found it so difficult to lay it down, such was the fascination it possessed for him. This fact may account, in a measure, for the historian's supreme mastery of the English language."

D'Israeli says, "I suspect we had not any spelling books in 1701. I have seen Dyche's of 1710." Well, they had the dictionary, which was far better!

—NEITHER is a dictionary a bad book to read. There is no cant in it, no excess of explanation, and it is full of suggestion.—Emerson, *Society and Solitude*.

—IN making models of mountains, rivers and lakes in sand or clay, panes of glass are very useful to represent the water, as these can be placed at any slant required. All that is needed to be done when the slope of the glass is arranged is to push aside the sand or clay to show the water. Lakes among the mountains may be represented by small pieces of glass.

—THE BAGDAD RAILWAY.—Last month reference was made to the project of France to construct a railway through the Sahara Desert to connect her various possessions in Africa. We would now draw attention to the project of the German Government to build a railway through Mesopotamia, the Tigris-Euphrates valley, to connect Constantinople with the Persian Gulf. For three hundred years the Turks have kept this very fertile valley closed to the world. Russia held out for several years against the scheme to open it, fearing a loss in her grain trade. Her concession has been recently obtained. Great Britain favored the scheme from its inception as she, as well as Germany, expects to exchange her manufactures for grain. The *Sunday at Home* furnishes us with several interesting details in reference to this railway.

"An ancient Bible land, which has been the scene of wonderful vicissitudes, is about to be opened up to occidental enterprise. Mesopotamia, the country between two great rivers, is about to be traversed from north-west to south-east by a railway. Ur of the Chaldees, Padan Aram, Babylon, Nineveh, and many another place in Bible history, will be brought within easy distance of the ordinary traveller. Its vast pasture lands over which the herds of Abraham and Laban wandered will be turned into tracts of wheat and rice, into fruit gardens, and cotton and orange plantations, and mulberry groves. The railway, which will be known in future as the B. B. B. Railway, because it will pass through Birijik, Babylon, Baghdad, and Bussorah, will leave the present terminus of the Anatolian railways, Konia, and after stretching almost due east, will strike the Eu-

phrates at Birijik. Thence it will follow the course of the "great river" through a country now desolate, but which can be easily irrigated either from the Tigris or from the Euphrates, until Baghdad is reached, and from Baghdad its course will be continued to Basra or Bussorah on the Shat el Arab, as the river is called after its junction with the Tigris. The railway will be financed by the German Bank and a French syndicate, and will take eight years to build. Already the surveys have been completed, and its promoters rejoice to hear that no engineering difficulties lie in their way. A large number of ancient trading centres will be again revived. We need only mention Diarbekir, on the Tigris, the ancient capital of Armenia, and Mosul, an important place farther south. The concession which the German Bank has obtained from the Sublime Porte is a distinct diplomatic victory for the Fatherland, and Englishmen can only feel relieved that so important an undertaking will not be in the hands of any power less friendly to this country, or with hostile or semi-hostile intentions towards our great Indian dependency. Rumors, which are not wholly unfounded, state that the Kaiser and his advisers intend to encourage the settlement of German artisans and agriculturists along the railway line, and that the Sultan views this intention with favour. Whether or not this project is feasible remains to be seen. If carried out, it will be an interesting experiment in emigration. Hitherto the chief waves of emigration have been from east to west, this would be a move in the contrary direction.

—REMINDEES FOR THE TEACHER.—The chief object of a dictation lesson is to *prevent*, not to *correct*, mistakes. Therefore the dictation lesson should be prepared by the children, or the teacher should write correctly on the blackboard the words likely to be misspelled. The child should never, if possible, see a word incorrectly spelled.

Let the children form the habit of writing out clearly, using the proper signs of operation and connection, the various steps in the process by which they arrive at a certain conclusion in arithmetic.

Children should be allowed to move about in school as much as is consistent with effective work.

In defining words the teacher must not be satisfied with an approximation to the meaning of the word. These are some very good rules to observe: Never give a negative



definition when a positive is possible ; never use the word to be defined in a definition ; a definition should not be couched in obscure, ambiguous or figurative language ; a definition should state the essential attributes of the word defined and be an exact equivalent for the word defined.

The teacher questions the child to find out what it knows and to keep its mind in a state of activity.

It is impossible for the teacher of undisciplined mind to teach successfully.

When a child is not properly classified in school he often gives the impression that he is stupid.

—SOUND WITHOUT SENSE.—An orator at one of the university unions recently declared that “ the British lion, whether it is roaming the deserts of India or climbing the forests of Canada, will not draw in its horns nor retire into its shell.”

Some time ago a lecturer at a large meeting gave utterance to the following :—“ All along the untrodden paths of the future we can see the footprints of an unseen hand.”

—A YORKSHIREMAN’S criticism of one of Rev. C. H. Spurgeon’s sermons would be quite applicable to some of the lessons given by discursive teachers : “ If it had been cut short at both ends and set afire in the middle, it wad a dean mare good.”

—DOMESTIC SCIENCE INSTRUCTION.—The school girls of to-day are to be the home makers of the future. We may well ask ourselves what the schools are doing to fit the girls to fill these positions to the advantage of all concerned. We find on every hand incompetent wives and mothers. Good food ruined by unscientific cooking and clothing thrown away, that might have been renovated with a little knowledge of needle-work, are matters of every day observation. Has the school no responsibility in the matter ? What is the end of education ? Is it not to fit the boy or girl to do the best possible work in the calling which he chooses or which falls to his lot ? Incidentally the school is doing much towards this end by inculcating habits of order, cleanliness and economy, in teaching children to judge of all questions from the right standpoint, and to do all the work in which they engage in the best possible way. In certain schools in the Province of Quebec courses of well-graded instruction in sewing, knitting,

darning, etc., and cooking are given to the girls, but these schools are all too few. Our sister Province, Ontario, is moving in the right direction. In January last, says *The Christian Guardian*, "a large and interested audience, composed mainly of women students, teachers and college graduates, assembled at the Normal School, in Toronto, to hear Mrs. Hoodless, of Hamilton, speak on the furtherance of Domestic Science Instruction in the schools and colleges of our country. The speaker made a strong plea for the provision of scientific instruction in household economics throughout the educational system of the country, in the public schools, high schools and colleges. Home making is of the utmost importance in human life and is quite different in our complex civilization from what it was in the simpler pioneer days, and even the ablest women need special training. Five years ago the speaker said she was almost alone in the movement in this country; to-day, so rapidly has public sentiment advanced, that there is established in connection with the Normal College at Hamilton, a Normal School of Domestic Science, with a staff of fully qualified teachers. Departments of Domestic Economy have been established in many of the leading Universities of the United States and Germany. A solution of the difficult problems of domestic life will be approached when the benefit of trained minds and scientific knowledge is brought to bear on the greatest responsibility God ever gave to woman—the home."

What is wanted is not fancy work in sewing and cooking but a good solid foundation—not the baking of cakes, pies and other indigestibles, the ornaments of the culinary art, but knowledge as to the best way of cooking meats, vegetables and bread; not knitting and crotcheting in patterns of marvellous intricacy, but the most economical methods of cutting out and sewing new garments and of mending torn ones.

—THE FOSTERING OF GENIUS.—There is no doubt that a great amount of genius produces no effect upon the world, because its environment is not suitable for its display, or the individual possessing it has not the natural or acquired energy to bring it forth. In passing through school and college we have met with this dormant genius. We have seen the budding author, poet, painter and inventor in the school-room. We look again in a few years. Where are

they? One is the mother of a family and expends her talent of story-telling on her little family. Another is bound down by the ceaseless struggle for daily bread. A third has been unable to burst the bonds of indolence and is merely drifting aimlessly along.

The teacher can foster genius best by increasing the child's power of making effort.

—SCHOOL GARDENS.—Chicago, among other departures in the educational field, has school gardens. In them practical lessons in floriculture and farming are taught. In this country no such teaching, outside the agricultural colleges, exists to any extent in our public schools. In Europe school gardens are common, Germany especially having fine ones. Poisneak, an industrial town in the Duchy of Meiningen, Thuringia, according to Prof. Herman T. Lugeus, of the State Normal School, California, Pa., has the model school garden in Europe. It is ten minutes' walk from the school itself. An hour a day is spent there by each child in learning practical agriculture. Each child has a patch and tools. Some family tables are daily, in season, supplied with vegetables as the results of the labours of the children.

Chicago school children do not grow vegetables for their home table at the school; but at the Auburn Park school, Wright and Eightieth streets, a practical course of nature study is given at this time of the year. A large garden and vacant lot give plenty of room for planting and growing, and the teacher backs up her class-room work with actual garden lessons as soon as the soil is fit.—*The School Weekly*.

—REQUISITES OF GENIUS.—Cathrall gives in terse form the requisites of genius.

The three foundations of genius: The gift of God, man's exertion, and the events of life.

The three primary requisites of genius: An eye that can see nature, a heart that can feel nature, and boldness that can follow nature.

The three indispensables of genius: Understanding, feeling and perseverance.

The three properties of genius: Fine thought, appropriate thought and finely diversified thought.

The three marks of genius: Extraordinary understanding, extraordinary conduct and extraordinary exertions.

### Correspondence.

*To the Editor of the EDUCATIONAL RECORD :*

SIR,—Seeing some time ago, in the EDUCATIONAL RECORD, a request for methods used in teaching, I give the following method, which I have found very useful in teaching history. It is as follows:—I place the name of some leading character or event in history on the black-board; for example, I will take a lesson on Bishop Laval, as I place it on the black-board.

#### BISHOP LAVAL.

In 1623 F—— de M—— L—— was born at L—— in F——.

In 1659 B—— L—— came to C—— as V—— A——, with the title of B—— of P——.

In 1663 B—— L—— founded and endowed the Q—— S——.

In 1663 B—— L—— was made a member of the S—— C——, by which C—— was ruled for 100 years.

B—— L—— tried to prevent drunkenness among the Indians.

In 1674 B—— L—— was named first R—— C—— B—— of C——.

In 1708, May 6th, B—— L—— died at Q—— aged 85 years.

I have the children copy the lesson from the black-board, supplying the names where initials are given. I allow them to use their histories in writing out the lesson that the words to be supplied may be spelled correctly. The lesson, when copied on the children's slates with blanks filled, will be as follows :

#### BISHOP LAVAL.

In 1623 François de Montmorency Laval was born at Laval, in France.

In 1659 Bishop Laval came to Canada as Vicar Apostolic with the title of Bishop of Petrée.

In 1663 Bishop Laval founded and endowed the Quebec Seminary.

In 1663 Bishop Laval was made a member of the Sovereign Council, by which Canada was ruled for 100 years.

Bishop Laval tried to prevent drunkenness among the Indians.

In 1674 Bishop Laval was named first Roman Catholic Bishop of Canada.

In 1708, May 6th, Bishop Laval died at Quebec, aged 85 years.

Mill Hill, Feb. 24th, 1900.

M. PROCTOR.

*To the Editor of the EDUCATIONAL RECORD :*

DEAR SIR,—Permit me, through the columns of the RECORD, to call the attention of Local Associations of Protestant Teachers to the following By-Laws passed by the Provincial Association, at the Convention held during the last month :—

(1). A Local Association must represent a definite territory approved by the Executive Committee of the Provincial Association of Protestant Teachers.

(2). It shall enroll, each year, at least twenty of the teachers within its territory.

(3). It shall keep a record of attendance at its meetings.

(4). It shall hold at least three meetings each year.

(5). An average of one-third of its members shall have attended three meetings of the Local Association, provided that the average attendance does not fall below twelve members.

(6). A statement of the work done, signed by the President and Secretary of the Local Association, shall be sent annually to the Executive Committee of the Provincial Association at least one month previous to the annual Convention.

(7). Having fulfilled the foregoing conditions a Local Association shall be entitled to affiliation with the Provincial Association.

(8). Only such Presidents of the Local Associations shall be recognized as members of the Executive Committee of the Provincial Association (a) as are fully qualified members of the Provincial Association, (b) as have been duly elected at a legally constituted meeting of such Local Association, and (c) whose election shall have been officially reported to the Corresponding Secretary of the Provincial Association, by the Secretary of the Local Association, within two weeks of their election.

I am, etc.,

Yours truly,

A. W. KNEELAND,  
Corresponding Secretary.

**Official Department.**

MCGILL NORMAL SCHOOL,

MONTREAL, February 23rd, 1900.

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

Present:—The Honorable P. B. de La Bruère, D.C.L.; George L. Masten, Esq.; the Reverend Principal Shaw, D.D., LL.D., D.C.L.; Professor A. W. Kneeland, M.A., B.C.L.; the Reverend A. T. Love, B.A.; the Very Reverend A. H. Dunn, D.D., Lord Bishop of Quebec; Samuel Finley, Esq.; Alderman H. B. Ames, B.A.; Principal W. Peterson, LL.D.; W. S. Maclaren, Esq.; W. J. Watts, Esq., Q.C., M.P.P.; Gavin J. Walker, Esq.; C. L. Cotton, Esq., M.D., M.P.P.; the Reverend E. I. Rexford, B.A.; Principal S. P. Robins, LL.D.; the Honorable Mr. Justice Lynch, D.C.L.; John Whyte, Esq.; James Dunbar, Esq., Q.C., D.C.L.; E. W. Arthy, Esq.

The Honorable the Superintendent acted as temporary chairman.

Prayer was offered by the Lord Bishop of Quebec.

Dr. C. L. Cotton, M.L.A., was introduced as a member of the Council of Public Instruction to succeed Dr. Heneker, resigned.

The minutes of the last meeting were read and confirmed.

The Secretary read a letter from Dr. Heneker, as follows, and was instructed to embody it in the minutes:

SHERBROOKE, February 3rd, 1900.

G. W. PARMELEE, Esq.,

Secretary,

Protestant Committee of the Council of Public Instruction, Quebec.

MY DEAR SIR,—I shall feel obliged if you will inform the members of the Protestant Committee that I have very reluctantly felt it my duty to place my resignation in the hands of His Honour the Lieutenant Governor, thus severing my connection with my colleagues.

I have been led to take this course for many reasons, but mainly because I find myself in direct antagonism with the

sentiment now prevailing in the Legislature, and upheld by the Government (which represents the people), that no further grants should be made to the two Universities of McGill and Bishop's College. These, the leading educational institutions for the training of the Protestant youth of the Province, must henceforth carry on their high class work without any assistance from the public purse.

All who are acquainted with University work, know that the Arts Course is the foundation course of all learning, and cannot without difficulty be maintained, with satisfactory results, without state aid, and it is in these institutions, that the statesman, the professional man, the high class merchants, and the teachers of high class, seek a proper preparation for the duties of life. The Normal School is, and should be, presided over by University men, and those who have studied the educational systems of other countries know that the practice is universal, of aiding the Universities in this important part of their work, while technical and strictly professional education are easily provided for by other means.

I deeply regret this disposition in the public mind, and I believe it to be a mistaken policy.

My relations with my colleagues, during a very long period of joint service with them in the public interest, has been in itself a very full compensation for any services I have performed, and I cannot part from them without thanking them most cordially for their uniform kindness, and courtesy, and especially for their consideration and the assistance they have afforded me while acting as their Chairman. I hope still to retain, as long as I live, a lively interest in the great cause of education, without which no country or nation can be happy, truly great or prosperous.

I also hope, my dear Sir, that you may continue to give to the public the benefits of your talents, and experience, in the same great cause.

Very truly yours,

(Signed) R. W. HENEKER.

Moved by the Reverend Dr Shaw, seconded by the Reverend A. T. Love, and

*Resolved*,—That, having been officially informed that our esteemed Chairman and colleague, R. W. Heneker, Esq., LL.D., D.C.L., has tendered to the Government of this Province his resignation as a member of the Council of

Public Instruction, and that his resignation has been accepted, we hereby record our sincere regret at the termination of his long association with us, and our appreciation of the very valuable services he has rendered to the cause of education in this Province. During many years he has assiduously devoted his time amid a multiplicity of duties to philanthropic, religious and educational activity. These high and sacred interests were to him most congenial. His cultured mind and broad sympathies placed him *en rapport* with everything that furthered the interests of the Province, the Dominion and the Empire. For twenty-four years he has been a member of this Committee and for eight years its Chairman.

In the discharge of the important duties devolving upon him, he has shown most conscientious and painstaking diligence, uniform courtesy to his colleagues combined with fearless independence as to his convictions, as well as loyal devotion to the educational interests of the Protestant minority of this Province.

We beg to assure Dr. Heneker that in retiring from our counsels he carries with him our highest confidence and esteem, and our prayerful wish that by the Divine blessing his life may be prolonged in health and happiness, and that with his advancing years brightened with Christian faith and hope, he may tranquilly close his long life of noble activity and usefulness.

That a copy of this resolution be forwarded to Dr. Heneker, and that copies be furnished to the press.

A ballot was taken to elect a Chairman, which resulted in the choice of the Reverend Dr. Shaw, who then took the chair.

The Secretary read a copy of the order in Council, No. 38, approving the distribution of the superior education fund and marriage license fees, and also a letter from the Attorney General of the Province giving the opinion upon which the order in Council was framed.

It was moved by Dr. Peterson, and seconded by Mr. Ames, that this Committee learns with regret that the Provincial Government has not acted, in regard to the matter of the marriage license fees, upon the expressed desire of this Committee as conveyed in the resolution adopted at the meeting of 24th November, 1899. Lost on division, six for, seven against.



The Secretary read a letter from Lady Dawson in acknowledgment of the resolution passed by the Committee in reference to the death of Sir William Dawson.

A letter from Mr. W. H. Clapperton, M.P.P., asking for the division of the Gaspé district, for school inspection purposes, into two equal parts, was read, and upon motion of Mr. Ames and Dr. Cotton, it was

*Resolved*,—That the request be considered at the next meeting, a report regarding the situation having in the meantime been asked from ex-Inspector Lyster and present Inspector Kerr.

Miss Cunliffe's application for a recognition of her extra-provincial certificate was read and referred to the Central Board with instructions to grant her an elementary or a model school diploma upon her satisfying the Central Board by examination of her fitness to receive either of such diplomas.

A letter was read from Mr. Nicholson, of Westmount, asking for an alternate French paper to test the knowledge of pupils who are learning French by the natural method.

On motion of the Reverend Mr. Rexford and Mr. Masten, it was

*Resolved*,—That the Inspector of superior schools be requested to provide an alternative paper in French for grade 2 Academy on the lines of the natural method.

Upon application of the Secretary it was agreed to pay for Como model school and for Megantic village model school, grants of fifty dollars each, which had been withheld and deposited to the credit of the Committee.

Mr. Goltman's application for authorization of his Manual of Book-keeping was referred to the sub-committee on textbooks for report.

Mr. F. A. Garland's request to be allowed to qualify for the academy diploma without taking an arts' degree was not entertained.

A letter from Dr. Harper, in reference to the distribution in the schools of a patriotic song and a list of "flag days," was read, and Justice Lynch was asked to report upon the matter at next meeting.

Dr. Harper's report on the competition for prizes for well kept school grounds was read, and it was resolved to grant the prizes as follows: (1) Lachute, \$100; (2) Richmond, \$50; (3) Berthier, \$25.

The Reverend A. T. Love reported on behalf of the sub-committee appointed *re* Normal School finances, that the sub-committee met the members of the Government on the 16th of January, and received a most attentive hearing. After conference, during which the urgent needs of the Normal School were fully set forth, the Government assured the sub-committee that a substantial increase would be made to the annual grant, particulars to be arranged later.

The report was adopted and the sub-committee was continued.

The report of the sub-committee on Professor Kneeland's recommendations was read, and after consideration, clause by clause, it was moved by Professor Kneeland, seconded by the Reverend E. I. Rexford, and

*Resolved*,—That the report be adopted as amended, and that the sub-committee be continued with instructions to recommend a staff of assistant examiners at the next meeting of this committee.

The Reverend E. I. Rexford resigned as member of the Protestant Central Board of Examiners because of inability to give the necessary time to the work. The resignation was accepted with regret.

It was resolved that Mr. E. W. Arthy be recommended to succeed Mr. Rexford as member of the Central Board.

Inspector Parker and Mr. Arthy were appointed to act as supervisors of the June examinations in conjunction with Dr. Harper.

A petition from the officers of the Women's Christian Temperance Union was presented, praying that the subject of hygiene be placed on the same basis as to Government examinations in model schools and academies as history and grammar, and that temperance and health be placed in the course of study for elementary schools.

The Secretary was instructed to reply to the effect that the Inspector of superior schools has reported, as required by regulation, in detail upon the several subjects on which no Government examination is held, and that the marks he has given are highly creditable to pupils and teachers, alike. In consequence the Committee cannot see good reasons for acceding to the prayer of the petitioners in this regard, and further, that the Committee is of opinion that the present provision for the teaching of temperance and health in elementary schools is sufficient.

On motion of Dr. Peterson it was resolved that the Government examinations should begin this year on the 11th of June.

The report of the sub-committee upon complaints concerning the last June examinations was read and adopted.

The interim report of the Inspector of superior schools was read.

The suggestion therein that his annual report should be submitted at the September meeting was accepted, and a question concerning the preparation of a book on "moral drill" was held over for further information. It was ordered that the whole report should be remitted to the Chairman for further consideration.

The sub-committee on text-books reported in favor of authorizing the map of the Province of Quebec, which has been prepared for free distribution by the Government, and recommended that provision be made for placing additional maps on sale at prices as low as may be consistent with the cost of publication. The report was adopted.

The sub-committee for the preparation of the list of grants to poor municipalities made a distribution report, which was adopted.

The Secretary was instructed to transmit the list to the Lieutenant-Governor in Council for approval under provision of articles 449 and 450 of the school law.

#### FINANCIAL STATEMENT—FEBRUARY 23RD, 1900.

##### *Receipts.*

1899.

Sept. 29—Balance on hand.....	\$ 779 45
Dec. 30—Unexpended balance from the Department of Public Instruction.....	1530 22
	<hr/>
	\$2309 67
	<hr/> <hr/>

##### *Expenditure.*

1899.

Oct. 9—T. J. Moore & Co., printing and supplies.....	\$ 15 93
Nov. 21—J. M. Harper, salary ..	300 00
“ 28—W. G. L. Paxman, making index.....	10 00
“ 28—W. W. Lynch, expenses of Waterloo investigation .....	84 45

1899.	
Nov. 28—J. M. Harper, sundry expenses.....	\$ 133 84
“ 28—W. Vaughan, A. A. Examinations.....	137 50
“ 28—F. W. Frith, “ “ .....	62 50
“ 29—The Chronicle Printing Co., minutes..	15 00
Dec. 7—G. W. Parmelee, salary.....	62 50
1900.	
Feb. 23—Balance on hand.....	1487 95
	<u>          </u>
	<u>\$2309 67</u>

*Special Account.*

1899.	
Nov. 13--City Treasurer of Montreal.....	<u>\$1000 00</u>

*Contra.*

1899.	
Nov. 28—Dr. S. P. Robins, for Normal School...	<u>\$1000 00</u>

Audited and found correct.

WILLIAM I. SHAW,  
Chairman.

It was resolved that the Inspector of superior schools be instructed to direct all deputy examiners to retain possession of all examination papers from the time they are received until they are actually distributed to the classes.

After the reading of the rough minutes the meeting adjourned till the 25th day of May next, unless called earlier by the Chairman.

GEO. W. PARMELEE,  
Secretary.

THE  
EDUCATIONAL RECORD  
OF THE  
PROVINCE OF QUEBEC.

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No. 4.

APRIL, 1900.

VOL. XX.

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**Articles : Original and Selected.**

THE RIGHTS OF CHILDREN.

By W. D. LIGHTHALL, M.A., B.C.L.

*(Concluded.)*

Now, for the application of the foregoing observations.  
1. How do the results attained to-day among us compare with what should be? 2. What can we do practically in the matter of the child better than is being done?

The results we have attained differ somewhat in the different provinces. In all, the parents' condition and the parents' will govern almost exclusively the destiny of the child. The children of habitual paupers, habitual drunkards, habitual criminals, are with but few exceptions left to their fate. The rare exceptions in Quebec, where the magistrates interfere, are where complaint is laid that life or limb is endangered, support refused or vice positively taught.

Compare the results with the conditions which are the true right of the child. This right, as we have observed, comprises *all* that would make for him a fair and equal chance in life with every other child in the community. Obviously to leave him exposed to control of and association with parents who are habitual criminals is a cruel outrage. I assert the principle that *wherever two parents are discovered to be habitual criminals, their children ought inva-*

*riably to be taken from them and brought up by the State.* This presupposes proper arrangements by the State for institutions in which good nurture will be provided. At present we have but the reformatories—which are jails—and the refuges kept by private charity, some of which are very good, some very inefficient,—but all together totally unequal to the required capacity. Charity has failed, as a remedy, from lack of means. Day after day the magistrates in despair cry “what can we do? There is no place to send such cases;” and this with regard to only the few which are brought to their attention.

The children of *habitual paupers and vagrants* have the same account against the State as those of habitual criminals. It is impossible for them under such circumstances to obtain the equal chance which belongs to them. In Holland, Government Colonies are provided, where the reclamation of land from the sea is compulsorily imposed upon confirmed paupers, while their children are taken from them and provided for in institutions of the kind here proposed. The system is stated to work excellently, and to make good citizens both of the paupers and their children. In the end they are endowed with portions of the land reclaimed. The operation of such colonies would be both easy and beneficial in Canada, seeing the extent of our magnificent unimproved lands.

The case of *deserving poor parents* who cannot help their children adequately is quite different. Any proposal or even offer to separate the children would be in its turn an inconceivable outrage. Instead, the State must assist and supplement rather than attempt to supplant their efforts. A general supervising bureau of the rights of children—something like the English school attendance inspectors—ought to be provided—but its object should be to assist such parents. If food is lacking, the State should provide the necessary food. This question is now practically before the London School Board, by whom it is found that some 12,000 children attending their schools come without breakfasts owing to sheer poverty on the part of honest parents, and it is proposed to supply such breakfasts at certain schools at the public expense in order that these children may be able to study efficiently. One phase of the question is how to provide the meals without attaching to the unfortunates the stigma of pauperism.

Free and *compulsory education* we certainly should have. Exactly what ought to be its details is a matter for educational authorities to discuss, but its necessity is shown by the close association everywhere of crime, disease and misfortune with illiteracy. Leaving aside crime and taking misfortune only, we see in the epidemic of small-pox in 1886 at Montreal, that about 5,000 deaths above the ordinary rate, occurred through illiteracy—the annual rate being more than doubled among our East End population. For such reasons I consider for example that our system of separate taxation of Protestants and Catholics is wrong; and that it is necessary that the school taxation be according to population. However, that is but one detail.

There are a number of other advantages which the State owes it to children to procure or see procured—good housing, public play-grounds, fine libraries, art museums, scholarships, and the opening of other public avenues to improvement. The opportunity of political equality, which has been so fully provided, is not enough; the opportunity of equipment for *social equality* if the child can win it, is also his due. That the children should suffer, generation after generation, for the sins, the ignorance, the vulgarity of their parents, where they possess an inborn capability for something more, is unjust. A fair field and no favour applies to the child in the battle of life, as well as to the contestant in any other battle. American laws generally go very far in considering the right of the child, while endeavouring to harmonize it with those of the parent. "The anxious purpose of the courts," says an authority, "is the welfare and best interest of the children. Hence, where the father or mother, or both, voluntarily release the custody of a child to a third person, such contracts will be held binding if the child is well cared for and unwilling to return to its parent .....so the father may, by immoral or vicious habits, or by ill-usage of the child, forfeit his parental right. In such cases the courts will exercise a discretion in awarding the custody of a child as its welfare may demand.....In Nebraska and Indiana.....the court is bound to look only to the welfare of the child, awarding its custody without reference to the rights or wishes of the parents." Needless to say that these principles go far

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\* Wormer, The American Law of Guardianship.

beyond anything in the timorous Canadian legislation. But it is needless also to remark that after all they are only laws, and to point to the unperformed duty of the State towards the children in American cities, notwithstanding the enactment of good legislation. Yet private and municipal enterprises deserve deep study and attention. Here for example is a passage from the last report of the American Park Association: "Both Chicago and New York have purchased a number of small squares in the more densely populated districts of the city for "breathing spaces," which are now conceded to be as necessary to the health and comfort of the inhabitants of crowded districts as any other sanitary measures. In many cities playgrounds have been established, where children of the streets have been gathered and placed under the care of competent teachers who soon win their love and respect. Mothers who have seen better days, and whom circumstances have forced to live in neighbourhoods where their children were surrounded by the worst elements in social life, call down blessings upon the heads of the promoters of this great work. Faces grown prematurely old, soon take on youthful expressions, and the swings and dolls, the games and the sand-heaps are thoroughly enjoyed. The children's playground can be made the kindergarden of outdoor art." In Minneapolis a Ladies' Association runs two such playgrounds.

Recent statutes in England approach in spirit the American law, though the rights of the father to custody are more jealously guarded. The courts used to be bound, in the absence of misconduct on the part of the parent, to invariably order his children to be given up to him, but they may now enquire whether it is for the welfare of the child, and refuse if convinced the interests of the child are in peril; but it is held that mere immorality or a habit of intemperance on the part of the father do not justify the interference of the court. And still we find no State supervision, no State institutions. How this works may be illustrated by one leading case. In a case of conduct showing the father to be a person to whose guardianship it would be very objectionable to entrust children, it was held to be sufficient ground for depriving him of their custody and for providing for their maintenance and education *where such a provision can be effectually secured.* But



where the only security proposed was a deed of covenant of the infants' grandmother to provide for their maintenance and education, it was held that *such covenant was not sufficient to enable the court to interfere*. So that in default of any place for them to go, they were thrown back into the custody of the parent whose influence was proven to be bad. The well known fact must be admitted, however, that the American and English school laws and arrangements for *compulsory education* place their institutions far ahead of some of ours on one point; although Ontario and Manitoba at least redeem the Dominion as far as their territories are concerned. The best piece of legislation in Canada is the recent *Children's Protection Act of Ontario*, intended for the protection and reformation of neglected children. The spirit and provisions of this Act are very good. It provides for a Superintendent of Neglected and Dependent Children, and its strength and weakness are apparent in the enumeration of his duties, which are substantially to encourage and direct the formation of children's aid societies for the protection of children from cruelty, and for the due care of neglected and dependent children in temporary homes or shelters, and for the placing of such children in properly selected foster homes, to himself exercise similar powers to theirs, and to inspect industrial schools and temporary homes. Temporary homes or shelters for young children, entirely distinct from penal or pauper institutions, are to be provided in every town of over 10,000 inhabitants, for temporary protection until a suitable foster home can be found; existing children's asylums, or even private families can be used, but no poor house or penal connection is permitted; children's aid societies are to manage them; and a children's visiting committee shall be appointed for each electoral district to assist the Superintendent of aid societies, and they shall aim to secure homes and to encourage a philanthropic sentiment on behalf of neglected, abandoned and destitute children, and obtain money subscriptions; a judge may order the municipality to pay for the support of the children; the officers of the society may be appointed constables, and bring before the judge children begging or thieving or sleeping at night in the open air, or wandering and homeless, or found associating or dwelling with a thief, drunkard or vagrant or immoral person, or suffered

by drunken or vicious parents to grow up without salutary parental control and education, or found destitute or deserted by their parents, or because of imprisonment or otherwise. The Children's Aid Society is made the legal guardian, and decides, subject to the contrary order of a judge, whether or not, in the child's interest, it shall ever be returned to the parents.

It is clear that even if successful as it deserves to be, the Ontario system will not remedy all the defects in the position of children, especially those arising through poverty. Still, taken with the excellent compulsory education provisions of that Province, much has been attempted. Whether the Superintendent, the Children's Aid Societies and the Visiting Committees will rise to the full measure of the State's duty, even within the limits of the attempt; whether enough foster-homes can be found, or cases effectively discovered, or technical flaws in the statute be overcome, will only be proven in practice. As it stands, the scheme seems to depend on the fitness of one extraordinary official. I fear that there is an irresponsibility and incompleteness about it which render it hopeless to expect it to perform the functions the State ought to perform. These functions are too heavy for charitable sentiment alone to undertake. And why leave to charity what is a *right*?

The suggestions which we uphold would include State provisions for the case of the child abandoned by its relatives, and especially for that of the foundling infant; and this leads to the difficult case of the illegitimate child. Through all history there is no class for whom my heart bleeds more. The sorrows of a few are as nothing compared to the heavy burden or the perpetual ignominy and wrong under which this innocent unfortunate has passed through life. Ought he to be left with his parents or with either of them to bear the scorn of the association or is it due him in his own right that he be taken from them, cut off from his sad history, and launched in life unstained and fully equal to his fortunate brethren? The problem has several sides and special difficulties, but I leave it, and that of his right to share the property of his parents, recording my conviction that they ought to be solved solely from the point of view of the right of the child. During the French Revolution some laws of the kind were in operation for several years, but the principles though good were applied in a bad Jacobinical spirit.

There are many questions concerning marriage, in which the same point is unconsidered, such as the prevention of the marriage of those afflicted with transmissible diseases, the forms and proofs of marriage, the conditions of divorce, dissolution of marriage, and separation as to bed and board. Circumstances sometimes arise in the course of legal practice which are so painful and insoluble that an American divorce seems the only rational remedy to prevent some still more painful outcome. Such, where there are children, should be viewed first from the standpoint of these innocent third parties to the marriage contract.

But I must not be too tedious, especially as I feel that the subject is one of great extent and that many know it far better than I. Let me therefore close with some words having a bearing on our individual duty, part of which is to agitate for State action. For who is the State? The State is you and I. We can no more throw off our duty upon the State than the State can throw it off upon the parents. A writer whose name I do not know has said, "It is not enough to teach our sons and daughters the highest things of life if the children in the back street are left untaught and uncared for."

Sooner or later in life the two sets of children meet. They may not go to the same school, but they walk the same streets. If they only occupy the position of servitor and served, yet contact is inevitable, and the evil thing which was crushed out of our nurseries may be green and flourishing among the children we neglected.

We may turn with a sneer from the women working in the slums, in the temperance associations, school board or among reformers. We may laugh at them as faddists and fanatics who should remember their duties at home. But, while we turn with self-congratulation to the sons and daughters we expect to rise up and call us blessed, do we realize that these very children are at the mercy of other people's children, that bar-rooms are tempting places built by men who in their childhood were never trained to think of the consequences of vice, that our best beloved may lose his life because a drunken coachman or a drunken engineer was not taught self-control?

Or it may be that disease and death snatch from the home the man whose virtue and nobility the world can so ill spare, because the children in the back alley have

through ignorance and carelessness scattered broadcast the germs of diphtheria and fever. "Am I my brother's keeper?" Perhaps not. But if we would guard our own children we must keep those of our brother.

Eve sorrowed over the sin of Cain when Abel lay dead across her knees. Yet Cain is but the symbol of the evil thing which neglected childhood produces and which comes creeping from every slum and stronghold of dirt and ignorance to maim and murder our loved ones."

One prediction I could add is that it is quite possible that the majority of our own descendants—even our near descendants—will be among the struggling masses. But these considerations after all appeal to our personal interests. The right of the child calls loudly out to us to listen in a different and still higher spirit. It is the call upon our conscience, not our interest.

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

WE are once again approaching Empire Day, the 23rd of May.

It seems to be the general opinion among educationists that this day should not be looked upon as a holiday, but should be the occasion for giving the children definite and systematic instruction with reference to the Empire of which we are forming an increasingly important part. The Imperial Spirit is abroad and it has entered into the children in large measure. They are eager to know. Interest has been aroused by the general patriotic atmosphere by which we are surrounded. When the child is interested more than half the battle of education is won. The mere waving of flags, the shouting of "Rule Britannia" and "Soldiers of the Queen," and boasting of what we can do, will not make good citizens. Indeed we confess with much sorrow that the outward expression of loyalty is often accompanied by conduct that ill becomes a citizen of our empire.

Our children must be instructed in the duties and obligations that rest on all the individuals that compose the empire, so that, when the time comes, they may be prepared to take an honorable part in advancing its truest interests.

Without boastfulness, but as matters of fact, let us place before our children, as the coming citizens of this Dominion

of Canada, the vast resources of the country, and the great future that assuredly awaits it, if they keep pure hearts, clean lives, healthy bodies, and keen, active minds in relation to its development, in all departments of the national life, and remain true to its noblest traditions and ideals.

But knowledge without sentiment would fail to rouse to action. Sentiment has its place in stirring to life and effort. It is a good thing for the child to wave the flag and shout patriotic songs if he does it in the broader spirit of patriotism, in that spirit that can recognize good in others who do not think exactly as he does.

—IT was remarked the other day that what teachers desire, in an educational magazine, is not information with regard to best methods of teaching, so that the most valuable training may be obtained from the subjects of the school course, but devices by which pupils can be crammed to pass certain examinations. Could this be true, so far as any one of the teachers of the Province of Quebec is concerned, do we realize the serious signification of it? It is making a sport, a farce of education. The working for competitive examinations is usually a curse, not a blessing. Oh, let us realize the responsibility that rests upon us to develop the child in harmony with the laws of his physical, mental, social and moral growth. Let us have nothing whatever to do with the feeling of examiners' pulses to determine what sort of questions may be expected. It is true that an examination paper set by an intelligent examiner is a valuable study for the teacher. But examination papers set for young students are not comprehensive, indicative of methods to be followed; they are, as a rule, a mere enumeration of facts on particular points of the subject.

—THE war at present being waged between the British nation and the Boers in South Africa is opening up this country to the gaze of the world. The newspapers and magazines vie with one another in producing portraits of the great men on both sides; pictures of the principal towns, of the railways, of home life among the people, and methods of modern welfare. We are seeking *centres of interest* in our school work. Here is a natural one. Now is the time to study Africa. The little boy of eight pores over the war map. "Our troops (Canadian) landed here. This railway is taking them to the front—to this point." He follows up

the lines of railway, naming the towns and who occupy them, and what is being done at the moment. Centres of interest! The boy is all the evening, drawing pictures of the soldiers, of battle scenes, where the British are always victorious. He even attempts cartoons on the war and is with difficulty induced to go to bed.

The best British thought from all quarters of the globe is being evoked on the war question, and finding an outlet through the newspapers, magazines, etc. The editorials in some of the leading papers are so good, from every point of view, that they might be used as reading lessons in the higher classes. From a literary standpoint, as well as from the grasp of affairs they indicate, they would have a fair showing beside the standard essayists, and a decided advantage in that they deal with questions of the hour, and, in consequence, have an interest in themselves which would appeal to the sympathy of the children.

### **Current Events.**

IN the month of March the McGill Normal School lost by death two of the members of its staff, Mr. R. J. Fowler and Dr. T. D. Reed.

Prof. Fowler, who for over forty years had been instructor in instrumental and vocal music at the McGill Normal School, passed away at his residence on McGill College Avenue, Montreal, early in the month. Mr. Fowler was born at Weymouth, England. He received an excellent musical education, which he made use of at first in instructing members of titled families in England. Early in his married life he came out to Canada as tutor to the children of Sir Ben. Durban, commander of the forces, and settled in Montreal, after a year's residence at Sorel in the capacity of musical instructor to the children of the officers. Prof. Fowler was for some years organist of leading churches in Montreal, being sometimes organist of two at once. He was leader of the Oratorio Society, when the "Creation" and "Messiah" were first rendered there. Mr. Fowler had a decided taste for painting as well as for music. He was most faithful in the performance of his duties, and has been an inspiration to many teachers by his punctuality and diligence. Mr. Fowler had been absent from his school duties for about two months previous to his decease, though he had been very seldom absent before his last illness.

Dr. T. D. Reed died at the Royal Victoria Hospital, March 30th. He had been ill for some years with heart disease, but up to within a week of his death he had been able to attend to his duties at the Normal School. He knew that the end was approaching rapidly and expressed the wish that he might be enabled to finish the session's course of lectures. This he accomplished with the exception of one lecture, even preparing the examination papers in his subject, physiology and hygiene. Dr. Reed was professor of *Materia Medica* at the College of Pharmacy, was life governor of the Montreal Dispensary, and for many years was editor of the *Montreal Pharmaceutical Journal*.

—THE curriculum of McGill University is undergoing important changes in reference to the reduction of the number of subjects that may be taken by students in the third and fourth years, giving more thorough work in the smaller number of subjects, and bringing about a closer connection between the Faculty of Arts and the professional faculties of Law, Medicine and Science. The University authorities have issued a circular containing the following statements :

The subjects of the third and fourth years in the ordinary B.A. course are arranged in the following three divisions, under the new curriculum :

First, language and literature, include English, Latin, Greek, Sanskrit, French, German, Semitic languages, and comparative philology.

Second, history, philosophy and law, to include history, logic and metaphysics, moral philosophy, political science, economics, Roman law, constitutional law and history, art history, archæology, and history of philosophy.

Third, science, to include mathematics, physics, chemistry, zoology, physiology, and anatomy (in the medical faculty).

From the above divisions six courses are to be selected by each student in the third and fourth years, three subjects in each year. Each subject will be studied in lecture courses extending over not more than four hours per week, with collateral reading, and, in the case of science subjects, laboratory work. Of the whole six courses, one must be chosen by all candidates from the list of subjects (other than mathematics) included under the head of science.

In order to differentiate the B.A. curriculum from that

laid down for B.Sc. (Arts) candidates are debarred from selecting more than three out of their six courses from the science division. Free options are allowed in all other cases (except as far as regards the selecting of at least one subject from the science division), subject to approval by the faculty, or the advisory committee of the faculty.

—TORONTO University is moving in the direction of reform and unification of work. The weaker departments of philosophy, chemistry, constitutional history, geology, mineralogy, etc., are to be strengthened. The system of affiliation is to be still further carried out. Science and Law are to be brought into closer contact, as well as the theological colleges. The theological colleges will adopt a common staff for their common subjects.

—SCHOOL gardens have been introduced at Upper Canard, Nova Scotia, for the purpose of leading pupils to observe, to experiment, and to draw logical conclusions from their own work. Mr. Percy J. Shaw in the *Educational Review* states that the "pupils kept a record of the time of planting their seeds, the time taken to appear above ground, and the rate of growth afterwards. A record of the rainfall was kept, and the effect of heat and moisture on the growth of the plants was observed. The plants were studied from time to time, drawings made, and their exact size and development noted at certain periods from the time of planting. The cultivated plant was carefully compared with weeds studied and with wild flowers. No vegetables were introduced. Plants usually started in the hot-house were tried by planting the seeds in the open ground. Tomatoes gave good results in this way. The fertility of soils taken from different depths was tested, and differences in plants growing in these soils were observed and accounted for.

Many of the insects studied under the head of Nature work came from the garden. Toads were brought by the pupils and their habits observed. In one corner of the garden a tub was sunk, filled with water and used as an aquarium in which were grown polywogs and frogs."

—HARVARD University has invited one thousand native Cuban teachers to attend its next Summer session free of all charges.

—FRANCE has adopted, in relation to all government



documents, the method of reckoning time in use on the railroads of Canada. This system is to begin at mid-night and count the hours up to twenty-four.

—THERE are to be many educational congresses at the forthcoming Paris exposition. They will be divided into four sections, dealing with higher, secondary, primary and technical education.

The Congress of Primary Education will deal with the problems of school attendance, of moral education, of domestic economy and household arts, and of prolonging popular education beyond the school life.

—THE National Educational Association of the United States is to hold its next meeting at Charleston, S. C., July 7-13 inclusive,

—A PROFESSOR of Rutgers's Female College opposes co-educational institutions "because they tend to merge the woman in the collegian." "The young women," he says, "lose their love for beauty and that development of personal taste which is part of womanhood's charm. They practise boyish manners and boyish mischief. They initiate the college yell and wear the college gown."

—IN Victoria, Australia, it is said that school children are carried to school free of all charge by the street railway.

—NATURE is waking to life and a new beauty. The contrast with winter's cold charms is so great that there is a natural interest in mother nature and her doings, kindled in every heart, childish or otherwise. Feed this interest with wholesome food. Both the teacher and the child need the nourishment.

—THE KINDERGARTEN IN RURAL DISTRICTS.—Mrs. Worden, of Kansas, suggests the wedge that is to open the kindergarten to rural schools. This is the study of the child by the mother, of kindergarten methods by all the teachers, and the consolidation of rural schools by the free transportation of children to centres. When public opinion rouses the mothers to say that they must have kindergartens, the teachers will be ready to instruct the children, and the state will prepare to carry the little ones to stated centres.

—IN a little country school in Virginia, weekly exhibitions were made last year with a camera and magic lantern, alternating with a microscope, in which the wonders

of the woods and fields were shown and explained to the children. The growth of the oak, from the acorn to the tree, was shown to them; the myriad of living things making their home upon a leaf, the fortifications of the ant, its house-keeping, its art of war.

The child who learns those facts about the commonplace things around it, lays hands on a world of mystery and immutable law, whose maker is God.—*The Household*.

—THE importance of a good foundation for a school-house is illustrated by the following story:—

“The magnificent new High School building in Springfield, Mass., is infested by vast hordes of rats. The school-house was erected last year at an expense of \$400,000, and is the pride of the city. Ever since the building was completed it has been known that many rats made their home in it, but not until recently have the rodents appeared in such numbers as to excite apprehension.

“Some of the older residents of the city account for the presence of rats in the school-house by the fact that the building stands where there was once an old jail, and an unused sewer runs underneath it. Through this, they say, droves of rats swarm up from the river bank into the basement.

“Until about two months ago the rats rarely or never ventured out of the basement. Of late, however, they have become extremely bold and have nearly overrun the whole building. The marauders soon discovered the lunch-room and made an assault upon it. Food disappeared so rapidly and persistently that the principal called a council of war and took stringent steps to put an end to these gastronomic feats.

“When shut out of the lunch-room the rats tried to subsist upon a literary diet. Virgil, the Anabasis and Wentworth’s geometry were among the sufferers. German and French grammars and the elements of chemistry were devoured with equal avidity. Scarcely a pupil but found his text-book mutilated.

“The teachers held meeting after meeting to consider plans for ridding the building of the pests. All sorts of traps were set, but all in vain. No trap could deceive rats that had digested the theorems of solid geometry. The School Committee proved as incompetent as the teachers to cope with the difficulty.”

## Practical Hints and Examination Papers.

### MAP EXERCISES.

Each month a prize will be awarded to the school that sends to the editor of the RECORD the neatest exact reply to the questions and exercises of the preceding month. No more than one reply must be sent from one school, but it may be the work of one pupil or the composite work of any number of pupils. The teacher may criticize the work during the progress, may point out that any answer is incorrect, but must not herself do any part of the work or state what is the correct answer. The reply must be posted to the editor within three weeks of the date of issue of the questions in the RECORD. The award of the editor is to be final and without dispute, and will be published not later than the third issue after the publication of the questions. The prize when received will be at the disposal of the teacher, either to reserve for school use or to give to the pupil who has most contributed to the successful issue. To facilitate the transmission of the prize, with every reply submitted must be given the name of the school, the grade competing, the name and address of the teacher, and, if the reply be the work of one pupil only, the name and age of that pupil.

Correct answers will be published in the issue of the RECORD next succeeding that in which the exercise appeared.

The following exercise is open to competition only for pupils of grades not higher than 4th grade elementary or 1st grade model :

The exercises on the map this month will concern some of the British Empire's trade routes by steamship. The children are required to state in order, through what bodies of water a ship will pass in going from the first point to the farthest point named; to enumerate three articles, for purposes of trade, carried on the outward voyage, and three that are carried on the return trip. In some instances there is not a mutual exchange of products.

1. Liverpool to New York.
2. Glasgow to Montreal.
3. Southampton to New York.
4. Southampton to New Orleans via Havana.
5. Southampton to St. Thomas (West Indies).

6. Southampton to Monte Video (Uruguay).
7. Plymouth to Cape Town by Ascension and Ste. Helena.
8. Liverpool to Mauritius, touching at various points on the west coast of Africa.
9. Mauritius to Melbourne and Bombay.
10. London to Melbourne by the Mediterranean Sea.
11. London to Melbourne by Cape Horn.
12. Aden to Bombay.
13. Bombay to Melbourne by Pt. de Galle.
14. Cape of Good Hope to Adelaide and Hobart Town.
15. Victoria to Yokohama.
16. Yokohama to Hongkong.
17. Hongkong to Singapore.
18. Aden to Pt. de Galle.
19. Pt. de Galle to Singapore.
20. Singapore to Batavia (Java).
21. Batavia to Sydney.
22. Halifax to Boston and New York.
23. Montreal to Liverpool.
- \* 24. Victoria to Sydney.
- \* 25. Auckland to Honolulu.

## ANSWER TO GEOGRAPHICAL PROBLEM.

### THE EQUATOR.

*General Statement.*—The equator or, as it is commonly called by seamen, the line, leaving South America at the coast of Caviana, longitude  $50^{\circ}$  w., after a course of 59 degrees, 4,080 miles, strikes the west coast of Africa at the mouth of the Gaboon, under the ninth eastern meridian. Traversing the continent of Africa for 32 degrees, 2,213 miles, it reaches the shore of the Indian Ocean at the town of Juba,  $41^{\circ}$  east longitude. A course of 4,080 miles, 59 degrees, through the Indian Ocean, brings it to Mt. Ophir on the coast of Sumatra, under the one hundredth eastern meridian. Through Malaysia, a stretch of 2,213 miles, 32 degrees, reaches a point almost directly north of the Cape of Good Hope, northern-west point of New Guinea. There the equator makes its first contact with the Pacific through which it runs for 148 degrees, 10,237 miles, to Point Palmas

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\* These are **new** routes.

in Columbia,  $80^{\circ}$  w. Thence across South America to the point of departure is 30 degrees, 2,075 miles. These respective breadths, when added, give  $360^{\circ}$ , 24,898 miles, which is about four miles less than the actual equatorial circumference of the earth.

*Detail.*—In this voyage through the Atlantic the traveller who follows the equator would have to avoid the Island of Mexiana, which in longitude  $51^{\circ}$  w. bars his way. South of his course, when in longitude  $48^{\circ}$  he would see Cape Maguary on Joannes Island at the mouth of the Para river. Then on his lonely voyage no land would be seen until sighting the Island of St. Thomas in longitude  $6^{\circ}$  e., north of, but very close to the equator.

From the Gaboon the traveller would pass through a comparatively unexplored territory, although we know that after traversing the dense forests of the Gorilla country he would twice cross the Congo river, first at  $19^{\circ}$  e., and again at Stanley's Falls  $25^{\circ}$  e. Further on he would encounter the Victoria Nyanza lake, the chief source of the White Nile, in longitude  $52^{\circ}$  e. to  $55^{\circ}$  e. Leaving Juba the voyager would sail over the dark, profound waters of the Indian Ocean for more than 3,800 miles out of sight of land, until the island of Nias,  $97^{\circ}$  east longitude would loom up on the north; then the islands of Mintavi on the south and Baboa on the north would be just escaped in longitude  $98^{\circ}$  e. and  $99^{\circ}$  e. respectively.

Through Malaysia the equator crosses in succession the great islands of Sumatra, Borneo, Celebes and Gilolo and the small island of Geby, and grazes the northern shores of Linga and Waygiou. The eastern coasts of these islands under the equator lie respectively in the eastern longitudes  $104^{\circ}$ ,  $108^{\circ}$ ,  $120^{\circ}$ ,  $128^{\circ}$ ,  $129^{\circ}$ ,  $105^{\circ}$  and  $131^{\circ}$ . Along the line the breadth of Sumatra is 270 miles, of Borneo 575 miles, of Celebes and Gilolo less than 20 miles in each case. Several important waters are crossed; the Macassar Strait 130 miles wide, Tominie Bay about 300 miles wide, the Molucca Passage 150 miles wide, and the Gilolo Passage 30 miles wide.

The first 3,320 miles of the equator, after leaving Malaysia just north of the Cape of Good Hope, lie among the numerous small clusters of Polynesian Islands, through the northern portion of the New Britannia Archipelago  $150^{\circ}$  e., north of Ocean Island  $170^{\circ}$  e., through the Gilbert Islands

175°e., north of Jarvis Island, 160°w. Then the equator runs out into the deep Pacific, sighting no land before the rugged volcanic group of the Galapagos, crossing its chief island Albemarle at an altitude of 4,000 feet in longitude 92°w.

The equator, striking the Coast of Ecuador 80°w. longitude, rises rapidly from the shore, scales the volcano Pichincha at a height of almost 16,000 feet, descends into the valley of Quito, which is more than 9,000 feet high, and again climbs the beautiful white cone of Cayambe, almost 20,000 feet high, in longitude 78°w. Having surmounted the Andes, it rapidly descends to the great forests drained by the Amazon, crossing many tributaries of that mighty river between 78° and 70° east longitude.

The Putumayo crosses the equator in longitude 76°w. and the Japura in 74°w. The equator crosses the boundary line into Brazil at the 70th meridian west, Ecuador stretching under the equator for 10 degrees, almost 700 miles. From its rise close to the boundary line a branch of the Uapes and then the main stream itself deviates but little from the equator until it empties into the Rio Negro, the greatest northern affluent of the Amazon, in longitude 68°w. In its subsequent course through an impenetrable forest region the equator crosses many tributaries of the Rio Negro, of which the most important is the Parima, which, running southward, intersects the equator at the 62 western meridian. Cutting many less important tributaries of the Amazon on its way the line crosses that great branch of the delta of the Amazon which turns northward between the mainland and island of Caviana in longitude 51° west, returning to the point of departure after a course through Brazil of 20 degrees, something less than 1,400 miles.

*(To be continued.)*

### EXERCISES FOR EMPIRE DAY.

—THE problems that are suggested here for Empire Day are based on the latest statistics, mainly on those given by Sir Charles Dilke.

The extract for dictation is taken from Mr. W. D. Lighthall's introduction to "Songs of the Great Dominion."

The lesson in history might be on the relation of Canada to the Empire or the growth of the British Empire.

To further this latter end we shall publish next month an article from the *London Graphic*, "*The Growth of the British Empire*," by Sir Charles Dilke.

The exercises in geography might be those suggested for competition this month, a run around the Empire or the drawing of Greater Britain on the blackboard and slates or in scribblers.

### SOME PROBLEMS OF THE EMPIRE.

—ONE HUNDRED YEARS OF EMPIRE.—In 1800 the total area of the British Empire was 2,012,182 square miles, while in 1900 it is 12,596,608 square miles. How many square miles of territory have been added to the Empire in the 100 years? The area to-day is how many times as great as it was 100 years ago?

In 1800 Great Britain held in Canada and Newfoundland 515,950 square miles, and to-day she holds, under the title of British North America, 3,618,650 square miles of territory. How much greater are her possessions here to-day? How many times as great as they were 100 years ago? What fraction of the present area did Great Britain have in 1800? The area of Canada is what fraction (or decimal) of the area of the whole Empire? Find similar results for the other possessions. How have the Indian, African and Australasian possessions increased? Which is the largest colony of Great Britain? The next in size? Answer from the following and foregoing statements:—In 1800 Great Britain held in India 200,000 square miles, in Africa 20,000 square miles, and in Australasia (New South Wales) 1,000,000 square miles; while to-day she holds in India 1,668,960 square miles, in Africa 3,748,220 square miles, and in Australasia 3,175,320 square miles.

One hundred years ago the population of the British Empire was 31,417,000 and to-day it is 414,410,000. What increase in population has there been in 100 years? Answer the following questions from the subjoined statements considering Canada, India, Australasia, Africa, etc., daughters of the empire. Which daughter is the largest? If the daughters were arranged in the order of their size, how would they stand? How do the daughters compare with the mother in this regard? Find the total population of the British Empire. The United Kingdom has a population of 40,200,000; the possessions of the Mediterranean support

a population of 420,000, India (including Native States and Beluchistan) 313,000,000, other possessions of Asia, 5,640,000, Africa (including the Soudan) 42,440,000, Australasia 4,950,000, British North America 5,400,000, and Central and South America and the West Indies 1,860,000.

**THE BRITISH EMPIRE AND THE OTHER GREAT POWERS.**  
—The population ruled by the Queen is said to be one-third of the entire earth. What is the population of the world?

Considering the German Empire as the unit of area, give the relative areas of the six greatest powers. Taking the population of the German Empire as the unit of population, give that of the six greatest powers. Carry the answer to two places of decimals. The six powers referred to are the British Empire with an area of 11,400,000 sq. miles and a population of 400,000,000; the Russian Empire with 8,450,000 sq. miles and a population of 109,000,000; China 4,000,000 sq. miles and a population of 300,000,000; France and colonies 4,000,000 sq. miles and a population of 90,000,000; the United States of America 3,600,000 sq. miles and a population of 62,000,000, while the German Empire has 1,200,000 sq. miles of area and a population of 59,000,000.

The exports in 1897, from British and Irish produce were valued at 1,170,000,000 dollars, of which 400,000,000 went to the colonies. What fraction went to the colonies? These are important problems, for England pays nothing to her colonies directly, nor does she receive anything from them except in the form of voluntary gifts when crises occur either at home or in the colonies. France and Germany pay out large sums, the former \$14,000,000, and the latter \$5,000,000 annually for the administration of affairs in their colonies, and receive very little return in the form of trade. Other questions of interest might be taken up as the relative value to their mother countries of the colonies of the other Great Powers and the relative value of the various colonies of Great Britain.

—**GREAT BRITAIN AND CANADA.** — The Dominion of Canada imported from Great Britain in 1898, for home use, 32,000,000 dollars' worth of goods, and from the whole of the British Empire 34,526,353 dollars' worth, how much was imported from British countries other than Great Britain? Canada imports 130,698,006 dollars' worth of goods from the world. How much comes from foreign countries? What fraction of the total imports is from



Great Britain? From the British Empire? The imports from the United States are valued at \$78,705,590. How does this compare with those from Great Britain?

In 1898 the exports of the Dominion to Great Britain were \$104,998,818 worth and to the whole British Empire \$110,799,358. How much was exported to British countries other than Great Britain? The total to all other countries was \$44,122,457 worth. What was the grand total of exports? What fraction of the grand total was exported to Great Britain? To other British possessions? To the United States, when the total export to that country was \$36,454,507?

Are Canada's exports or imports the greater? By how much? Has this fact any particular significance?

—WHERE CANADA'S WEALTH LIES.—The customs' statistics show that Canada exported, in 1899, \$47,948,491 worth of animals and their produce, \$37,465,838 worth of agricultural produce, \$28,115,476 worth from the forests, from the mines \$13,521,331 worth, manufactured articles to the value of \$12,478,139, from the fisheries \$9,984,629 worth, bullion to the value of \$1,093,286, and coin to the value of \$2,916,572.

If the value of the fisheries be taken as the unit of wealth, what numbers would represent the farm produce, the animal produce, mine produce and manufactured articles?

What was the total export in 1899?

To make the arithmetic lesson profitable a map showing the whole British Empire should be consulted constantly.

These problems may be altered in form to suit the stage of advancement of the children.

—FOR the first time in the history of mankind the external commerce of a single nation, in one year, has exceeded the enormous sum of £800 millions sterling.—The *Contemporary Review*, Forty years of British Trade.

### DICTATION EXERCISE.

Canada, Eldest Daughter of the Empire, is the Empire's completest type! She is the full-grown of the family,—the one first come of age and gone out into life as a nation; and she has in her young hands the solution of all

those questions which must so interest every true Briton, proud and careful of the acquisitions of British discovery and conquest. She is Imperial in herself, we sons of her think, as the number, the extent, and the lavish natural wealth of her Provinces, each not less than some Empire of Europe, rise in our minds ; as we picture her coasts and gulfs and kingdoms and islands, on the Atlantic on the one side, and the Pacific on the other ; her four-thousand-mile panorama of noble rivers, wild forests, ocean-like prairies ; her towering snow-capped Rockies waking to the tints of sunrise in the West ; in the East her hoary Laurentians, oldest of hills. She has by far the richest extent of fisheries, forests, wheat lands, and fur regions in the world ; some of the greatest public works ; some of the loftiest mountain ranges, the vastest rivers, the healthiest and most beautifully varied seasons. She has the best tenth-parts of Niagara Falls, and the best half of the Inland Seas. She stands fifth among the nations in the tonnage of her commercial marine. Her population is about five million souls. Her valley of the Saskatchewan alone, it has been scientifically computed, will support eight hundred millions. In losing the United States, Britain lost the *smaller* half of her American possessions ; the Colony of the Maple Leaf is about as large as Europe.

But what would material resources be without a corresponding greatness in man ? Canada is also Imperial in her traditions. Her French race is still conscious that they are the remnants of a power which once ruled North America from Hudson's Bay to the Gulf of Mexico. Existing English Canada is the result of simply the noblest epic migration the world has ever seen, more loftily epic than the retirement of Pius Æneas from Ilion,—the withdrawal, namely, out of the rebel Colonies, of the thirty-five thousand United Empire Loyalists, after the war of the Revolution. "Why did you come here," was asked of one of the first settlers of St. John, New Brunswick, a man whose life was without a stain. "Why did you come here when you and your associates were almost certain to endure the sufferings and absolute want of shelter and food which you have narrated ?" "*Why did we come here ?*" replied he, with emotion which brought tears. "*For our loyalty.*"

—REMINDERS FOR TEACHERS.—If you want to be a successful teacher you must find out what matters interest

your pupils. Many a child has been led to take an interest in all the work of the school by this means. Every boy and every girl has an intense interest in something. Do you know what that something is? Acquire the necessary tact to find it out. When a boy allows you to see the contents of his pockets you have a golden opportunity.

The character of the teacher is all important. He must himself be what he would have his pupils be. He must study high and noble lives that he himself may have lofty ideals towards which he can press onward.

If the teacher shows no interest in anything outside the text-book, the pupils will believe that the text-book is an end in itself. The best teachers are those whose interests are broadest. All history teaches us this.

—A MAN is known by what he laughs at.—*Thomas Carlyle.*

—THE question of compulsory education is settled so far as Nature is concerned. Her bill on that question was framed and passed long ago. But like all compulsory legislation, that of Nature is harsh and wasteful in its operation. Ignorance is visited as sharply as wilful disobedience; incapacity meets the same punishment as crime. Nature's discipline is not even a word and a blow, and the blow first; but the blow without the word. It is left to you to find out why your ears are boxed.—Prof. Huxley, "A Liberal Education".

—AT the close of a lesson in dictation, the teacher, having a few minutes to spare, asked the children for synonyms of the more difficult words. These were written on the board and all but the most appropriate crossed through. Then the children were asked to read over the story, putting in the best words that had been suggested. It was observed that the writer of the story had in almost every case better words for the circumstances than any supplied by the children. The exercise was very much enjoyed by the class and was an excellent lesson in the use of words.

—WHAT the Empire does for the boys and girls of Canada, and what the children of Canada should be in order that they may become worthy citizens of this great State, might serve as a subject of conversation in regard to civics.

—SEAT EXERCISES THAT MAY PROFITABLY FOLLOW A READING LESSON.—Until the children know how to study, they must be given some tangible work to do during the

preparation hour, and this tangible work is a good thing all along the line.

The little folks may be required to :

Write all the questions in the lesson.

Write all the quotations.

Write the two-syllable words.

Write the proper names.

Write all the words they cannot pronounce.

Write ten nouns.

Write ten verbs, etc.

Where you have a lesson containing many difficult words, words whose meanings must be looked up in the dictionary, you will find it very profitable to require the pupil to insert the *meaning*, in place of the difficult word. This plan insures the selection of a definition which will make sense, and when the reader comes to use the new word, he thinks of the meaning, and, therefore, gives an intelligent rendering.—*Midland Schools*.

## TOPICS FOR APRIL NATURE STUDY.

### RETURNING BIRDS.

We watched them leave us last fall. Let us look for their return. Encourage children to notice which come first. Do they come alone or in flocks? What food do they eat? Where do they hide from cold and storms? Do they sing at first? Do they sing to *you* or to birds? Does the bird sing to one of its own kind or to birds of another kind? Where do the first birds nest? What material is used and why?

Many such questions should be asked the children, to incite them to observation. Teacher and children may learn together.

### SPROUTING VEGETABLES.

The cellar is an interesting field for study. What vegetables sprout first? Why do they sprout? Which way do the sprouts grow? Try to *make* them grow *away* from the light. What is the color of the sprouts? Put the white sprouts in the sunlight. What change? How do sprouted vegetables taste? (Sweet.)

## SEEDS.

Plant seeds in pots or boxes. Study the mode of germination. In one box have wheat, corn, barley and oats; in another plant beans, radish and morning glory seeds.

Children should discover other things; that the corn and some other grains have one seed-leaf and push out, while the bean and others come up *doubled over*, and have two seed-leaves.

## INSECTS AND WATER ANIMALS.

Watch spiders, flies, butterflies and bees. As soon as possible look for frog's eggs, snails and crayfish. Put these in wide-mouthed bottles. Various questions should be asked the children, as: How do these water animals breathe? Why put them in wide-open dishes? Of what use are water-plants?

## BUDS.

The buds have begun to swell. Let children gather different kinds of twigs. They may be led to see some are woolly, others varnished. Let children tell what they see. Have a sorting lesson. Let children take specimens home and tell what they have learned.—*School Education*.

—THE BIRTHPLACE OF THE EMPIRE.—It is a noteworthy fact that the various colonies of Great Britain were added to the Empire by men who sailed from Plymouth, in Devon. Elihu Burrit, an American, when visiting England wrote "Plymouth, mother of full forty Plymouths up and down the wide world, that wear her memory in their names, write it in the baptismal records of their children, and before the date of every outward letter."

—EVERY school, in the true sense of the word, is a living organism, therefore every act of discipline tends to form character. Where there is punctuality you are forming character, where there is an orderly arrangement of work you are forming character—you are taking pains and becoming a strong and noble man or woman. In mathematics, when you are satisfied with nothing short of the exact answer, you are forming character. The boy at his Latin, who keeps pegging away till he turns an awkward into an elegant translation, is forming character. These are the elements which go to make a manly man.—*Dr. J. A. McLellan*.

SOME DUTCH NAMES AND TERMINATIONS FOUND IN  
CURRENT HISTORY.

(From *T. Nelson and Son's Transvaal War Atlas*.)

- AFRIKANDER, a white man born in South Africa of European stock.
- BERG, a mountain, as in Heidelberg.
- BOER, a tiller of the ground. The name is commonly applied in the plural to the whole of the Dutch population.
- BURGHHER, a European male in possession of the franchise, and liable for public duty.
- COMMANDANT, a military leader. *Commandant-General*, the head of the military.
- COMMANDEER, to call out for military service.
- COMMANDO, any body of burghers called out on military duty.
- DOPPER, the Puritanical, ultra-Conservative, and more retrogressive sect of the Boer Church.
- DORP, village, as in Krugersdorp.
- DRIFT, ford, as in Rorke's Drift.
- FIELD CORNET, a sort of sub-magistrate of the Transvaal, exercising ill-defined powers, mainly military.
- FONTEIN, a spring, as in Bloemfontein.
- HOLLANDERS, Dutchmen from Amsterdam. They occupy many of the most important posts in the Government service.
- INSPAN, to harness or yoke. *Outspan*, to unharness ; to halt.
- KLOOF, a ravine or declivity on a mountain.
- KOP (or KOPJE), a hill, as in Spetz Kop.
- LAGER (or LAAGER), an enclosure set up for protection, frequently made by lashing wagons together.
- LANDROST, a stipendiary magistrate who administers justice and receives the revenues of the district.
- NEK, an opening, as in Laing's Nek.
- POORT, an opening between mountains, as in Komati Poort.
- ROOINEK, English "red neck ;" the Boers' name for an Englishman.
- SLUIT, a ditch.—SPRUIT, a stream, as in Bronkhorst Spruit.
- STADT, a town or village, as in Kroonstad.
- TREK, an exodus or emigration.—VELDT, an open plain.
- VOLKSRAAD, the people's council.
- ZARP (Z. A. R. P.), the South African Police.

—CO-EDUCATION OF BOYS AND GIRLS.—“Up to a certain age I am convinced that it is the right thing to educate boys and girls together,” said an experienced teacher recently, “and I regret very much that it seems impossible to make this innovation in private schools. Little girls are naturally too narrow in their tastes. They talk of nothing when with each other but clothes and gossip. Companionship with boys would correct this in a great measure. Not that the latter are any more clever; on the contrary, I have always found girls brighter with their lessons; but boys are not so petty—they care more for games and the healthy interests of childhood. On the other hand, boys on their part are greatly improved in their manners by early association with girls; they lose the awkwardness and shyness which later on are so difficult to overcome.

“I have taught in private schools for girls for the last few years, and have really worried about the way they talk to each other at recreation time. I cannot help overhearing a good deal as I go to and fro among them, and I often wonder if their parents have any idea of the way they rehash society gossip, or of their vain, pretentious chatter about clothes. I long to start a school where I can have boys and girls together and make a specialty out of study hours of good, healthy, interesting games suited to the tastes of both. I think it might be done, and that it would do away with the serious evil that I speak of.”—*New York Daily Tribune*.

### Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to the Editor of the *Educational Record*, Quebec, P. Q.]

THE CANADIAN RECORD OF SCIENCE, the publication of the Natural History Society of Montreal. No. 2, Volume VIII, of this excellent magazine has recently appeared and quite sustains its usual instructive and interesting character.

The leading articles are “Studies in the Geology of Montreal and vicinity, which might be undertaken by members of the Natural History Society,” by Prof. F. D. Adams, Ph.D.; “Phenological Observations in Canada,” by A. H. Mackay, LL.D.; “Botany in the Island of Montreal,” by Rev. R. Campbell, M.A., D.D.; “The Lake-on-the-Moun-

tain near Pictou, Ont.," by A. T. Drummond, LL.D., and "The Parent-Rock of the Diamond in South Africa," by T. G. Bonney, D. Sc., LL.D.

The first four of these are written especially with the object which the *Record of Science* keeps in view, that of popularizing the study of natural science in Canada and of directing the observations of amateurs into channels of permanent usefulness to science. The first and third are of necessity particularly important to those residing in the vicinity of Montreal, but they also serve as types for the pursuance of similar studies elsewhere.

In the first article, Dr. Adams, Professor of Geology at McGill University, whose inspiring address on the teaching of Physical Geography at the Convention of 1898 will be remembered by all who heard it, points out the valuable assistance to the advancement of the Science of Geology that may be rendered by local observers around Montreal. The Island of Montreal and the surrounding country are underlaid by strata of Lower Silurian age which are nearly horizontal in position. In the numerous exposures of these, as at the Mile End quarries, St. Helen's Island or Point Claire, a great abundance and considerable variety of fossils may be easily collected. They may be identified by reference to well known publications and then may be classified and arranged. Through these rocks a volcano once burst, whose upper portions have long since been worn away by decay caused by rain, frost and other agencies. The remaining "stump" constitutes the present Mount Royal, in which many different kinds of igneous rocks, exceedingly rare, as well as minerals of great interest and rarity are to be found.

Then in the gravels and clays there is room for much study. These contain many shells, often sea-shells which are found nearly to the top of the mountain, showing the former height of sea-level.

Records of the borings of deep wells lead to the fascinating subject of underground waters, while the study of the influence of geological formations and topography upon the course of human settlement and habitations forms one of the vital questions of Physical Geography.

The Rev. Dr. Campbell, the veteran botanist of the Natural History Society, contributes an historical sketch of the advancement of historical work on the Island of Montreal.



This is prefaced by a reference to the features which make the island one of unusual promise to the botanist. As a meeting place of large rivers, whose sources are far apart, and as a railway centre of importance, it receives a wide variety of seeds, while the varied geological conditions produce soils suited to the different series of plants.

Amongst the earliest recorded botanical researches in this interesting field were those made by Dr. Holmes between 1820 and 1823. The list of workers since that date is quite a long one, including amongst others Mr. D. A. P. Watt, Sir William Dawson, Prof. Penhallow, and Prof. Macoun.

Dr. Campbell has pursued his investigation in the island since 1885, and has recently described the Ferns, Club-mosses and Horsetails, the first named in conjunction with Dr. H. B. Cushing.

In the suggestions for future work with which the paper closes, a division of the work is advised. By this means it is urged that the entire flora of the locality may be catalogued with greater completeness and much sooner than by disconnected individual work.

"The Parent Rock of the Diamond in South Africa," by Prof. T. G. Bonney, of the University of London, is a paper recently presented to the Royal Society. The diamond, the exact source of which has been the subject of much investigation, is now found to occur in an igneous rock Eclogite, which forms part of a peculiar breccia at Kimberley, South Africa, one of the scenes of the present Boer war.

The article by Dr. A. H. Mackay, Superintendent of Education for Nova Scotia, on "Phenological Observations," is of especial interest to teachers. It contains a record of the "Local Nature Observations" made in the schools of Nova Scotia for the past two years as a part of their course of "Nature Studies," and also of certain observations made elsewhere under the direction of the Botanical Club of Canada. The phenomena recorded are such as the first appearances in each year of the common plants, birds and animals, as well as peculiarities of weather, etc. The observations are made by the pupils under the direction of the teacher. There are many valuable suggestions in the explanations of the methods and analysis of the results.

The paper of Dr. Drummond deals with the depth, temperature, and shore formation of a lake near Pictou, Ont.,

and traces the source of its underground supply of water to the highlands at the north.

It suggests a line of investigation that might well be applied to many of the lakes of this province, and by whom better than by our teachers?

The *Record of Science* is published quarterly and can be obtained by members of the Provincial Association of Protestant Teachers, through the Committee on Periodicals, along with the privileges of membership of the Natural History Society, for \$1 per year, which is one-fourth of the regular rate. Teachers of natural science especially cannot be too strongly urged to avail themselves of this offer.

JOHN A. DRESSER.

Richmond, January 29th, 1900.

#### BELL'S ILLUSTRATED LATIN READERS.

These books entitled *Scalæ Primæ*, *Scalæ Mediæ* and *Scalæ Tertiæ* as their names imply are graduated exercises in Latin reading. The first consists of simple stories either taken from classic authors or based on classic models and is intended to furnish connected reading to accompany the Latin grammar. The *Scalæ Primæ* is easier than any classical author, and is graded as to difficulty, the sentences being short at first and increasing by degrees in complexity of structure. In this work the story of the Trojan War is thus told :

1. Helena Lacedæmoniorum regis filia erat.
2. Hæc virgo Menelao, nobili duci, desponsa est.
3. Paris autem, Trojani regis filius, hanc virginem amavit.
4. Itaque Helena cum Paride Trojam profugit.
5. Quam maximum possunt numerum navium et militum cogunt.
6. Tum Græci naves conscendunt et Trojam proficiscuntur.
7. Mox in Asiam perveniunt et naves in aridum subducunt.
8. Tum novem annos ab utrisque bellum gerebant.
9. Decimo autem anno Græci rem conficere conantur.
10. Per dolum atque insidias oppido potiri meditantur.

The *Scalæ Mediæ* consists of extracts from Eutropius and

Cæsar and is somewhat more difficult in character than the Scalæ Primæ.

The Scalæ Tertiæ has graduated extracts from Cæsar, Nepos, Phædrus and Ovid.

These books have a continuity of thought that is lacking in the majority of elementary Latin text-books while they do not carry the idea of continuity to the point of weariness as is the case with a minority.

### Official Department.

## NOTICES FROM THE OFFICIAL GAZETTE.

### DEPARTMENT OF PUBLIC INSTRUCTION.

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 22nd day of February, 1900, to appoint Dr. Cedric L. Cotton, member of the Legislative Assembly, for the County of Missisquoi, of Cowansville, a member of the Protestant Committee of the Council of Public Instruction, to replace Dr. R. W. Heneker, who has resigned.

6th March.—To erect into a district school municipality, under the name of "La Présentation de la Sainte-Vierge," in the county of Jacques Cartier, the parish of that name, with the same limits as are assigned to it as such parish by the proclamation of the 11th of July, 1895, with moreover the Dorval Islands, No. 1,027, of the cadastre of the parish of Lachine, in the same county.

This erection is to take effect only on the 1st July next, 1900.

### *Dissolution of the Dissident School Corporation of Ville-Marie, in the County of Pontiac.*

Order in Council of the 17th of March, 1900.

His Honor the Lieutenant-Governor has been pleased to order that whereas the dissentient trustees of the municipality of Ville-Marie, in the county of Pontiac, have allowed a year to elapse without having any school, either in their own municipality, or jointly with other trustees in an adjoining municipality, and have not put the school law

into execution, and do not take any steps to obtain schools, to declare that the corporation of the trustees of the dissentient schools for the said municipality of Ville-Marie, in the said county of Pontiac, is dissolved, and it is hereby dissolved, the whole pursuant to the statute in such case made and provided.

17th March.—To appoint Mr. Fidèle Boudreau, school commissioner for the “Pointe aux Esquimaux,” county of Saguenay, to replace Mr. Epiphane Richard, whose term of office has expired.

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**Articles : Original and Selected.**

THE STATUS OF EDUCATION AT THE CLOSE OF  
THE CENTURY \*

By Prof. N. M. BUTLER, of Columbia University.

“Development so rapid, changes so startling, inventions so undreamed of crowd each other in a whirl of confusing images when we try to picture this century and to note its salient facts. More leaders of enterprise and more captains of industry have appeared during this 100 years than in all previous recorded History. How can all this be interpreted ?

“The wisest answer seems to me to be this : The nineteenth century is pre-eminently the period of individual liberty—political, religious, intellectual, industrial ; and its manifold triumphs and achievements are due to the large opportunities which have been granted to individual initiative and to individual expression. The greatness, the shortcomings and the contradictions of the nineteenth century are alike due to this.

“Education, as a matter of course, has always borne the impress of the civilization whose product it was. In 1848

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\* Some interesting statements from an address on this subject before a Convention of the Department Superintendents of the National Educational Association.

the individual gained the foothold which he had struggled for but lost in the haste of 1789.

“The pressure from practical life followed. The old educational material and traditional educational methods were attacked with greater frequency and with greater vigor as not adapted to modern needs. The ancient languages and the civilizations they embalmed were denounced as fetishes. The world’s philosophy was nonsense, its art was archaic; its literature pedantic and overlaid with form. Straightway altars were erected to new and unfamiliar gods—before all, to that product of the human understanding called science, which Herbert Spencer, with a humor quite unconscious, defined as partially unified knowledge. The new spirit exulted in its freedom. It accomplished much; it ignored much. In a thousand ways it impressed itself on life, on literature and on art. Education was shaken to its foundations. Nothing was sacred. No subject of study, no method of teaching was immune. Old institutions of learning were too slow to move and to adapt themselves to these conditions. New ones were invented, created, set in motion. Wealth, public and private, poured out like water to make possible and to sustain these new types of schools. The seven liberal arts faded into insignificance beside the endless list of subjects now found to be worthy of study.

“This great world-wide movement justified itself for the time by its results. In consequence the hasty conclusion was drawn that not only methods of procedure in education, but the sole principles upon which to proceed, could be learned by the study of the infant mind and the infant body. Upon this as a basis a superstructure of educational theory and practice was erected which would have delighted the heart of that arch Philistine Rousseau. All that had been was misleading, wrong, not on its merits, but simply because it had been. The progress of the race in civilization was explained as having taken place in spite of men’s ideals, not because of them, and it was, therefore, rejected as a source of inspiration and of information. Individualism had not only won a great victory, but apparently its opponents were annihilated.

“This new philosophy, however, had not established itself without a protest, and as this type of the individual-

ism became more and more extreme in its claims the protest grew louder and more earnest. Individualism had gone too far. In the effort of forming its fullest flower, it had torn itself up by the roots. History did mean something after all, and the environment was discovered to be a thing of three dimensions, not of two only. Reflections succeeded to controversy. Meanwhile, the new sciences of nature had themselves been studying embryology and heredity. These words took on new meaning. The individual was seen to be a product as well as a producer. Product of what? Of all that man had thought and done, and of his own infinitesimal self. But if this were true, then what of education? Obviously, the defenders of the new must shift their ground and retreat from the untenable position of Rousseau to the impregnable fortress, Gliedganzen of Froebel, of Hegel and of all philosophical teachers of evolution. This change has been made, and as the century closes the soundest educational philosophy the world over teaches that the individual alone is nothing, but that the individual as a member of society and of a race is everything. Selfhood, which can only be attained by entering into the life history and the experience of the race, is now put in the high place which was about to be rashly filled by selfishness. True individualism, which would enrich the life of each with the possessions of all is well nigh supreme, and sham individualism, which would set every man's hand against his fellow, is disposed of, let us hope, forever. Education rests securely upon the continuous history of man's civilization, and looks to the nature of each individual for guidance in the best methods of conducting him to his inheritance, but not for knowledge of what that inheritance is.

“Every conception of this nineteenth century, educational as well as other, has been cross fertilized by the doctrine of evolution. In whichever direction we turn we meet that doctrine or some one of its manifestations. The course of evolution in the race and in the individual furnishes us with the clew to the natural order and the real relationship of studies. It warns us against the artificial, the bizarre, and points us to the fundamental and the real. Only educational scholarship can protect the scholars against educational dilettantism.”

## THE GROWTH OF THE BRITISH EMPIRE.

SIR CHARLES DILKE.

The beginning of the century is not a marking date in the growth of the British Empire. Before the Great War we had established the commencements of our Empire in India, and had settled down in North America to the loss of the United States and the gain of Canada. The Great War led to the Colonial dominions of Holland, Spain and France passing to some extent within our rule, although in South America we suffered grave defeat at the hands of Spaniards and Indians led by Frenchmen. At the close of the Great War, however, the theory that we had been fighting for the restoration of legitimate kings, which had been maintained by Pitt and the Tories against Fox and a section of the Whigs, prevailed, and we restored to France, and in a measure to the other powers, the territories which we had taken from them. Java, for example, one of the most fertile and easily governed of all tropical islands, was restored after a period of exceptional prosperity it had enjoyed under Sir Stamford Raffles, whose portrait figures at Batavia in the great series of the Dutch 'Governors-General of India.'

While, however, this was, as a general principle, the case, our South African dominions date from the Great War, and it was the Great War which enabled us to substitute ourselves there, politically speaking, for the Dutch, although we have not yet succeeded—probably by our own fault—in making the Cape Dutch as thoroughly contented citizens of the Empire as are the Canadian French.

Our expansion in India has been steady. The great growth of our dominion in the present century has occurred through our conquests of Scinde and of the Punjab, but it has been continuous, and the peaceful absorption of the whole of Baluchistan (which even now is not yet colored red upon our maps) has been the latest successful example of advance. Australia was dotted with a few convict settlements early in the century, but our practical annexation of the whole of Australia, and the covering of that great continent by our self-governing colonies, has been mainly the business of the Queen's reign. In Canada we have during the century stretched forward with actual power, as against a mere disputed paper control, to the Pacific



coast, and the completion of the railway from sea to sea is fusing the country together under the auspices of the successful Federal Government of the Dominion. The federal process is being repeated in the creation of the Australian Commonwealth, and Fiji, with some of the other Pacific stations occupied at later periods in the Queen's reign, will probably end by coming within the orbit of Australia or of New Zealand. In South Africa great annexation of territory took place about the time of the Bechuanaland expedition, despatched by Mr. Gladstone's Second Administration to keep the Boers within the limits of the Transvaal or South African Republic, and a district to which peculiar boundaries have been assigned by the singular arrangements of Lord Salisbury, but which stretches in the centre of the continent far towards the north, is being gradually brought under direct British authority.

The largest recent territorial annexation, accompanied by considerable increase of population of the Empire, which has occurred, is on the west coast of Africa, where, after allowing our old Crown colonies to be surrounded by French dominions, we have, under the auspices of a chartered company, now bought out by the Crown, brought, in the Niger districts, a vast Mohammedan population more or less effectively under our control.

One of the most interesting expansions of the Empire in the Queen's reign is one which is geographically about the slightest, namely, the occupation of the rocky island of Hong Kong, which received afterwards a small development, by a private lease, ultimately turned into annexation, of a little strip on the opposite mainland, which has now recently been enlarged. The trade of Hong Kong, like that of Singapore, cannot be measured by the size or even by the population or wealth of the territory at the spot. Hong Kong, even more than Singapore, has become a vast distributing centre for our China trade, and has shown how completely British interests are suited by good means of distribution, unaccompanied by large territorial concessions, but accompanied by open door or equal opportunity for trade in countries under a foreign flag. If our trade in China could be secured for ever under existing conditions, no annexation would be needed; and our gigantic trade in South America is a proof that no hoisting of the flag is necessary to secure the predominance of British trade

where circumstances are not artificially adverse. Here, however, comes in the difficulty, that these hostile conditions are created for us by the interference of other powers, and that in many cases those who had resisted annexation in the past have been brought naturally to think it necessary.

The process, then, which has occurred with regard to the British Empire in the present century is one rather of the expansion of existing settlements than of the foundation of wholly new ones. Canada has grown in the century from a British patch upon the north-eastern side of America into a Dominion which reaches across the continent to the Pacific. India has grown from three small presidencies into the whole peninsula, with extensions beyond the peninsula on the east and to the north-west. Australia has grown from a convict settlement into an entire British contingent with the separate great colony of New Zealand in its neighborhood. British South Africa has spread from a tiny Dutch colony, itself finally acquired only within the century, into another vast possession. The one great new field has been the Lower Niger; for British East Africa is rather the expansion of a virtual Protectorate, already long existing through our influence in Zanzibar, which itself was the growth of a pre-existing influence in Muscat, than an entirely new creation. In the Niger district and in British East Africa, as in North Borneo and in the Zambesi region, chartered companies have paved the way for the Crown, but the connection between these companies and the Crown was close from the beginning, and in India through the whole century, up to the legislation of 1858, the Crown stood in fact in a position of control towards the East India Company.

My exact subject, the Growth of the British Empire, does not include what is more important than the territorial growth of the Empire itself, namely, the growth in the century of our carrying power and of our merchant shipping fleet. We may say roughly that we are the masters of something like a quarter of the globe, but that as regards shipping we are in possession of almost everything which exists.

One of the best measures of the growth of the British Empire is afforded by considering the position in the Empire of the West Indies. These colonies at the beginning

of the century were among the most important of our possessions in the world. They have not receded, although it is sometimes thought they have. On the whole, they have stood still. But their relative position now is one which is microscopic as compared with our general situation in the world. The weak point, as was shown in his admirable paper, read at a meeting of the Colonial Institute on Valentine's Day, even by so pacific an authority as Sir R. Griffen, is that the means of the defence of the Empire have not relatively prospered at so rapid a pace as has the Empire itself. Our fleet is at the moment relatively stronger than it has been at some previous periods of our history, but it will not in the next few years possess the superiority of strength against a possible combination of powers which seems necessary in the case of an Empire possessing so many jealous rivals, and so dependent for its communications and for the safety of its capital upon the empire of the sea. Our military forces, which would be required for the purpose of bringing to a close even a successful war, are absolutely little stronger than they were a quarter of a century ago, and relatively to the forces of other powers and to the calls upon our own, may be considered to have decreased.—*London Graphic*.

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

THE newspaper is absorbing not only the leisure hours but even the business hours of many people at the present moment. The teachers more than any class of readers require to take the newspaper into account in their daily programme. They must know the trend of thought in relation to so many things. The newspapers keep the teacher up to date in regard to geography, history, civics, literature, science and so forth. But it would be well to take the advice of Emerson in relation to this matter of reading, for he saw very clearly how much time might be frittered away in newspaper reading. Emerson wrote to a college boy: "Newspapers have done much to abbreviate expression and to improve style. They are to occupy during your generation a large share of attention, and the most studious and engaged man can neglect them only at his cost. But have little to do with them. Learn how to get their best, too, without their getting yours. Do not read

when the mind is creative. And do not read them thoroughly, column by column. Remember, they are made for everybody, and do not try to get what is not meant for you. The miscellany, for instance, should not receive your attention. There is a great secret in knowing what to keep out of the mind as well as what to put in..... You cannot quote from a newspaper. Like some insects, it died the day it was born."

THE question of pupil self-government is one that is at present occupying the attention of educationists. There is a strong feeling that children must gradually assume the government of themselves or disastrous results will follow when they are suddenly cast upon their own responsibility. But how to accomplish this end is the question. Mr. W. L. Gill, of New York, the originator of the School City, says, "Citizenship in a self-governing community should be developed by the practice of the principles of self-government from the earliest possible age." Mr. Gill's School City form of government, which has taken root in Milwaukee, Omaha, Chicago, Philadelphia, etc., in both district schools and high schools, is thus described in the *American Review of Reviews* for December: "Mr. Gill looks at a school in an American town as a community of young people associated with one another and with their teachers for purposes having to do with their right training and development. He proposes that for certain purposes the school shall organize itself voluntarily on self-government principles, taking as the form of its organization a model provided by the larger government of the city or town in which the school is situated. It is not necessary that the school organization should conform in all details to the municipal government; for evidently it would not require so many or so diverse departments. But it is plain that the main outlines of a city government could readily enough be adopted. The most obvious thing at the starting point is the holding of elections. The whole school may choose one of the older and more experienced boys for mayor, and in doing so it may follow the electoral mechanism in a general way that is provided for the election of the mayor of the city.

Each class or each school-room may be considered a separate ward or division entitled to a certain amount of representation in the school's common council or board of aldermen. This council meets at stated times and makes

certain rules or laws. The proper enforcement of these rules requires the appointment of a police force, and also the election or appointment of judges before whom the policemen bring the offending citizens whom they arrest.

It is not expected that the establishment of a School City in a given school will supersede the functions of the school board or of the teachers. But it is, on the other hand, expected that it will very greatly modify the management of the school on its disciplinary or governmental side, and that it will also have a really important bearing upon educational methods and results if fairly and patiently tried. One of the greatest practical difficulties under ordinary circumstances in maintaining good school government arises from the fact that the best sentiment of the school is of so little practical use on the side of the governing authority.

The typical good boy in school sees all sorts of misconduct and violation of rules going on about him, but it is no part of his business to interfere, because he is neither directly or indirectly concerned with the government of the school. He cannot report to the teacher, because that would put him in the position of a gratuitous spy and tell-tale on his fellows. But where the self-governing system is introduced and every boy assumes a part of the responsibility for the good order of the institution, the situation is revolutionized at once. Law being self-imposed must be maintained by the united effort of all.

Thus a teacher under the ordinary system of school government is practically powerless to suppress such offenses as profanity on the playgrounds; but under Mr. Gill's system a rule against profanity having been deliberately adopted and promulgated as one of the laws of the School City, the offender is at once arrested, brought before the court, tried, convicted, and sentenced. The sentence probably would be nothing worse than remaining after school and working out ten sums in long division. But the public opinion of the school, followed up by such prompt measures, would do more to abolish profanity in ten days than the best teacher could probably do in a year.

The same observations would apply to the offense of cheating in examinations. Where the young citizens under Mr. Gill's system take it upon themselves to detect and suppress such offenses, the teacher may be sure enough that the best sentiment of the school will prevail.

In the University of Virginia and some other institutions of the South what is known as the "honor system" has always prevailed, and the professors have not concerned themselves in the least with such matters as cheating in examinations or other offenses having to do with the upright and gentlemanly behavior of the students. The students having assumed full responsibility for the right conduct of the student body in all such matters relating to themselves, the enforcement of high standards is more perfect than in any other institutions perhaps in the world. It is to very much the same principle in human nature that Mr. Gill's School City appeals."

This is teaching civics practically. Mr. French, the Principal of Hyde Park High School, Chicago, states the method of safe-guarding the whole system: "While these powers are entrusted to the student, it is with the distinct understanding, that, if they are abused or misapplied, the principal or teachers will immediately intervene."

### Current Events.

A SCHOOL for abnormal and anæmic children is being established in Virginia. Is it wise to have a great many sick children educated together?

—THE American Primary Teacher draws attention to an educational experiment by Mr. F. D. Boynton, Principal of the Ithaca High School. Mr. Boynton finds that any good teacher can do as much with twelve little children in one hour as with forty-eight in five hours. If this is so, we may expect a great reduction in school expenses shortly.

—ARBOR Day is for the study of nature, and for assisting nature in pleasing mankind. As you plant a tree or a flower, remember that you are likewise planting a thought in your life, which will become fragrant and fruitful if it be planted in a good soil.—*F. J. Browne.*

—THE new Principal of Aberdeen University is the Rev. John Marshall Lang, D.D.

—In Scotland there is a dearth of male teachers willing to teach for £90, or less, a year. The result is that salaries are rising.

—MR. Jerome Wallace, head-master of the Canonbie Public School, Dumfriesshire, has been appointed by the

Canadian Government to be organiser and instructor of the Sloyd system of training children in Canada. Mr. Wallace is considered one of the best authorities on the subject in this country, having thrice visited Sweden and studied it on the spot. He is also known as the author of a very complete and popular course of Woodwork for Schools, to be followed immediately by a practical manual on Timber and Tools, both published by Messrs. T. Nelson and Sons. His friends wish him every success.

The *Practical Teacher* of London, England, publishes the above under the heading, "Colonial Appointment for a Scotch Teacher."

—A WRITER in *Leslie's Weekly* is advocating an "Institute of Philippine Dialects," where the young men who are going out to fill positions in the public service on the Islands of the Philippine group may learn the language of the particular tribes to which they may be sent to set forth "Uncle Sam's wishes." Native interpreters have proved unreliable. The educated Filipinos, as well as the natives in Manila and in a few other large cities, speak the language of their Spanish masters, but millions of them know no word of Spanish, and it goes without saying that they do not speak English.

—MELBOURNE, the Capital of Victoria, has been very successful in an experiment with technical schools. Three years from the opening of "The Working-Men's College" 2,000 students were in attendance. The subjects taught fall under nine departments. Among these may be mentioned mathematics, engineering, mining, metallurgy, chemistry, art and applied art, and rural industries. The trades are represented by plumbing, carpentry, coach building, printing, house painting, etc.

—THE city authorities of Berlin have established a kind of botanical garden from which all the city schools are provided with a sufficient number of plants and specimens serving to illustrate botanical and biological instruction. On specified days 50,000 to 100,000 specimens are delivered to the schools and classes studying botany. Both elementary and secondary schools are thus provided.—"Report of the Bureau of Education."

—THE MILLENNIUM OF ALFRED THE GREAT.—The year 1901 will be the thousandth anniversary of the death of

England's celebrated king, Alfred the Great. A memorial service is to be held in his honor in many parts of the Anglo-Saxon world, among others at his burial place in Winchester, where a monument is to be erected to his memory.

—MRS. A. M. Hughes, wife of Inspector J. L. Hughes, of Toronto, was elected president of the Ontario Educational Association. It is the first time that a woman has been appointed to this office.

The thirty-ninth annual meeting of this association was signalized by a most interesting and able discussion of the question of the relation of the school to the Bible. Other subjects discussed were manual training, spelling reform, local nature observations for the Province, etc.

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

#### **COMPETITION EXERCISE.**

WE have thought it wise to vary the exercise for competition this month. Pupils are required to re-write the following extract, putting synonyms for as many words as possible. The spirit and intention of the author must be preserved :

As I grew up, came into the world, and observed the actions of men, I thought I met with many, very many, who gave too much for what they received.

When I saw one too ambitious to court favor, sacrificing his time in attendance on levees, his repose, his liberty and perhaps his friends to attain it, I have said to myself, "This man is paying too much for his whistle".

When I saw another fond of popularity constantly employing himself in political bustles, neglecting his own affairs and ruining them by that neglect, "He pays, indeed", said I, "too much for his whistle".

If I knew a miser who gave up any kind of a comfortable living, all the pleasure of doing good to others, all the esteem of his fellow citizens and the joys of benevolent friendship for the sake of accumulating wealth, "Poor man", said I, "you pay too much for your whistle".

When I met with a man of pleasure sacrificing every laudable improvement of the mind or of his fortune to mere corporal sensations, and ruining his health in their pursuit,



“Mistaken man”, said I, “you are providing pain for yourself instead of pleasure”.

If I see one fond of appearance or fine clothes, fine houses, fine furniture, fine equipages, all above his fortune, for which he contracts debts and ends his career in a prison, “Alas!” say I, “he has, paid dear, very dear for his whistle”.

In short I conceive that a great part of the miseries of mankind are brought upon them by the false estimates they have made of the value of things.—*Benjamin Franklin*.

Each month a prize will be awarded to the school that sends to the editor of the RECORD the neatest exact reply to the questions and exercises of the preceding month. No more than one reply must be sent from one school, but it may be the work of one pupil or the composite work of any number of pupils. The teacher may criticize the work during the progress, may point out that any answer is incorrect, but must not herself do any part of the work or state what is the correct answer. The reply must be posted to the editor within three weeks of the date of issue of the questions in the RECORD. The award of the editor is to be final and without dispute, and will be published not later than the third issue after the publication of the questions. The prize when received will be at the disposal of the teacher, either to reserve for school use or to give to the pupil who has most contributed to the successful issue. To facilitate the transmission of the prize, with every reply submitted must be given the name of the school, the grade competing, the name and address of the teacher, and, if the reply be the work of one pupil only, the name and age of that pupil.

The best answer will be published in the second issue of the RECORD succeeding that in which the exercise appeared.

The following exercise is open to competition to all school grades, but in assigning the prize this month the age of the child, or the average age of the class, competing will be taken into account.

—PROBLEMS like the following are helpful in awakening thought and rousing an interest in foreign countries. Say to the children: “Now imagine that you are boys and girls living in Bombay. I want you to write me a letter describing the way you eat, the food you eat, the clothes you wear, the way you ride about the city, the church and school you attend and the work you do.” To do this well the child

must enter into the life of the Hindu and see things somewhat from his point of view.

—Two suggestions have been received from teachers for the celebration of Empire Day.

One teacher proposes that India be the subject for the geography lesson on Empire Day, so that the sufferings, on account of famine, of this large part of the Empire, may be intelligently understood, and that sympathy for it may be aroused.

The other suggestion is to be found in the Correspondence column.

-- THE aim of education is, in truth, always an ideal aim, for it contemplates the completion of a man—the realization in each man of what each has it in him to become.—*Laurie*.

—MIND grows by mysterious contact with spirit; thought kindling itself at the fire of living thought —*Carlyle*.

--A TEACHER was explaining to a little girl how the trees developed their foliage in the springtime. "Oh, yes," said the child, "I understand; they keep their summer clothes in their trunks."

—Equations in Algebra, where the square root sign is used, present a difficulty to students working simple equations. Take for instance  $\sqrt{x+11} + \sqrt{x+9} = 10$ . In solving for  $x$  the students want to square  $\sqrt{x+11}$  and  $\sqrt{x+9}$  separately. In such cases an arithmetical example is very useful, because in arithmetic the results can be shown to be true or false. Take  $5 + 4 = 9$ . Square both sides of the equation, first, as the children usually do. Then  $25 + 16 = 81$ ; a statement evidently untrue. Now square, as you square any binomial, and you get  $25 + 20 + 16 = 81$ . Take a somewhat more difficult arithmetical example,  $\sqrt{9} + \sqrt{4} = 5$ . Try the children's method first. Then  $9 + 4 = 25$ . This statement is evidently incorrect. Now square considering  $\sqrt{9} + \sqrt{4}$  as a binomial. Then  $9 + \sqrt{9 \times 4} + \sqrt{9 \times 4} + 4 = 25$  i.e.  $9 + 6 + 6 + 4 = 25$ .

—THE folly of trying to learn a living language, by means of a grammar and dictionary, is illustrated again and again. Here is another instance taken from current history. "I have before me a letter from a Parisian friend, a gentleman of some literary note in his own country, who informs me that he is learning English by the aid of a small text-book and a dictionary, without any other instructor; and he adds: 'In small time I can learn so many English as I

think I will come to the America and go on the scaffold to lecture.' ”

—WE print this month two recitations for Empire Day: “The British Union Jack” and “Canada Forever.” The former was recited most effectively recently, at the School Concert of the Girls’ Department of the McGill Model School, by a girl waving an old tattered Union Jack, and at the High School Concert, Montreal, by one of the boys supported by a small army of other boys carrying the Canadian flag. The latter, by Miss A. M. Machar (Fidelis), won the first prize in the “Witness” National Song Competition in which over seven hundred persons from various parts of the Empire took part.

## THE BRITISH UNION JACK.

### I

It's only a small piece of bunting,  
 It's only an old colored rag,  
 Yet thousands have died for its honor,  
 And shed their best blood for the flag.  
 It's charged with the cross of St. Andrew,  
 Which of old Scotland's heroes has led ;  
 It carries the cross of St. Patrick,  
 For which Ireland's bravest have bled ;  
 Joined with these, on our own British ensign,  
 St. George's red cross on white field,  
 Round which, from King Richard to Wolseley,  
 Britons conquer or die, but ne'er yield.

### II

It flutters in triumph o'er ocean,  
 As free as the winds and the waves ;  
 And bondsmen from shackles unloosened,  
 'Neath its shadows no longer are slaves.  
 It floats over Cyprus and Malta,  
 O'er Canada, the Indies, Hong Kong ;  
 And Britons, where'er that flag's flying,  
 Claim the rights which to Britons belong.  
 We hoist it to show our devotion  
 To our Queen, to our country and laws,  
 It's the outward and visible emblem  
 Of advancement and liberty's cause.  
 You may say it's a small piece of bunting,  
 You may call it an old colored rag,  
 Yet freedom has made it majestic,  
 And time has ennobled the flag.

## CANADA FOREVER.

Our Canada, strong, fair and free,  
 Whose sceptre stretches far,  
 Whose hills look down on either sea,  
 And front the polar star ;—  
 Not for thy greatness—hardly known—  
 Wide plains, or mountains grand,  
 But as we claim thee for our own,  
 We love our native land.

God bless our mighty forest land  
 Of mountain, lake, and river—  
 Thy loyal sons, from strand to strand,  
 Sing, 'Canada Forever.'

Wrapped in thy dazzling robe of snow,  
 We proudly call thee ours,  
 We crown thee, when the south winds blow,  
 'Our Lady of the Flowers !'  
 We love thy rainbow-tinted skies,—  
 The glamor of thy Spring,—  
 For us, thine Autumn's gorgeous dyes,  
 For us, thy song-birds sing.

God bless our fair Canadian land,  
 Of mountain, lake, and river,—  
 Thy loyal sons, from strand to strand,  
 Sing, 'Canada Forever.'

For us, thy brooding summer wakes  
 The corn-fields' waving gold,  
 The quiet pastures, azure lakes,  
 For us, their treasures hold,  
 To us each hill and dale is dear,  
 Each rock, and stream and glen,  
 Thy scattered homes of kindly cheer,  
 Thy busy haunts of men.

God bless our own Canadian land  
 Of mountain, lake, and river,—  
 Thy loyal sons, from strand to strand,  
 Sing, 'Canada Forever.'

Our sires their old traditions brought,  
 Their lives of faithful toil,  
 For home and liberty they fought,  
 On our Canadian soil :  
 Quebec to us is sacred still,  
 Nor less is Lundy's Lane,—  
 Long may a loyal people fill  
 The land they fought to gain.

God bless our own Canadian land  
 Of mountain, lake, and river,—  
 Thy loyal sons, from strand to strand,  
 Sing, 'Canada Forever.'

Saxon and Celt and Norman we :  
 Each race its memory keeps,  
 Yet o'er us all, from sea to sea,  
 One red-cross banner sweeps.  
 Long may our 'Greater Britain' stand  
 The bulwark of the free ;  
 But Canada, our own dear land,  
 Our first love is for thee !

God bless our own Canadian land  
 Of mountain, lake, and river,—  
 The chorus ring from strand to strand  
 Of 'Canada Forever.'

--LEARNING TO THINK.--Learning to think is by far the most important part of education ; and it is that part of it which is most neglected. With all the boasted advantages of our system of public instruction, it fails in this. It seems to go on the assumption that education consists chiefly in what is put into the mind, rather than in what is drawn out of the mind's own inherent powers. The result is a system of cramming, which, as an educational process, does the minimum of good, with the maximum of evil. Children, and even young men and women, are made to think that education is something external to the mind, rather than something in the mind and of the mind itself ; and the lessons of the school and college are apprehended as an end, rather than as a means, their value being estimated according to what they put into the mind, rather than the mastery which they give the student over his own powers. In other words, the impression is created that knowledge is the test of education, and that in proportion

to the amount of it which is stowed away in the memory, however crudely, is the victim of this cramming process to be regarded as an educated boy or girl, or man or woman.

Surely no person, whether man or woman, can be called an educator in the proper sense of the term, who has not the power to draw out, to develop these faculties, and teach the student to use them to the best advantage. In other words the great business of the teacher is to teach his pupils to think ; and in order to this, he is not to stand, holding his tallow candle over their heads to show them the dusky way to the attainment of the knowledge which he would have them possess, but to touch a spring which shall turn on the electric light within, that shall be with them through the entire journey of life, enabling them to make the best of their opportunities in every department of activity in which their inclination may lead them to engage.—*The Christian Guardian*.

—SCHOOL GARDENS.—The recent pamphlet issued by the United States Department of Agriculture upon the school gardens of the Rhine affords food for thought to a writer in the *Outlook*. This writer says :

It is a common experience to enter from an absolutely barren school yard into a school-room decorated with botanical and natural history charts, and to find that these charts and text-books are the only mediums used for teaching these branches of the natural sciences. The pamphlet above named shows the practical application of the school-room work. The grounds are cultivated solely by the pupils, two hours' work per week being compulsory. The result is that the community life is affected. The farms and gardens are cultivated with new knowledge ; the boys and girls work in the home grounds with greatly increased interest. Destructive insects and diseases are watched for. The products of the farms and gardens in the district bring the best prices, because they are handled with care and intelligence. The first requisite for this work is such practical knowledge as will make success possible. The introduction of the school garden into this country is entirely feasible. It would create a new avenue of employment for the students in our agricultural colleges and experiment stations ; it would make another avenue for the use of the knowledge collected for our Department of Agriculture. Our township system would make a practical division for the control of one agricultural supervisor and instructor.

## GREAT BRITAIN'S TRADE ROUTES.

There are many possible answers to last month's problem on the above subject. The one given below is representative of the principal products carried to and from various parts of the Empire.

	FROM	THROUGH.	CARGO.	To	RETURN CARGO.
1	Liverpool.	Mouth of the Mersey, Irish Sea, St. George's Channel, Atlantic O.	Textiles, chemicals, iron and steel manufactures.	New York.	Grain, cattle, hay.
2	Glasgow.	River Clyde, Firth of Clyde, North Channel, Atlantic O., Str. of Belle Isle, Gulf of St. Lawrence, River St. Lawrence.	Iron and steel manufactures, dyed and printed cottons, chemicals.	Montreal.	Grain, nickel, copper.
3	Southampton.	Southampton Water, English Channel, Atlantic O.	Boats, engines, iron manufactures.	New York.	Grain, cattle, hay.
4	Southampton.	Southampton Water, English Channel, Atlantic O., Florida Strait, Gulf of Mexico.	Boats, engines, iron manufactures.	New Orleans via Havana.	Molasses, sugar, cotton, tobacco, cigars, bananas.
5	Southampton.	Southampton Water, English Channel, Atlantic Ocean.	Boats, engines, iron manufactures.	St. Thomas, (West Indies).	Fruits, rum, guinea grass.
6	Southampton.	Southampton Water, English Channel, Atlantic Ocean, Mouth of the Rio de la Plata.	Woolle n goods, cutlery, crockery.	Monte Video.	Wool, canned-beef, bones.
7	Plymouth.	Plymouth Sound, English Channel, Atlantic O.	Tin, fish, marble.	Cape Town by Ascension and St. Helena Islands.	Ivory, rubber, feathers.
8	Liverpool.	Mouth of the Mersey, Irish Sea, St. George's Channel, Atlantic O. Indian O.	Cotton, iron and woolle n manufactures.	Mauritius.	Sugar, vanilla, drugs.
9	Mauritius.	Indian O., Bass Str., King George Sound, Yarra-Yarra River, Indian Ocean, Arabian Sea.	Coffee, indigo, pepper.	Melbourne and Bombay.	Wool, gold, hides. Opium, indigo, tea.

## GREAT BRITAIN'S TRADE ROUTES.—(Continued.)

	FROM	THROUGH.	CARGO.	To	RETURN CARGO.
10	London.	Thames R., Mouth of the Thames, Straits of Dover, English Channel, Atlantic Ocean, Straits of Gibraltar, Mediterranean Sea, Suez Canal, Gulf of Suez, Red Sea, Straits of Bab-el-Mandeb, Gulf of Aden, Indian Ocean, Bass Strait, King George Sound, Mouth of the Yarra-Yarra River.	Tinware, iron-ware, fabrics.	Melbourne via Mediterranean Sea.	
11	London.	Thames R., Mouth of the Thames, Str. of Dover, Eng. Chan., Atlantic O., Pacific O., King George Sound, Bass Str., Yarra-Yarra River.	Textiles, machinery, cutlery.	Melbourne by Cape Horn.	Wool, gold, feathers.
12	Aden.	G. of Aden, Arabian Sea.	Coffee, dates, horses.	Bombay.	Jute, coal, rice.
13	Bombay.	Arabian S., Indian O., Bass Strait, King George Sound, Yarra-Yarra River.	Wheat, opium, seeds.	Melbourne by Pt. de Galle.	Wool, gold, wine. Pearls, coffee, cinnamon.
14	Cape of Good Hope.	Indian O.	Ivory, diamonds, rubber.	Adelaide and Hobart Town.	Canned meats, wool, leather. Corn, wool, hides.
15	Victoria.	Juan de Fuca Str., Pacific O.	Gold, coal, lumber.	Yokohama.	Jap. goods, silk, tea.
16	Yokohama.	Pacific O., Eastern Sea, Str. of Formosa, China Sea.	Copper, sulphur, rice.	Hong Kong.	Tea, rice, spice.
17	Hongkong.	South China Sea.	Tea, spice, rice.	Singapore.	Pine-apples, nut-megs, cocoa-nuts.
18	Aden.	Gulf of Aden, Arabian Sea, Indian Ocean.	Camels, coffee, gums.	Pt. de Galle.	Cinnamon, tea, pearls.
19	Pt. de Galle.	Indian O., Str. of Malacca.	Coffee, pearls, spices.	Singapore.	Aloes, gambier, nut-megs.
20	Singapore.	China Sea.	Coffee, nut-megs, aloes.	Batavia (Java)	Arrack, teak-wood, palm-oil.



GREAT BRITAIN'S TRADE ROUTES.—*Continued.*

	FROM	THROUGH.	CARGO.	To	RETURN CARGO.
21	Batavia.	Java Sea, Flores Sea, Arafura Sea, Torres Sea, Coral Sea, Pacific O.	Indigo, teak-wood, coffee.	Sydney.	Frozen meat gold, wool.
22	Halifax.	Atlantic Ocean.	Hay, nickel, copper.	Boston & N.Y.	Tobacco, corn cotton.
23	Montreal.	St. Lawrence R., Gulf of St. Lawrence, Atlantic O., North Channel, Irish Sea, Mouth of the Mersey.	Cattle, nickel, hay.	Liverpool.	Cotton fabrics, cutlery, woollens.
24	Victoria .....	Juan de Fuca Str., Pacific O.	Lumber, coal, salmon.	Sydney.	Wool, tallow, ostrich feathers.
25	Auckland.	Waitemata Bay, Pacific O.	Kauri gum, flax, gold.	Honolulu.	Molasses, sugar, bananas.

—THERE is a good teaching method that is evidently gaining ground among us. This is the pushing more and more out of the school work the idea of emulation. The pitting of one child against another engenders moral weakness and prevents the child seeing the true end of education—the development of his own powers quite regardless of comparison with others.

—WHAT ARE THE DUTIES OF CANADIAN CITIZENS ?—It is the highest duty of a Canadian citizen to obey the laws, even if they are, in his belief, unjust or unwise. Resistance to the law is inexcusable, because the people themselves make the laws ; the courts are open for the redress of grievances, and by patient argument and exposure before the people, the repeal of bad or unjust laws can with certainty be effected.

Further, it is the duty of citizens to watch the conduct of public officers, and if they do not perform their duties properly to expose their misconduct, to arouse public sentiment against them and cause their punishment by defeat for re-election. It is only by such constant vigilance in the individual that a free nation can hope to preserve its liberties unimpaired

What are the rights of a Canadian citizen ?

A Canadian citizen is a free man ; no one can enslave him ; and his liberty cannot be taken from him except for crime, of which he must be convicted upon a fair trial. Neither can his property be taken except by due process of law.

He has a right to believe and worship God as he pleases, and to express his opinions on all subjects freely, but he can be punished for slandering his fellow-citizens or inciting others to riot against the Government. He has a right peaceably to assemble and to petition the State or Federal Government for redress of grievances.

If he be arrested, it must be on a proper and legal warrant served by an officer of the law, who must show his authority. He may be released on bail except for a capital crime, and be produced before the nearest court, on writ of *habeas corpus*, in order that it may decide if the arrest and imprisonment were properly made.

He has a right to a speedy trial, by jury, to be confronted by witnesses against him, to engage a competent person for defense, and to know definitely the accusation against him. He can apply to the court for protection to person and property, and is entitled to damages if the authorities do not protect him. Officers of the law cannot search his house except on proper warrant.

The citizen may keep and bear arms, but not concealed upon the person. If an officer of the law arrests or tries him in an unlawful manner he can sue such official for damages.

An interesting lesson on Civics may be drawn, by the Socratic or question and answer form of lesson, from the facts given above. These have been adapted to Canadian conditions from an article in *Our Times*.

—THE DECORATION OF THE SCHOOLROOM.—A recent Ministerial circular in France deals with the decoration of the schoolroom. "The school," we read, "is not to be regarded as a mere place of call, where instruction is to be had between the ages of six and thirteen ; it is intended rather to be a home whither the child may return as an adult to complete his education, and where he may be sure of finding a counsellor in his former master, and friends in his former school-fellows. Appropriate mural decoration—especially coloured landscapes, portraits of great men, and reproductions of some of the great national pictures—will, it

is urged, contribute to this result. The familiarity with French landscapes will, moreover, serve to foster the finer forms of patriotism, "mieux connaître son pays, c'est être prêt à le mieux servir." As the purpose of the Minister is also to "awaken the taste and develop the sense of beauty," we may assume that the pictures will be carefully selected, and that such daubs as occasionally do duty on our own school walls will not be allowed to disfigure the schools in a country where "for ten centuries art has been developed from age to age with such marvellous originality." It may be hoped, too, that pictures of which the interest centres in slaying,—man or animal—will be excluded more rigorously than with us, even though France has not yet founded her Society for the Prevention of Cruelty to Animals."

—CIRCUMSTANCES are the rulers of the weak; they are but the instruments of the wise.—*Lover.*

—AN ALARMING DESTRUCTION.—Through the Middle States and in some parts of the South, a mischievous trade is carried on during the winter and the early spring. It is the slaughter of insect-destroying birds, to be sold as "reed-birds" in the city markets. "Reed-bird on toast" is a favorite dish with the epicures; but the epicures seldom get the "reed-birds" they order.

Authorities at Washington declare that hundreds of thousands of robins, bluebirds, cedar-birds, shore larks and other insect-eating birds are killed for this purpose every year. A single dealer in Washington received five thousand robins in one shipment from North Carolina and sold them all as reed-birds.

Not only is the traffic reprehensible as a commercial fraud, but it is a direct and very grave injury to farmers, whose fruit trees, shrubs and crops would be seriously injured, and in some cases ruined, if insectivorous birds were exterminated.

Through the work of the men of science in the Government departments at Washington, our farmers are learning the value of insect-destroying birds to their fields and gardens. They are, therefore, neglectful of their own interests if they do not protest against this cruel and ruinous traffic, not only in the name of humanity, but because of the imperative needs of agriculture.

—Now is the time to have a talk with the children about the value of the bird life of our continent.

—THE music of birds was the first song of thanksgiving which was offered on earth before man was formed. All their sounds are different, but all harmonious, and all together compose a choir that we cannot imitate.—*Selected.*

—AT the annual meeting of the Association of Teachers and Lecturers in Training Colleges on the 11th of January, the Bishop of London, Eng., delivered an address, containing, of course, some good things and some things profitable. As the meeting took place in the Imperial Institute, it is to be presumed that a more wide-spread teaching community was in the Bishop's mental view than any that could be gathered from the little island in the North Sea, where the sources of our civilization lie. Colonial teachers, not less readily than teachers at home, will recognize a true description of their function in the Bishop's representation of it as resembling a mustard blister. The teacher, so runs the explanation of the parable, is a person who applies himself to as many minds as possible, and he is only really doing his work when he is producing a strong irritation on those minds. In the olden time, and even to this day, in certain seminaries of sound learning and religious education, the irritation is not confined to the pupil's mind; rather when the blister fails to act, or acts imperfectly on the mind, compensation is found in an irritating operation on the pupil's body. The fact that this compensation is generally limited to the case of boys may be accounted for, not only by the physical difference of which it is proper to take account, but also by the intellectual difference tersely stated by the Bishop. "From his knowledge of the English boy," he said, "he had not been able to discover any means by which that boy could be induced to learn anything, except at the point of the bayonet. The boy was carefully prepared by nature to face the world as it was, but he also carefully prepared himself, and his natural and acquired equipment rendered him an exceedingly obdurate person to deal with; he began with a deeply-rooted objection to knowledge; he disliked knowledge for its own sake, and not for any ulterior results; he not only disliked it, but he despised it, and how that dislike was to be got over was the great problem which the teacher of boys always had to face. There was a great deal of difference in the teaching of boys and girls. It was said that the accident of sex could be disregarded, but he thought that the difference

corresponded to certain mental qualities. There were these two great differences, the girl really wanted to learn, and the boy was determined not to learn. The boy always regarded his teacher and the subjects taught with contempt, whereas the girl had a mild and sometimes impetuous enthusiasm for her teachers." This description of the sexual antagonism in the intellectual sphere is worth getting up for the occasion of a prize distribution by some distinguished person having a prospect of so delightful an engagement in the future.

The danger of being hardened by the formal and mechanical side of things was one which the teacher was bidden avoid. A system which turns out boys and girls who, after passing their last examination, are resolved never to open another book, certainly leaves much to be desired in the way of mental quickening. The teacher who is to be an intellectual blister, stimulating the mind and accelerating its activities, must cultivate the quality of mental alertness; he must also have a sense of vocation, and the gift of sympathy. For want of these attainments, and especially through defect of sympathy, teachers sometimes produce results illustrated in the following anecdote: "The Bishop quoted a case in which a scholar was asked by an inspector the meaning of the title to a book called 'Our Feathered Friends,' which referred to birds. The child in answer said it meant 'The Angels,' and another described it as 'Red Indians.' That the name of the book had any connection with its contents had never entered the minds of the children, and the answers given showed that there was some defect in the teacher's method." On the other hand the mental alertness of the teacher may sometimes spring a surprise in its reflection in the pupil: "The Bishop quoted an example of this, in which a class was asked to describe a man and something connected with him, his qualities, for instance, and the inspector presented himself as the subject. The description of one child was 'A little man,' but the inspector was not satisfied. After a long pause another child said, 'Please, Sir, an ugly little man.' That, the Bishop remarked, showed powers of observation." It was perhaps lucky for the observant pupil that the inspector was the object of the exercise, not the teacher. The Bishop's closing advice may be commended to all who are engaged in forming the minds and characters

of the growing generation: "But the teacher's business was to do something which was beyond the power of the inspector to ascertain; and the elementary teacher would never be happy until he said, 'I know how much I am teaching these children, which no inspector could put his finger upon, and in that knowledge I am quite contented, and by that knowledge I am ready to stand or fall.'" If that spirit could be instilled into the minds of the teachers, the training colleges would have done their share in equipping them to deal with the great responsibilities and difficulties of the honourable but onerous profession, to which they have been called.—*The Capetown Times*.

—STAYING POWER IS THE SECRET OF SUCCESS.—"I have been watching the careers of young men in this city for thirty years," said an eminent New York preacher, recently, "and I find that the chief difference between the successes and the failures lies in the single element of staying power." It is by tenacity of purpose, rather than by sudden dash, however brilliant, that success is won. Hindrances, checks, trials, instead of defeating one, should bring out one's native force. "Feeble natures," on the contrary, as Balzac strikingly says, "live in their sorrows, instead of converting them into apothegms of experience. They are saturated with them, and they consume themselves by sinking back each day into the misfortunes of the past. To forget is the great secret of strong and creative existences—to forget after the manner of Nature, which knows no past, and begins again every hour the mysteries of her indefatigable productiveness." Harken to an old English dramatist:

The wise and active conquer difficulties  
By daring to attempt them; sloth and folly  
Shiver and shrink at sight of toil and hazard,  
And make the impossibility they fear.

—*Saturday Evening Post*.

—THE EYESIGHT OF SCHOOL CHILDREN.—That the eyesight of school children may be preserved, in the best possible condition, the following rules should be carefully observed, says Dr. B. F. Rogers in the *Buffalo Medical Journal* for last March:

"*Light*.—This commences, of course, with the location of the school lot, its surroundings, and the number and location

of the windows. Quantity and quality of light are modified by the color of the walls and the shades to the windows. Shades should be hung on the adjustable shade fixtures.

“*Tints.*—Blue, gray, or neutral tints are the best for walls.

“*Desks.*—Adjustable desks should be used and placed so that the light falling from the upper sash, when possible, shall strike the desk over the pupil’s left shoulder.

“*Artificial Light.*—Artificial light is always a bad light for young eyes; school children with myopia or any form of eye-strain should not work or study by artificial light.

“*Writing on Blackboards.*—The writing should be large and legible; if required to be read at fifteen feet, it should be large enough to be read at thirty feet.

“*Excessive Work.*—School hours should be carefully adjusted to the strength of the pupil. There should be frequent intervals during school hours for relaxation of the eyes.

“*Length of School Year.*—There is no time gained for the pupil by school sessions the last half of the month of June and the first half of September, the two most beautiful months of the year for outdoor recreation.”

—AT a recent conference of head masters of English schools the subject of “Teaching English,” among other subjects, was under discussion. The Rev. G. C. Bell in introducing the question said, “That his experience showed that public school boys, even in the higher forms, were often deficient in their knowledge of English to such a degree that even their purely classical work was seriously hindered by their inability to understand English, their limited vocabulary, and their lack of power to express their thoughts orally or in writing. The time usually assigned to the teaching of English was not sufficient. The remedy suggested for the lower form boys was an intelligent knowledge of simple English prose and verse; and for this purpose a series of reading books, graduated in difficulty, should be employed. This would be greatly helped by continual practice in reading aloud and careful attention paid to pronunciation, and by degrees to spirit and expression. For the higher form boys the reading books used in the lower forms should be replaced by a careful choice of English classical writers in prose and verse. There were lots of good readers for elementary schools, but they were

hardly suitable for public school boys. Some of the upper standard ones that he had tried with his lower forms had been condemned by them as babyish. If only their humility were proportioned to their ignorance, their progress might be greater. He had approached Messrs. Macmillan with a view of their putting in hand a series adapted for higher schools, and the firm had consented to undertake the work if he would give an assurance that they would be generally used. This, at present, he was unable to do. Not seldom the English lesson justified Mr. Balfour's prayer that the school-master might not spread his blighting influence over the fair fields of English literature. But, if the school-master used his efforts properly, no lesson could be more effective for training style, and giving a spur to the imagination."—*Journal of Education*.

One head master was of the opinion that essay writing was all important in this relation, other masters thought that the reading aloud to the boys, by one who understood English, was the *sine qua non* for obtaining good English.

—THE COMING ECLIPSE OF THE SUN.—The children will be interested in hearing about the eclipse of the sun that is to take place on the 27th of May in America and on the 28th of May in Portugal, Spain and Algiers. The eclipse will be visible in the Southern States—in Louisiana, Georgia and North and South Carolina. The total eclipse is caused by the moon passing between the sun and us and blotting it out. The total eclipse lasts only two minutes. Dr. Grant has written a magnificent description of this, the most awesome phenomenon of nature. "On no other occasion does the display of stupendous power," he says, "in the economy of the physical universe exercise so subduing an influence over the mind, or produce so humiliating a conviction of the impotence of all human efforts to control the immutable laws of nature and arrest the course of events, as when the glorious orb of day, while riding in the heavens with unclouded splendor, begins to melt away from an unseen cause, and soon totally disappears, leaving the whole visible world wrapped in the sable gloom of nocturnal darkness. The scene is rendered still more impressive by the circumstances accompanying so remarkable an occurrence. The heavens assume an unnatural aspect which excites a feeling of horror in the spectator: a livid hue is diffused over all



terrestrial objects; plants close up their leaves as on the approach of night; the fowls betake themselves to their resting places; the warbling of the grove is hushed in profound silence; in other words, universal nature seems to relax her energies, as if the pulse, which stimulated her mighty movements had all at once stood still." Sir Norman Lockyer, after an experience of seven eclipses of the sun, says that no better description of the phenomenon has ever been written.

—"ART is man's conception of nature."

—"GREAT minds rest themselves on small ones."

—WHILE YOU ARE YET GROWING.—Growing girls and boys do not always appreciate that it is while they are growing that they are forming their figures for after life. Drooping the shoulders a little more every day, drooping the head as one walks, standing unevenly, so that one hip sinks more than the other—all these defects, easily corrected now, will be five times as hard in five years, and twenty-five times as hard in ten years. A graceful, easy carriage, and an erect, straight figure, are a pleasure to beholder and possessor, and are worth striving for.

An easy way to practise walking well is to start out right. Just before you leave the house, walk up to the wall and see that your toes, chest, and nose touch it at once; then, in that attitude, walk away. Keep your head up and your chest out, and your shoulders and back will take care of themselves.

A southern school teacher used to instruct her pupils to walk always as if trying to look over the top of an imaginary carriage just in front of them. It was good advice, for it kept the head raised. Do not think these things are of no value. They add to your health and your attractiveness, two things to which everybody should pay heed.—*N. Y. Times.*

### PRIZES AWARDED FOR MAP EXERCISES.

It has been decided to award two prizes for answers to the Map Exercises on the Equator, the Tropic of Cancer and the Tropic of Capricorn. The prizes have been won by the 4th Grade pupils of the Papineau Village School No. 7, who sent a composite answer, and by J. C. Morrill, of the Way's Mills School.

Unless we receive a special request not to do so, we shall in future, in addition to announcing the name of the school winning the prize, publish the names of the schools sending in superior work.

### Correspondence.

#### EMPIRE-DAY SUGGESTIONS.

*To the Editor of the RECORD :*

DEAR SIR,—As a reading exercise for Empire day, which seems likely to be interesting and also successful, I have instructed my class to select a short extract or paragraph, from some book, magazine or paper, bearing upon some person or event or fact connected with the British Empire. The selection may be a short anecdote, an interesting bit of history, an extract from statistics, or a biographical sketch, and may refer to or be the work of some one distinguished in literature, art, music, painting, sculpture, oratory, statesmanship, discovery, invention, philanthropy, self-sacrifice, or in anything else in which a good deed or noble act has tended to benefit individuals or the Empire at large. The article selected by each pupil must be submitted for inspection, and if it be of sufficient merit it must be read before the class on Empire day. Should it be too long it must be abbreviated or a shorter piece found. As the selections are made and passed, each pupil must study his own choice so as to be able to read it aloud creditably to his class. On Empire day, when each one has read his contribution, the opinion of the class may be taken as to which was the best and most suitable selection for the occasion, and that which is most in favour may be read as an exercise in dictation, or re-read and made the subject for reproduction as a composition, should time permit. It is my intention to give marks for the reading which may be made to count in the June examination.

As the very air seems to be saturated with the germs of war-fever, reference to wars and warriors, though not prohibited, is discouraged in making the selections to be read.

Another suggestion is that the teacher, as soon as possible, assign to each pupil, or allow him to choose for himself the name of some celebrated person—man or woman—, and have him find out all he can regarding his hero; the result of his research to be rehearsed extempore, or read to the class from his own composition:

READER.

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**Articles : Original and Selected.**

ONE OR TWO UNSETTLED QUESTIONS OF  
MODERN EDUCATION.

(From an Address delivered before the Meeting of the Teachers' Association  
Montreal, in March.)

It is difficult for a teacher of the present day, to avoid the error of magnifying his office. Surely in no age since the age of the Greek philosophers has the subject of education loomed so large before the minds of thinkers on social conditions. They are fully awake to the fact that if the secret of education could be really grasped in the case of every group, every individual, we should have won in the school or its play-ground, not only the battle of Waterloo, but the harder battles of our day, the struggle to maintain lofty political and social ideals, in the midst of the unidealizing tendencies of present social and political conditions, the demoralizing wrestle for life, the confusion of ends and means.

Streams of thought from various sources force upon us the conviction that there should be no more halting between two opinions, that we should arrive at and apply definite conclusions as to education. There is the spirit of democracy, making demands of uncompromising idealism, —equality of opportunity, a genuine chance for every human being to lead the truly human life. The Christian rule that the best should not be withheld from a single individual is more difficult of attainment, now that the

content of that best is added to from classical sources, now that the Christian and Greek ideals are being fused. What is best for any must be open to all, as democratic Christianity teaches. What is best for any is the full realization of all the human faculties, the Greek spirit insists. I need not conclude the syllogism. There is the spirit of science, which, having conquered in this century one department of existence after another, is now moving over the chaotic phenomena of education and strives to order them according to some plan. In no sphere is it more plain that what we see is produced by causes, over which intelligence ought to have control, in none probably, is it harder to ensure that the efficiency of the cause shall not be hindered by some incalculable factor.

By the philosophers it is seen not less clearly than it was by Plato that in music, that is in education in the strictest sense, is the stronghold of the city. The success of the State, said Plato, depends on this, that there should be no innovation in music and gymnastic, "the styles of music are never disturbed without affecting the most important political institutions." To the directness and simplicity of this application we look with some envy, in this age when the theory of education is apt to be that child of a philosophic system which does most to destroy its own father. To take the instance that first occurs, in the Spencerian doctrine of education, the Spencerian philosophy begins to totter. No theory can be so directly applied as was Plato's, in the complexity of present day conditions. The State could be regarded by the Greeks as gathering up into itself and expressing all forces of social influence, for the service of the State the individual primarily lived, the State had therefore a supreme right to stamp with its impress every individual character, of the State an ideal conception could be formed, not requiring change, not needing modification with every fresh development of time. There could be no question that the function of such an organization was to undertake the whole upbringing of the citizens, who should have no ideals that did not centre in it. But the city for which the modern child must be educated is the world, the organizations of which he is to become a member are manifold, he must submit to a hundred social influences that cannot be summed up in the State. Nor is it now possible to regard the State as a

finished work of art, not to be improved by alteration. The theory of indefinite progress, at every step of which the individual reacts upon the constitution of society, and with new demands of human nature, new methods are required, appears to have been hid from the greatest of the Greeks, or rejected by them. It seems then that though we hold fast to the belief that education is all in all, the belief is less energizing in its effect, because of the multiplicity of the data concerned, rendering uncertain the result of any special action, because also of the doubt cast by some scientific theories, as to the degree in which the ideas of men can alter the course of social development, a doubt which does not paralyze, but does at times clog the steps of reformers.

The spirit of democracy and of science is not only idealistic in its requirements, it is also intensely practical. It demands that something shall be done in the all-important years of education, the "almighty years" as they have been called, to prepare definitely and immediately, for the struggle for industrial supremacy between nation and nation, individual and individual. In that most impressionable period of life, it insists, our children should be moulded into the sharpest instruments for carving out their own success, in the vocation they will choose. Let us help them to run as hard as possible, seeing that this is a world in which, to apply (as it has been applied before) the expression of the Red Queen in "Alice through the Looking Glass," one must keep on running as hard as he can, in order to remain in the same place.

Out of the tangle of ideas aroused and agitated by these various modern powers, there emerge two most prominent and widely-embracing questions—the relation of the State to education, the relation of education to life. They are, of course, intimately connected, but the former is primarily a question of organization, the latter of subjects taught. The respective demands made by the democratic spirit, under the two aspects described as idealistic and practical, are set in opposition to each other. The interests, which are only to belong to leisure in life, ought to occupy only the hours of leisure in education, according to Herbert Spencer. The first business of education is to show how to live, "*primum vivere.*" It is the task of the educator to make of the child a human being, is the thesis

of the opposite school, the needs of life will only too quickly make of him a machine, an instrument. If "in the morning of his days, when the senses are unworn and tender," when his curiosity is still disinterested, and habit has deadened nothing, he is not introduced to the ideas and objects which alone make any life he can secure for himself worth living, these things will never "swim into his ken." How can we do him this great wrong, and not allow him the key to the doors through which he has a right to pass, seeing that that which is within belongs to him as human? Moreover, as it may be argued, if he has this entry, if he has the elements of a liberal education, he will be more likely to succeed in the struggle for life, seeing that he will fight for a greater prize. Both arguments have force, and there is to be taken account of the contention that in spite of all apparent failures, the two ends can be reconciled "*on concilie tant bien que mal les nécessités physiques, et l'ambition intellectuelle*" (Thamin). It is possible in educating liberally to work for a very practical end, in educating for the whole of life to develop a character which will successfully adapt itself to any special sphere of life. This, it is held by some recent French educational thinkers (*e. g.* Demolius Leclerc) is the result of that which they admire in English conditions, as contrasted with French, and especially the absence in England of a single uniform state system, making impossible or difficult, spontaneous developments to meet special cases, and the vigorous initiative of the educational genius. They have in view, of course, mainly English secondary education, but it is probably true that in the sphere also of primary or elementary education under government control a greater variety is possible than in the same sphere in France or Germany. More elasticity indeed is allowed for by the English Code than school boards, and teachers often avail themselves of. The action of the State on the school in England, says M. Max Leclerc, "is not invasive or imperious, it counsels, suggests, controls, gives support, authorizes, hardly offers, never imposes. It took up the rôle of organizing primary education, after individuals and societies had prepared the way. It was at first modest in its demands, timid in proceedings, pre-occupied to respect the independence of associations, not to paralyze initiative, or impose uniformity." "The reason," observes M. Boutmy,

“ why the English have obtained such astonishing results in literary efflorescence, and industrial and scientific expansion, with a program of education characterized by insufficiency, incoherence, impropriety (*i.e.*, lack of relation between studies at school and business of later life) is this : Their Philistinism is more than compensated by their qualities, *the fruit of their education*,—great physical energy, more spring, and never satiated intelligence.” In these views then, ends to which they were not consciously directed have been attained by English methods in virtue of the very absence of conscious aim and method. In England, on the other hand, there is much doubt whether the conditions of modern industry do not call for a more accurate adaptation of educational system to the work of life,—whether the lack of system is not becoming antiquated, and it is to France and Germany that the attention of many educationists is directed, watching the development of technical training, agricultural training, and training in practical science. Classes are being organized by municipal bodies, and much directly practical instruction is given, both in the evening continuation classes of the Board Schools, and in the ordinary education. I quote from an account given by an inspector of a typical visit to a school in York : “ When I arrived at nine, twenty girls had marched off to a cookery school, and some thirty boys were at woodwork under a special teacher. These technical subjects, together with laundry-work, cottage-gardening, swimming, etc., are much encouraged by the Education Department, which makes special grants for the teaching of them.”

There stand out in my memory, three or four crises, or contested issues in the history of English education, the last ten years or so, which illustrate the aspects taken by the two questions, whose bearing has been considered. The first was the introduction of the principle of Free Education, in the Education Act of the Unionist Government of 1891, providing that all grant-receiving schools should give free education, except in special cases of the higher grade and other schools. The argument which carried all before it on this occasion, was the cry “ Compulsion logically implies remission.” Education had been compulsory since the Forster Act of 1870, called the “Magna Charta of English children.” This act provided for the creation of School Boards in places where there was

a deficiency of schools or where a majority of rate-payers desired a board, and also introduced the conscience clause by refusing to recognize a school as suitable where any child was required to be present during the time of religious instruction. Compulsion thus preceded freedom in England, contrary, as I understand to the most common order in the provinces of Canada, where, it seems, the policy of providing free education without enforcing the use of it, has already met with severe criticism. The chief points adduced by the opponents of Free Education in 1891, were, that there had never been any hardship before the Act, since the fees of the very poor children had been paid by the School Boards, or at a voluntary school by the Guardians of the Poor, and that to take away this great duty from the parents is a dangerous attack on their sense of responsibility.\*

It may be noticed that this socialistic measure of Free Education marked a departure from that merely supplemental, regulative, suggestive policy of the state, regarded somewhat enviously by French sociologists. Also that the parents' duty to train up good citizens once taken over by the state, it may be found difficult to stop in the education, not to include attention to all the physical requisites for good citizenship. Half-fed children can neither learn, nor become in any way perfectly satisfactory members of the commonwealth, and a considerable number in the great English towns go to school in that condition. It is not uncommon to find a school-master supplying a breakfast out of his own means.

A second set of questions centred about Sir John Gorst's first Education Bill (1895-6). Immediately occasioned by the bitter cry of the Voluntary Schools, unable to compete with the Board Schools, seeing that these by means of the rates had an unlimited purse to draw from, and shipwrecked mainly in the storm roused by the provisions in aid of the Voluntary Schools, this Bill took up several other critical questions, and contained much that was original. The principle of decentralization by means of local control, which would make possible local variations, was loudly affirmed in it. Local authorities were to be erected throughout the country, in close connection with the County Coun-

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\* Points taken from a Lecture on "Primary Education in England," delivered in Melbourne, Australia, by Sir Evelyn Oakeley.



cils, and the control of the Education Department would be remote, and slighter than under the former legislation. The issue was that between a greater and a less specialisation. Whether the authority be central or local, the control may be with equal propriety termed "popular." But the conception of education acted on by the leaders of the people, through the Education Department is more likely to be the conception of the whole people at its best, than is that of the local body. The ideal of the one will tend to be the making of the child an English citizen, of the other to turn him out a farmer, artisan, mechanic, as the case may be. Nevertheless it is unsafe to dogmatise on this matter. There are times when it may be a national need that interest in, and knowledge of some special branch of work, should be developed. At the present moment, in England, for instance, it seems of great importance that something should be done to stay the careless stream from the country to the cities. The evil of overcrowding in the towns, the evil equally great of agricultural depression, the evil of the withdrawal from country life of numbers best suited to it, all touch upon this point. These national sores are, of course, not wholly curable by a change of curricula in rural schools, but a special scientific training in agricultural methods and arousal during school-days of interest in farming, would be one force to the good.

The Board of Education Bill of 1899, coming into operation April 1900, appears to be clearly a movement in the direction of greater symmetry, and state regulation. For the first time (if we except the case of the Royal Commissions of Enquiry into the Universities) the organizations of secondary education become bodies known to the English constitution. It is not necessary to go into the constitution of the Board, which is to take the place of the Education Department. In functions it will be differentiated from that department, in that it will be empowered to undertake inspection of secondary schools, on the application of the school, and that, together with the "Consultative Committee," it will frame regulations for a register of teachers. The Consultative Committee is a body established by order in Council, of which the majority will be persons qualified to represent views of universities and other bodies interested in education.

As was well pointed out by Mr. Robertson (*Canada*

*Educational Monthly*, May 1899), special care has been taken in this act to safeguard local independence, and leave abundant space for spontaneous developments, and cultivation of individuality, on the ground that, in the words of Professor Jebb, "a living chaos is better than a dead cosmos." The idea of unity and harmony in national education has been more powerful over English thought than ever before, the spectacle of symmetry and uniform order in Germany and France attracts, but it also repels. The new Board will assuredly be a force that makes for greater unity, but under it there is, as was said in the *Times'* Leader on the Bill, "no danger of the great secondary schools being bound hand and foot, by the inevitable red-tape of a government department." An Arnold, an Edward Thring, a Temple would be not less of a power in Rugby or Uppingham after April 1st, 1900 than before.

Coming to Canada with the modern educational problems present to the mind, in the forms referred to, in the first realization of your comparative freedom from tradition, one is apt to expect that these problems will give less trouble here. The spectacle, for instance, of British Columbia, organizing a new system with all the experience of civilised history to draw upon, and none of the impediments attendant upon long-established institutions that have found their way to the threshold of the 20th century, encrusted all over with the growth of forgotten conditions like the Old Man of the Sea,—makes a deep impression on such a person. In the first endeavours to understand something more than could be grasped at a distance, of the general educational situation in this country, it is true that I do seem to see an application of the modern spirit clearer and steadier than elsewhere, a more logical carrying out of its demands. I think especially of the fact that no difference of principle is allowed as to the duty of the State in primary, and in secondary education. One does not often hear the argument that the business of the Government is to provide and enforce just so much education as is demanded in the interests of morality, and no more. The question in Nova Scotia and New Brunswick, for instance, is looked at in a way as simple and direct as that of Plato. The State must do whatever it can to make good citizens of all its children.

The fact that there is less anxiety about the danger of weakening the parents' sense of responsibility, seems to be an indication, that democracy is, in those provinces, in some respects on a higher level than it is generally speaking in the Old World. What does it mean, this anxiety about the parents' consciousness of responsibility, but that the parents have not yet identified themselves with the State, do not fully realize that the Government is merely representing them, and the laws their highest will? It must be admitted, however, that there is in this country much lack of interest in the election of School Commissioners, and that where the voting is active. This is mainly in the interests of economy, the lowering of the assessment. This blot on educational morality is, unfortunately, not uncommon in popular elections. Systems such as are established by popular will in the Provinces of Nova Scotia and New Brunswick do, nevertheless, come nearer than most of those with which I am at all acquainted, to the satisfaction of the democratic ideal. A system is, indeed, "imposed" by the Government, because a highly civilized people in a new country cannot wait for the slow development of many centuries, in order that the Government, as in England, may not act until institutions have grown up from within. It is imposed, then, but not "from without," in any true sense, since the people does not feel the Government to be alien to it. Has social reflection been troubled here by the European dread of uniformity under a rigid system of State education? I find that this dread is already haunting the critics of education in Ontario. They lament that though an Anglo-Saxon people, the Canadians have allowed their system to approach rather that of France, than that of England. They demand that in that great province more facility should be given for local variation, that the courses should be different according as the pupils intend or not to go on to the University. These complaints bring some disenchantment to an observer who, remembering the rarity, the wonder when an English Board School lad finds his way to the University, the happy shock through the educational world when one such attained the greatest academic honour of the year, the Senior Wranglership, finds the continuous broad path from the Ontario public school to the University, a fair and beauti-

ful path. At the same time there is peculiar interest for a European in some of the suggestions made for calling in the principle of private enterprise to supplement the work of the public schools, to affiliate, for instance, the existing voluntary schools which may give instruction in subjects outside the ordinary curriculum, and so enable associations of parents to improve, if they wish, on the public system. \*

I would by no means be taken as suggesting that such uneasiness points to the failure of State education. There seems no reason that the interests of flexibility, individuality, variety should not be reconciled ultimately with those of coherence, order, system. There are signs that to some thinkers a greater unity seems desirable, in the proposals for a Central Dominion Bureau of Education, which would be no danger to provincial autonomy, inasmuch as it would have no jurisdiction †

Being nevertheless a central point, where account would be taken of every provincial movement, and comparisons be possible, its existence would surely make for increase in unity of principle in our national education.

It appears then that, as in England, the need is felt in Canada, both for more centralisation, and for more decentralisation, though in different spheres. In England it is seen that on the one hand closer links must be forged between the systems of primary and of secondary education, and some kind of continuity secured. The establishment of a single Governmental Board, which will control the one, and have at least knowledge of, and communication with the other, will be an instrument to this end. It is seen on the other hand that it is to the interests of the people that more specialisation and local option in the departments of education for practical life, should be possible, and this will be gradually worked for by the allowance of a freer hand to local authorities.

In Canada it is beginning to be recognised after some experience of Confederation, that in the existence of educational systems quite unrelated to each other, there is risk of denationalisation, and that more might be done in the creation of unity of spirit, and some slight bond of relation could be established through a Central Bureau. But if an

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\* See *Canada Educational Monthly*, December, 1898—Paper by Mr. Lawrence Baldwin.

† See *Canada Educational Monthly*, May, 1899—Editorial Notes.

educational centre for the nation is already dreamed of, the opportunity for greater variety within the province is also demanded. Much has been said of the pre-eminently practical tendency of education in Canada, but the high idealism of principle that is behind the institutions of such provinces as Ontario, Nova Scotia, British Columbia, has hardly had full recognition. There is in the school regulations of Nova Scotia a provision that it is the duty of the inspectors, on behalf of the people, to see that the scholars are making sure progress, that there is life in the school both intellectual and moral—"in short that the great ends sought by the education of the young are being realized." It is indeed to great ends that the framers of these institutions are looking, and therefore they cannot but be rewarded by ultimate success. But it may be that some smaller ends are at times lost sight of, and here and there a greater facility for the introduction of practical subjects, by means of decentralisation, is felt to be required, as has been noticed in the case of Ontario. Possibly also, as the Nova Scotian system grows older, it may leave behind that spirit of paternal regulation, that advice, protecting and tender to inspectors, trustees and teachers, which must surely be felt as cramping to independence, and hostile to originality. In educational joys and sorrows, as in so much of the other elements of national life, there is then a kinship, between Canada and the Mother Country, and it is this point on which I have attempted to dwell, feeling myself unfitted at present to discuss difficulties peculiar to different provinces, and more especially to Quebec.

The way in which all these problems are to be worked out is a question of extraordinary importance. As was observed by the late Sir William Dawson, in the annual lecture, 1863, "In British America *mind* is the chief of the natural resources of the country." That this is perceived alike by educational leaders, and by the educated, is amply shown. That a solution will be found for these problems is as clear as is the great future before Canada, and in the solution developments may take place, strange to the Old World. In the most general form, the question is perhaps to be put in this way:—

How is a system of education to be established, free, shared in by all, chosen for themselves by all, the common will expressing not the average, but the best conceptions

of the community,—a system in which the children are not less well equipped for the necessary work of life, than for the good use of life's leisure. How, in fact, shall the people be educated to be at home in the world, not strangers ?

H. D. OAKELEY.

### Editorial Notes and Comments.

VACATION SCHOOLS.—The hot days of summer are upon us. The more favored children are planning trips to the country or seaside. But that which brings greater joy and pleasure to many of the children but gives increased misery to others. The vast majority of children must remain at home, many of them under very unfavorable conditions, in hot, dusty, malodorous, noisy lanes and crowded streets with improper food and drink. These poor little creatures are far from finding "heaven about them in their childhood." Yet it is wonderful how resourceful they are. Nature has not given them much, but they have learnt in the stern school of necessity to use every little blessing to the best advantage. After the summer rain they sail their little boats, made from a chip and an old rag, in the pools of dirty water in the street and paddle in the tiny streams that run along the gutters. They take their bath in the wake of the street watering cart. A day in the country is like a glimpse into heaven for them. The fact that they do not always behave in an exemplary manner when granted a treat like this is due either to ignorance of what should be, or to the desire to make the very most of their opportunities. Vacation schools are coming to help these neglected children. When? Miss Nelson, writing in the *Kindergarten Magazine*, describes graphically the weekly excursion of the Vacation School in Milwaukee.

"But it is the weekly excursion that is the great event in the Vacation School. One day in each week of the six weeks' term the entire school is taken on a trip to the woods. Long before the hour for departure the children assemble in the school-yard, each bearing a lunch of a very nondescript order, the study of which alone would give one an interesting insight into the lives of these children. Each has a happy smiling face and all are eager for the mysterious pleasure that the day has in store for them. A certain regularity is observed in conducting all excursions,

so that a sufficient degree of order may be maintained. Each class is under the charge of its own teacher, who has one or more assistants, and the classes are distinguished by the different coloured badges that the children wear, so that the teachers will have no difficulty in recognizing their own. Every moment of the trip on the cars or train is full of interest and wonder to the children. Their whole nature seems to be awake and on the alert to grasp every sight and sound around them.

Arrived at their destination they at once fall into groups about their leaders according to previous arrangements, and begin to make a study of their surroundings, studying either some special features that have been discussed before hand at school, or whatever there is that arouses their interest. Much material is also collected to take back to school for further discussion."

With the older children some time is usually spent in sketching. Then, too, games are played, teachers and pupils commingling, all with the same free, joyous spirit.

When the time arrives to return home it is a tired, happy throng that is conducted back to the confines of the city, but their hearts have been brightened and their whole natures refreshed and strengthened by their day's outing, and they feel that sense of satisfaction which results only from real enjoyment.

It was a noticeable fact that after each excursion the children evinced a greater vigor in their work at school. Toward the end of the term their powers of observation were considerably quickened, and their marked growth in this and other ways proves that the vacation school provides the best possible conditions for the development of child-life.

—THAT sad tragedies like the one in connection with Arthur McIntyre, who was condemned to four years in the Reformatory for taking the life of his father, are not more frequent, is due to the admirable school training, instruction and discipline to which children are subjected. Self-control, respect for law and order, prompt obedience to constituted authority, are indispensable to the happiness and well-being of children. Let not the teacher be carried away by the false estimate of the value of good discipline that is gaining ground in some parts of the educational field. The child must be taught obedience! He must be

subject to parents and teachers and released from subjection only so fast as he becomes able to control himself rightly.

Bad books, in conjunction with an untrained moral nature, have worked Arthur McIntyre's ruin.

Let us do all that lies in our power to prevent such a scene as that which took place at the trial of this boy, only twelve years of age. It was reported in the daily papers that he received his sentence with a smile of bravado on his face.

—THE ORIGIN OF GENDER IN LANGUAGE.—Students of language have queried time and again as to the origin of attributing sex to inanimate things by means of changes in the words that represent them. The answer has heretofore been that it is the personifying tendency of the human mind. A writer in the *Fortnightly Review* for January, Mr. J. G. Fraser, is not satisfied with this explanation, and draws quite different conclusions from observations of the languages of various tribes of South America and Australia. Mr. Fraser sums up his argument in this way:—

“Thus from Australian and American evidence taken together, we seem to be justified in concluding that the practice of marrying women of other tribes, whether captured by force or obtained peaceably, may have often resulted in husbands and wives speaking different languages or different dialects of the same language; and that when the women were obtained predominantly from one particular tribe and transmitted their language to their daughters, two distinct languages or dialects would come to be spoken within the tribe, one by the men and the other by the women. The amount of divergence between the speech of the sexes would originally depend on the greater or less divergence of the languages spoken by the tribes who thus intermarried. Where the languages of the tribes were wholly distinct, the languages of the sexes within each tribe would be so also; where the tribe spoke different dialects of the same language, the differences of speech between men and women would be merely dialectic; in other words, they would affect the form of the words rather than the vocabulary. Amongst the Arawaks and Mbayas of South America, to judge from the accounts of Von Martius and De Azara, the differences of speech between the sexes



seem to have been mainly of the latter sort, consisting chiefly of different inflections given to the same words by men and women respectively. Such differences of inflection, however their origin is to be explained, may, I conjecture, have given rise to what is called grammatical gender in language. For in time the two different modes of speech would almost inevitably tend to be confounded. It would be found both difficult and inconvenient to maintain and keep distinct a double set of grammatical forms for all or many words in the language. Each of the sexes would speak its proper dialect more and more incorrectly, dropping some of its own forms, and borrowing forms from the other sex, until at last all difference of speech between them vanished, and of the original duplicated forms of words only one in each case survived. Sometimes the form which survived in the speech, now common to both sexes, would be the form originally employed by the men only, and this would give the masculine gender; sometimes it would be the form originally appropriate to the women, and this would give the feminine gender."

—COURSE OF STUDY IN VARIOUS COUNTRIES.—“Some very interesting facts with reference to the programme of studies in different countries is brought out in a report presented at the meeting of the Wisconsin State Teachers' Association held at Milwaukee last December. We quote a few of these :

The similarities of the courses in France and Prussia are greater than the similarities of the courses in Wisconsin and Indiana. France learned that she was beaten at Gravelotte and Sedan by the German school system.

The courses of Belgium, Denmark, Norway, Sweden and the Netherlands are also modelled on the Prussian system.

An overwhelming preponderance of time is given to the study of language on the continent. The classical or gymnasium course of study in the Netherlands, for instance, includes Dutch, German, French, English, Latin and Greek. The average time spent on these is three hours a week each, for four years, making a total of eighteen hours a week for language. History covers three hours a week for four years, geography and arithmetic three lessons a week for two years. In the Modern Schools of France—the Real Schulen in Germany—the schools preparing pupils for business life—twenty-seven fortieth of the pupils' time is

given to language, thirteen and a half hours a week, nineteen-fortieths of this to the French language, while only about two and a half hours are given to science, including arithmetic, and one hour and a-half a week to geography. While in the higher grades of these schools—the grammar grades—other subjects are introduced and the hours for language slightly decreased, these never fall below one half of the total number of hours.

### Current Events.

#### DISTRICT OF BEDFORD TEACHERS' ASSOCIATION.

At the annual meeting of the District of Bedford Protestant Teachers' Association, held in December, 1899, at Cowansville, the following officers were elected for the ensuing year:—

Mr. Chas. McBurney, B.A., Clarenceville, President.

Miss Watson, Cowansville, Vice-President.

Miss Traver, Farnham (re-elected), Secretary-Treasurer.

Members of the Executive Committee:—

Mr. von Iffland, Cowansville.

Rev. J. Elliott, Cowansville.

Miss Hinds, Dunham Ladies' College.

Inspector Taylor. Knowlton.

Mrs. McDonald, Granby.

At this meeting, also, the following papers were read:—

“What Constitutes a Sensible Education,” Miss Hinds.

“Spoken English,” Mr. von Iffland.

“Canadian History as a Class Subject,” Mr. Ernest Smith.

At two subsequent meetings held at Farnham and Granby, in February and May respectively, these papers were given:—

#### *Farnham.*

“Geography,” Miss M. J. Hall, Clarenceville.

“Literature,” Miss Jessie Noyes, Cowansville.

“Relation of Little Things in School Work,” Rev. J. Elliott, Cowansville.

#### *Granby.*

“Teaching French,” Mr. Leet, St. John's, Quebec.

“Recesses and Recreations,” Miss Watson, Cowansville.

“Arithmetic,” Mr. H. A. Honeyman, M.A., McGill Model School.

Different topics, such as "salaries," "classics" (as laid down in the Course of Study), "the Moral Element in School Sports," "Marbles, a species of embryo-gambling," etc., were discussed.

Miss Traver, the secretary-treasurer, has kindly furnished the above short report of the work of this association.

#### THE TEACHERS' ASSOCIATION IN CONNECTION WITH THE MCGILL NORMAL SCHOOL.

This old association has been in uninterrupted operation for nearly forty years, and has numbered many distinguished educationists among its members.

During the season now closed, four meetings were held, and all these were of a social nature, though matters of more serious moment had their place.

The change, to fewer meetings and to those of a lighter character, was not made without deliberation, the chief reason being that there had been provided a Teachers' Lecture Course and also courses of model lessons in various subjects, making quite enough of work as such. Refreshments were served at each meeting, these being provided on the different evenings by the staffs of the High School, McGill Normal and Model Schools, Mount Royal and Hochelaga Schools, and the Riverside School respectively.

Patchwork was unusually good under the editorship of Mr. W. H. Smith.

At the December meeting it was the painful duty of the Association to record the death of two members, Miss Rodger, of the High School, and Sir William Dawson, and resolutions of sympathy were passed.

The winter's work included a most instructive lecture by Principal Robins, LL.D., being a resumé of his recent trip to California, stereoptican views, illustrating the trip, being shown from photographs prepared by Mr. W. H. Smith. Views of the new Congressional Library Building at Washington were shown at another meeting, while, at still another, "One or two unsettled Educational Problems" received careful consideration by Miss Oakeley, of the Royal Victoria College for Women.

Readings by Mr. N. N. Evans, M.A. Sc., of McGill University, songs, duets, choruses, etc., were also rendered by Miss Cotton, Miss Noakes, Miss Hodgson, Mr. J. T. Mattice,

and pupils of the Senior School. A character dialogue was given by girls from McGill Model School and gymnastic exercises by boys from the High School.

The officers for 1900-1901 are as follows:—

President, Mr. Supt. Arthy.

1st vice-president, Mr. Chas. K. Ives, B.A.

2nd vice-president, Mr. W. H. Smith, F.T.S.C., London.

3rd vice-president, Miss Peebles.

4th vice-president, Miss Lawless

Treasurer, Principal MacArthur, B.A.

Secretary, Principal Kneeland, B.C.L.

Executive Council: Miss Robins, B.A., Miss Moore, Miss Barlow, Miss Ryan, Principal of Hochelaga School; Principal Bacon, M.A.; Principal Hopkins, B.A.; Mr. W. Dixon, B.A.

W. A. KNEELAND,

Secretary.

—EMPIRE Day was celebrated most enthusiastically, from the Atlantic to the Pacific. Halifax, N. S., St. John, N. B., Fredericton, N. B., Quebec, Montreal, Cornwall, Kingston, Winnipeg, Vancouver, B. C., and many other places too numerous to mention, united in giving to the children of the Dominion a giant lesson on the growth of the British Empire and the part Canada is taking in its development.

In many places a magnificent object lesson on "Patriotism" was given to the citizens and heartily participated in by them. At Halifax thousands of children paraded the streets carrying British flags. Trees were planted in honor of the heroes who fell in South Africa. In Toronto the children, thousands strong, marched through the streets singing and cheering. They decorated with flowers the monuments of the soldiers at Queen's Park. Winnipeg gave a monster concert at the Auditorium in aid of the Canadian Patriotic Fund. At Fredericton, N.B., an oak tree was planted at Parliament square and named Empire Tree. In Montreal a most inspiring gathering took place in the Arena. Mrs. Fessenden, the originator of Empire Day, was presented with a beautiful bouquet by the children. Over 8,000 people were present. Mr. W. H. Smith, who conducted the concert, is to be congratulated upon the success which attended his efforts.

—At the Convocation of McGill University on the last day of April, 1900, Prof. R. C. Smith, Q.C., gave some admirable advice to the students—advice that might with profit be passed on to the children who are in the formative stage of character.

“Many people will tell you that the whole secret of success is epitomized in that untranslatable expression “savoir faire,” which I suppose in a limited sense means knowing how to deal with the world about you. In so far as it is intended to indicate any special accomplishment, its value is probably exaggerated, but it remains true that in order to succeed in a profession or in any occupation for that matter, a man must to a reasonable extent be *en rapport* with his environment. This is not a plea for mediocrity. Rise as high above them as you will, but have a just appreciation of and a wholesome respect for the average opinion of mankind, and even when you have a principle to assert it is well to remember that firmness does not necessarily imply hostility.

“I am exceeding my brief time limit; but, having said a word for worldly wisdom, allow me to suggest but one thing more, but something of far greater importance than anything I have spoken of. It does not always ensure professional success, but it gives a dignity to it that nothing else can, and that is the element of high personal character. A few evenings ago we were talking over the students of other days, in other universities as well as this, calling the roll of the past. Some who used to be considered of very ordinary ability had achieved splendid success. Some others, doctors, lawyers, whom we had believed to be endowed even with genius, had left names that recalled melancholy memories. This one his own enemy—that one unworthy of the trust reposed in him, and so on.

“What is the use of talking about them?” said one present rather impatiently—“in every class that ever graduated there is always bound to be a certain number who sooner or later fall by the wayside; you can’t help that.” A certain number are bound to fall out by the wayside. I have a sermon to preach to you. I thought the words worth pondering, perhaps you may, too. No one is bound to fall by the wayside.

“Others, who do not drop out altogether, yet miss careers that might be glorious because they lack this one essential.

Culture can never replace character. Great natural talents and brilliant attainments without character, though they win a passing applause, shall serve but to mark how stupendous the failure.

—DR. Johnson, vice-principal of McGill University, in his address at the close of last session, while pointing out the fact that the McGill coat-of-arms had not on it, a book, to indicate its university character, made a strong plea for a library of the first class for McGill. Other universities as Oxford, Dublin, Edinburgh, Toronto and Harvard have this distinctive emblem of a university and good libraries, while the absence of the book on the coat-of-arms in the case of McGill is emblematic of the past condition of the Library.

Dr. Johnson said :

“ We do not aspire to a library of 1,000,000 volumes, like the national libraries of Europe, or to 500,000, as in Harvard ; but if we could get a collection of 250,000, it would place us in the first class, and redound to the credit of Montreal and of Canada. More than forty years ago, the then Bishop of Montreal, Bishop Fulford, said in a lecture given in the Natural History Society, “ In the whole of Canada, with the exception, perhaps, of the library of the House of Parliament, now just in course of formation, there is not one library, public or private, that deserves notice, as supplying the wants of literature and science.” This statement is largely true at the present time. It certainly is, if we compare our progress with the progress of the United States. A whole generation has passed away since Bishop Fulford spoke, without having the advantages of a great library, and although the McGill library has been advancing through the liberality of donors, by an average addition of 2,000 volumes a year, for the last ten years, yet our total is now not much more than 50,000 volumes, and it will take one hundred years, at the same rate, to bring it up to the 250,000 limit.

— WERE all books written for all people we should be inclined to say with Solomon, “ Much study is a weariness to the flesh and of making many books there is no end.”

— AT a recent dinner of the “ Authors’ Club ” in London, the United States Ambassador, Mr. Joseph H. Choate, attributed the great reading capacity of the American people to their system of general education at the expense of the

State, and to the library system, which, established in Boston under the auspices of Harvard in 1638, has grown to such great proportions.

—THE Rhind manuscript, now in the British Museum, is the oldest intelligible mathematical work extant that has ever been deciphered.

### Literature, Historical Notes, Etc.

—THE waters of the Great Salt Lake in Utah have receded a mile within the past year, and it is thought by some persons that before the expiry of the century upon which we are entering, this wonderful body of water will have been completely dried up. The cause of the lowering of the water of the lake is ascribed to the rapid extension of irrigation ditches, by farmers and gardeners, which draw their supplies from the streams emptying into the lake. There is now a "salt desert" steadily and rapidly extending over what was once covered with water. The salt deposit on the present floor of the lake itself is supposed to be of very great thickness.—*Household Words*.

—A MOST astonishing scientific proposal comes from Mr. E. B. Baldwin, of the American Weather Bureau, who was a member of the Wellman Expedition to the Arctic regions which returned last October. He contends that the aurora borealis can be, and one day will be, utilised by science as a power, as coal is now used to generate steam. What next!

—SINGAPORE seems to have about the most heterogeneous population of any on the globe. Here are to be found, Malays, Javanese, Dyaks, Chinese, Japanese, Parsees, Hindoos, Klinks, Tamils, Englishmen, Americans, French, Germans, Dutch, Spanish and Portuguese.

—THIBET is the one remaining land of mystery, and Lhasa, its capital, the seat of the Grand Lama of the Buddhists, is the one city on the face of the earth which a stranger cannot enter. This land of mystery, whose locked gates so many brave men have tried to open, is fourteen times as large as England, and lies many thousand feet above the level of the sea. Its population is about as great as that of London. Only one Englishman, Thomas Manning, who entered it in 1811, has ever been in the sacred

city. He was soon sent back again, however, and since that time travellers and missionaries have risked their lives in attempts to solve the riddle of the unknown land. The latest victim to the jealous exclusiveness of the Thibetans is a Dutch missionary, Rinjhart, of whom nothing has been heard since he disappeared long years ago in the wilds of the Great Closed Land.—*Household Words*.

—NOT long ago there was established at Ottawa a Government Board to deal with Canadian geographical nomenclature. The Board meets once a month at Ottawa, to pass on questions affecting the nomenclature of new settlements, of rivers and mountains, and of other geographical features of the country. During the first year of its existence the Geographic Board passed on about 400 names, mostly of places in the Yukon country, where much exploration has followed the inrush of gold seekers. It also adopted a set of rules of nomenclature. One of these recommends the retention of a name which has occurred in any standard or authoritative work on travel or exploration. Another recommends the avoidance of hyphens to connect parts of Indian names. A third recommends that there be no use of the word city or town as parts of names; a fourth that canyon should be used instead of cañon, and that the word brook should be used instead of creek to designate a small stream. This is an especially good recommendation, as the word creek may denote anything from a small stream running down a hillside or through the marshes, to a river deep enough and wide enough to be navigated by a gunboat. With respect to the orthography of geographical names, the Canadian Board has adopted the rules of the Royal Geographical Society. Of these the broad features are as follow: (1.) The vowels are to be pronounced as in Italian, and the consonants as in English. Every letter is pronounced, and no redundant letters are introduced. When two vowels come together each one is sounded, though the result, when spoken quickly, is sometimes scarcely to be distinguished from a single vowel as in ai, au, ei. (c.) One accent only is used, the acute, to denote the syllable on which stress is laid. This is very important, as the sounds of many names are entirely altered by the misplacement of this "stress." So much of the broad domain of Canada is still undeveloped, and still awaiting settlement, that for many years to come the Geographic Board will never lack work.—*Leisure Hour*.



—WORKMEN terracing King Hill, an old landmark of N. W. Missouri, which is to be converted into a residence suburb of St. Joseph, have unearthed a prehistoric cemetery, says an American journal. The remains of a race of dwarfs not allied with any tribe known to have inhabited this territory, and unaccounted for by Indian legendary lore, repose on the summit of King Hill. A feature remarkable in itself, and especially marked in connection with the dwarfish remnants of prehistoric man, found in this summit, is the discovery of human bones, evidently those of a giant more than seven feet tall, and big-boned. Low flat heads, with small intelligence, and marked animal propensities characterized this people. Heavy jaws and strong, well preserved teeth carry the records of their lives forward. Brutes, human, but inhuman, self-reliant, they were savages of a lower order than any we know to-day. Yet they honoured their dead. Shells such as are found on the banks of many inland streams, plentiful on the sand-bars of the Missouri, overlooked by King Hill, and stones of unusual hues, worthless in the commercial marts of to-day, the playthings of children, were deposited in the graves.

—SWEDEN has the honor of leading in the matter of public school gardens. It is a rare sight, indeed, to find a school without its garden.

—THE prosperity of the rural population in Belgium, which is derived chiefly from the extended cultivation of truck gardens, must be attributed largely primarily to the school gardens, and the extensive knowledge of horticulture among the people.

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

### COMPETITION EXERCISE.

Each month a prize will be awarded to the school that sends to the editor of the RECORD the neatest exact reply to the questions and exercises of the preceding month. No more than one reply must be sent from one school, but it may be the work of one pupil or the composite work of any number of pupils. The teacher may criticize the work during the progress, may point out that any answer is incorrect, but must not herself do any part of the work or

state what is the correct answer. This month two specialists in Nature Study will be asked to decide the merits of the several competitors. Their decision will be published in the August-September number of the RECORD. The prize, when received, will be at the disposal of the teacher, either to reserve for school use or to give to the pupil who has most contributed to the successful issue. To facilitate the transmission of the prize, with every reply submitted must be given the name of the school, the grade competing, the name and address of the teacher, and, if the reply be the work of one pupil only, the name and age of that pupil.

We turn to Nature for our exercise this month. The time for the singing of birds has come, nature is decking herself with her soft greens and delicate colors, and the air is sweet with the odor of the apple, cherry and lilac blossoms. We turn by instinct from the books of art to nature's open book.

The children are asked to send to the editor, 32 Belmont street, a piece of moss about an inch and a-half square answering to Ruskin's description of the moss. The children may look for this throughout the summer and note where it is to be found; but it must reach the above address the second day of September, enclosed in a little pasteboard tin or wooden box—tin or wooden is preferable, as the moss can be kept moister in this way. Accompanying the moss must be a statement of the points in which the specimen differs from Ruskin's description. If the surroundings of the moss from which the specimen was taken are different from those described by Ruskin, this fact also must be stated. It would be well to dictate the exercise to the whole school and allow those who wish to do so to preserve a copy for future use.

“Mosses seem to set themselves consentfully and deliberately to the task of producing the most exquisite harmonies of color in their power. They will not conceal the form of the rock, but will gather over it in little brown bosses, like small cushions of velvet made of mixed threads of dark ruby silk and gold, rounded over more subdued films of white and gray, with lightly crisped and curled edges like hoar frost on fallen leaves, and minute clusters of upright orange stalks with pointed caps, and fibres of deep green, and gold, and faint purple passing into black,

all woven together, and following with unimaginable fineness of gentle growth the undulations of the stone they cherish, until it is charged with color so that it can receive no more ; and instead of looking rugged, or cold, or stern, as anything that a rock is held to be at heart, it seems to be clothed with a soft, dark, leopard's skin, embroidered with arabesque of purple and silver. But in the lower ranges this is not so. The mosses grow in more independent spots, not in such a clinging and tender way over the whole surface.

—IN connection with this we print also Ruskin's general description of the lichens and mosses, so that, when the specimens are collected for the purpose of sending the best, the teacher may read to the children these wonderful words of Ruskin. Encourage the children to work for the school. Our experience in this competition goes to show that the composite work of a class has a better chance for the prize than the work of the individual child. Many sharp eyes on the watch prevent mistakes being made.

“Lichen and mosses—meek creatures!” the first mercy of the earth, veiling with hushed softness its dintless rocks ; creatures full of pity, covering with strange and tender honor the scarred disgrace of ruin, laying quiet finger on the trembling stones, to teach them rest. No words, that I know of, will say what these mosses are. None are delicate enough, none perfect enough, none rich enough. How is one to tell of the rounded bosses of furred and beaming green, the starred divisions of rubied bloom, fine-filmed, as if the Rock Spirits could spin porphyry as we do glass—the traceries of intricate silver, and fringes of amber, lustrous, arborescent, burnished through every fibre into fitful brightness and glossy traverses of silken change, yet all subdued and pensive, and framed for the simplest, sweetest offices of grace. They will not be gathered, like the flowers, for chaplet or love-token ; but of these the wild bird will make its nest, and the wearied child his pillow. And, as the earth's first mercy, so they are its last gift to us. When all other service is vain, from plant and tree, the soft mosses and gray lichens take up their watch by the head-stone. The woods, the blossoms, the gift-bearing grasses have done their parts for a time, but these do service for ever. Trees for the builder's yard, flowers for the bride's chamber, corn for the granary, moss for the

grave. Yet as in one sense the humblest, in another they are the most honored of the earth-children. Unfading, as motionless, the worm frets them not, and the autumn wastes not. Strong in lowliness, they neither blanch in heat, nor pine in frost. To them, slow-fingered, constant-hearted, is entrusted the weaving of the dark, eternal tapestries of the hills; to them, slow-pencilled, iris-dyed, the tender framing of their endless imagery. Sharing the stillness of the unimpassioned rock, they share also its endurance; and while the winds of departing spring scatter the white hawthorn blossoms like drifted snow, and summer dims on the parched meadow the drooping of its cowslip-gold, far above, among the mountains, the silver of lichen-spots rest, star-like, on the stone, and the gathering orange stain, upon the edge of yonder western peak, reflects the sunset of a thousand years.

—THE schools that took part in the “Map Exercise Competition” on “Great Britain’s Trade Routes” have done exceptionally well this month. The statements of geographical facts, the spelling and the writing, do credit to our schools. The only mistakes in spelling, found in all the papers, were woollen, Mauritius, tobacco, Australian and petroleum. The final h of through was dropped in one instance, and canned was wrongly divided into syllables in another. Capital letters were correctly used except in one instance, where an occasion capital was found for the products as wheat, corn, silk, etc.

Two composite answers were so nearly equal in value that we have again divided the prize. The successful classes are the Intermediate Division of the Girls’ Model School, Montreal, and the 4th Grade Elementary of No. 2 Gaspé Village School.

A little girl of ten years of age, Lizzie J. Kemp, of the 4th Grade, Elementary, of Aseltine’s School, sent a remarkably good paper for so young a pupil.

—ONE of our teachers writes: “I like the idea of the competition. It arouses the interest of the children and creates a feeling of oneness with other schools.”

—THERE was a mistake in the name of one of the schools that received a prize last month. “Fourth Grade pupils of the Papineau Village School No. 7” should have been “4th Grade Elementary pupils of the Papineauville School No. 1.”

## WHAT IS NATURE STUDY ?

Mr. L. H. Bailey, chief of the Cornell University agricultural station, answers the question :

It is seeing the things which one looks at, and the drawing of proper conclusions from what one sees. Nature study is not the study of a science, as of botany, entomology, geology, and the like. It is entirely divorced from definitions or from explanations in books. It simply trains the eye to see and the mind to comprehend the common things of life, and the result is not directly the acquirement of science, but the establishment of a living sympathy with everything that is.

The proper objects of nature study are the things which one oftenest meets. To-day it is a stone; to-morrow it is a twig, a bird, an insect, a leaf, a flower. The only way to teach nature study is, with no course laid out, to bring in whatever object may be at hand, and to set the pupils to looking at it. The pupils do the work—they see the thing and explain its structure and its meaning. The exercise should not exceed fifteen minutes at each time, and, above all things, the pupil should never look upon it as a recitation, and there should never be an examination. Ten minutes a day for one term of a short, sharp, and spicy observation upon plants, for example, is worth more than a whole text-book of botany.

The teacher should studiously avoid definitions, and the setting of patterns. The old idea of the model flower is a pernicious one, because it really does not exist in nature. The model flower, the complete leaf, and the like, are inferences, and the pupil should always begin with things, and not with ideas. In other words, the ideas should be suggested by the things, and not the things by the ideas. "Here is a drawing of a model flower," the old method says. "Go and find the nearest approach to it." "Go and find me a flower," is the true method, "and let me see what it is."

The only difficulty lies in the teaching, for very few teachers have had any drill or experience in these informal methods of drawing out the observant and reasoning powers of the pupil wholly without the use of the text books. The teacher must first of all feel the living interest

in natural objects which it is desired the pupil shall acquire. If the enthusiasm is not catching, better let such teaching alone.

The teacher will need to be informed before attempting to inform the pupil. It is not necessary that he become a scientist in order to do this. He simply goes as far as he knows, and then says to the pupil that he cannot answer the questions when he cannot. This at once raises the pupil's estimation of him, for the pupil is convinced of his truthfulness, and is made to feel that knowledge is not the peculiar property of the teacher, but is the right of any one who seeks it. It sets the pupil investigating for himself. The teacher never needs to apologize for nature. He is teaching only because he is an older and more experienced pupil than his pupil is. This is just the spirit of the teachers in the universities of to-day. The best teacher is the one whose pupils farthest outrun him. The child will teach the parent. The coming generation will see the result.

—THE successful teacher is one who co-operates with his pupil, and thus helps to draw out the latter's capabilities.

—WE read of certain idiosyncrasies of the "genius" as though superior merit necessitated these strange accompanying characteristics. But they are really weaknesses which happily are becoming extinct. You can be a genius without becoming cranky.

—BE careful how you tie yourself to methods, for the advancing intelligence of the age demands a continual change and reform of all methods.

—COMBINE the qualities of strength and gentleness in your personality. You will then beneficially impress your pupils. Let your pupils offer their suggestions. Try to develop originality in them. Keep cool above all things, for your own sake as well as theirs. You can be firm and yet be kind,—under no circumstance have you a *right* to show anger. You must develop self-control. While you are teaching others, remember you are always also a student. Travel side by side with your pupils.—*The Etude*.  
—*Frederic W. Burry*.

## THE TEACHING OF HISTORY IN SUPERIOR SCHOOLS.

(Extracts from an interesting and instructive paper read before the District of Bedford Teachers' Association by Mr. Ernest Smith.)

To the young pupil Canadian History not infrequently presents a picture of tomahawks, scalping-knives, a tree to which a poor victim is tied and a yelling crowd of red men. To the senior pupil it is generally associated with poring over a thick red book, the prettiest part of which is the cover, the only useful part the index, and the comic part the absurd illustrations dotted here and there, so as to make the already uninteresting letter-press positively incomprehensible. How often does it occur to any pupil that his life and character are perhaps forming a part of some future history of the province or township in which he lives? Yet in this fact lies the key to successful teaching, for as Freeman has so well said "History is past politics, politics is present history." We may present a class of pupils for examination in history; and they may give a long string of events with exact dates, they may recite in their order the names of all the sovereigns from Egbert to Victoria, they may be able to give the chief provisions of all the important treaties, but it does not follow that they know anything of history. We must, of course, introduce pupils to the court, the parliament and the battlefield, but we must not forget that we do this to show them the nation.

There is no anecdote, no poem too insignificant to be used if it will illustrate the operation of laws, of religion and of education in the development of a nation. Professors of botany explain how plants grow, teachers of history should show their pupils how the nation has grown and is still growing; therefore history includes geography, literature, science, etc. But there is difficulty at the outset which every thoughtful teacher realizes. How shall we decide what are the chief events of Canadian History?

In teaching, prominence should be given to characters or events just in the proportion to which they assist in showing the development of a nation. These will be the chief events and will always remain so, whether they satisfy the June examination or not.

The next difficulty is how to use the history authorized

as a text-book. Lord Bolingbroke, in his "Letters on the Study of History," says: "Some histories are to be *read*, some to be studied and some may be neglected entirely, not only without detriment, but with advantage."

How shall we use Mr. Clement's History? For my own part, I have been able to use it only in connection with other histories or historical note books, and to those who have not tried this plan, I cordially recommend the experiment for consideration. The notes in the historical note books are generally arranged in chronological order. Therefore, by finding the event in the note book, we can refer to the index at the end of the text-book, and in this way find the paragraph explaining the note. Having collected and arranged our paragraphs, we may proceed to read in some such order as chapter 1, 4, 2, 9, 3, 14, 11, 5, 8, etc. So much for the text-book. Are we, as teachers, necessarily obliged to limit our professional reading to the pages of any particular book, just because that book has been authorized for use in our classes? Surely not. There are, fortunately, several histories in existence which contain the connected story of the development of this nation, and it is our privilege to study these larger works and to give our pupils the result of our investigation, always bearing in mind that we are explaining, extending or modifying the information already before the pupils in their text-books. When the teacher has decided what he is about to teach, his whole energy should be used in arranging the subject matter of his lesson in such manner as to be at once orderly and interesting, if not fascinating. This can be done only by representing historical characters as if living at the present time, or, as is really the case, we must put the calendar back and for the present live among the people, observe the habits, the dress and the language of the period under consideration. The teacher who can so paint his word-pictures as to carry his pupils into the real life of his story, will have no gaping, sleepy boys to punish for inattention.

But the power of story-telling is not given to all alike. Then we must resort to printed pictures representing special features of the period in which we are going to live during the lesson. With a good historical picture before the class, a teacher may sit down while the picture does the talking.

Let the pupils relate all that the picture suggests to their minds, and when they are exhausted, work up their



information into a living picture, supplying what colouring matter is necessary to carry the points we wish to emphasize. It is very much to be regretted that the walls of our schools are not adorned with good historical pictures which would tell their own story. It is many years since I was first asked to look at the picture of Caxton, showing his new wooden type to the wonder-stricken people of Westminster Hall. But it and the lesson our class of thirty little boys got on the introduction of printing are as vivid in my memory to-day as though I were actually in Westminster Hall, listening to Caxton's voice.

Was that a lesson in history? Did that picture represent the true condition of education, the dress of the masses, the lack of printed books, and the birthday of a glorious change in the morals and tastes of a hitherto ignorant people, or did it tell me merely that Caxton introduced printing into England in the year 1474? I think it is more than likely that the date was not even mentioned, but of this I am certain, every little boy in that class was for the time being living in the time of the great printer.

If then we are to teach history successfully we must give due prominence to battles, sieges, treaties, etc., but we should be very careful to intersperse with these, those details which are the charm of historical romance. Let us paint such a picture of the progress and development of this nation as will make our pupils faithful to the constitution, laws and institutions, and loyal to the Sovereign Power representing them.

In this way we shall be infusing the Historic Spirit, the greatest gift the next age will receive from us, and our pupils will go on to the universities, craving to profit by every opportunity offered for historical study, that they may take their places in working out our country's destiny.

Above all, though it may be our duty to point out that our governments have made gross errors, and have in consequence suffered heavy losses, yet we must not forget that the British Empire is the grandest, noblest empire on earth, and that it is our duty to see that there is no brighter, freer spot in that empire than this fair Dominion.

—“DEFEAT is the poultice that draws endeavor to the surface.”

-- "THERE is enough sunshine in one happy young face to make the roses grow in a thousand hearts."

### A LESSON ON MEXICO (INTRODUCTORY.)

No country in the world furnishes subject matter for a more interesting lesson in geography than does Mexico, the land of the Aztecs.

In taking up a lesson on this country three important points must be considered. In the first place the lesson must be brought into connection with the child's experience of life. In the second place accurate and definite information must be given him in respect to the country. In the third place he should be introduced to the books from which he must draw his future culture. Too many lessons fall short of being truly educative because they take no account of the future of the child—no account of the after school time. The excuse offered for this omission is that the teacher and pupil alike in small places have not access to good books. It is not necessary to have a large number of books. Have a few good ones, bearing on the child's work, and refer to these constantly, read to the child and allow him to read to you. "Two Years Before the Mast" can be procured for about thirteen cents, and Lady Brassey's books, in paper cover, for about the same price.

### SUGGESTIVE OUTLINE OF A LESSON.

1st. Connect the coming lesson with the child's previous experience and knowledge of life:

*a.* By travelling to Mexico.

1. By water from Montreal. The Quebec Steamship Company would take the children to Pictou, the Intercolonial Railway across Nova Scotia to Halifax, thence they could go by water to Boston or New York, from which ports steamers sail direct to Vera Cruz, in Mexico.

2. By land from Montreal to Boston by the Central Vermont Railway, thence to Mexico City. In this way the unhealthy coast would be avoided.

3. Partly by land and partly by water.

*b.* By having a map of North America on the wall to show the children the position of Mexico in relation to Canada and for the purpose of bounding Mexico.

c. By computing the number of miles travelled in getting to Mexico.

2nd. The Lesson Proper.

a. Have an outline map of Mexico drawn on the board.

1. Draw attention to the shape as determined by the mountains and gulf stream.

2. Compare with Canada as to size, one-fourth that of the Dominion.

b. Fill in the map gradually marking

1. The lowlands, a. healthy parts.

b. unhealthy parts.

2. The mountains.

3. The table-lands with cone-shaped mountains.

4. The mountains.

As soon as the lowlands are marked on the map discuss the climate as determined by latitude, mountains and gulf stream, the products and animal life, explaining the use of the products. Show samples of the products. Show pictures also exhibiting the people at their various industries. Then take up the other three divisions in turn. There are three well-defined climates to consider. Any geography will supply facts.

3rd. Read some interesting extracts from standard works on Mexico. For instance, the following account of the landing at Vera Cruz and journey to the mountains would be profitable. The account is from "Mexico," in the "Story of the Nations" series. If you had access to some account, like that of Ballou, of the romantic drama of Mexican history connected with Anahuac, the great plateau of Mexico, it would be well to read portions of that fascinating work. "The steamer stops, and we are lying off Vera Cruz, in the Gulf of Mexico. Half a mile off, the long, low shore stretches north and south, with the white town upon it, flat roofs making level lines on the houses glaring in the morning sunlight, domes and church towers rising above the rest; glimpses of bright green tree-tops are to be seen, but outside the city all is barren and waste. The plain behind rolls up, however, and the background is the peak of snow-capped Orizaba, silent, lofty, 17,356 feet above our level.

This is what we see to-day, leaning over the bulwark of our large luxurious steamer which has brought us, easily, from Havana in a few days, over the smooth, green waters of the Gulf. Our only anxiety has been the possible chance of a "Norther," which may break loose at any time in that region, sweeping over the waters with fury and driving the stoutest vessels away from the coast they would approach. Our only exertion has been to keep cool upon the pleasant deck, and to take enough exercise to be able to enjoy the frequent food provided by the admirable *chef* of the steamer.

The scenery is the same that Fernando Cortés looked upon, some three hundred years ago, when he, too, cast anchor half a mile from the coast and scanned the shore with an anxious eye to find a suitable landing. Orizaba rose before him, as now we see it, stately, majestic, cold and forbidding, under its mantle of snow.

An inhospitable coast borders the treacherous, though beautiful, Gulf of Mexico. Its waters look smiling and placid, but at any season the furious "Norther" may break loose, sweeping with fearful suddenness over its surface, lashing its lately smiling waves into fury, threatening every vessel with destruction. Low sand-bars offer little shelter from the blast. Ships must stand off the coast until the tempest shall be past. The country offers nothing better to its landed guests. "Vomito" lurks in the streets of Vera Cruz to seize upon strangers and hurry them off to a wretched grave. All the pests of a tropical region infest the low lands running back from the sea. Splendid vegetation hides unpleasant animals, and snakes are lurking among the beautiful blue morning-glories that festoon the tangled forests. Let us hasten away from these dangers, and climb the slope that leads to a purer air. As we ascend, we pass through forests of wonderful growth, sugar-cane and coffee plantations now appear; and the trees are hung with orchids, tangled with vines bright with blossoms, many of them fruit trees now in flower, one mass of white or pink. The road crosses water-falls, winds round ravines, under mountains, through tunnels, climbing ever higher and higher, until Cordoba is reached at an elevation of over 2,000 feet. This town is surrounded and invaded by coffee plantations and orange groves. At the station baskets of delicious fruits are offered us—oranges, bananas, grena-

ditas, mangoes. Here we bid farewell to the tropics, and forget the snakes and the fear of vomito.

The climate we are seeking is not a tropical one. Whoever associates Mexico with the characteristics of heat, malaria, venomous reptiles, has received a wrong impression of it. Such places, with their drawbacks, exist within the geographical limits of the country, but it is wholly unnecessary to seek them; for the towns of historical and picturesque interest are above the reach of tropical dangers, for the most part, while there are seasons of the year when even the warmer portions can be visited with safety and delight. At Orizaba the climate is temperate, fresh and cool, beginning to have the elements of mountain altitudes. It is well to stop here for a day or two to become accustomed to the river air. It is a summer place of recreation for the inhabitants of Vera Cruz, while in winter it is a favorite excursion from the places higher up on the plateau."

—EACH lesson in geography should begin with the child's own experience, carry him on through new experiences, and give him the key with which to open the door to fresh experience.

### A TWENTIETH CENTURY EDUCATIONAL PROBLEM.

A question which the nineteenth century transmits to the twentieth that seems to me of significant value is the one of uniting in the same personality, culture and power. Culture is primarily a function of the intellect. Power is primarily a function of the will. The man of culture knows; the man of power does. The man of culture appreciates; the man of power executes. The man of culture gathers up the treasures of others; the man of power uses every fact as a tool for securing results. The man of culture is good; the man of power is good for something. The man of culture is in peril of selfishness; the man of power is in peril of rashness. The man of culture is in peril of sitting by the side of the ocean of life, careless of or indifferent to the lives that are intrusting themselves to its dangers, but appreciative of its grandeur and sublimity; the man of power is in peril of rushing into the tumultuous waves to rescue something, whether it be a log or a wrecked sailor or a bottle—he hardly knows what. The

old college did not make the man of culture; but it did make the man of power. The new college is doing somewhat to make the man of culture. The new college is also doing somewhat to make the man of power. In the new century the college will exalt each purpose and will also unite them. The man of the finest culture will be also the man of the greatest power; and the man of the greatest power will be the man of the finest culture.

These two purposes of culture and power are somewhat embodied in the two special schools of the higher education. It is a notorious fact that the modern scientific school, called by various names, such as technical, polytechnical, or technological, does not train gentlemen of culture. It makes good engineers, chemists or electricians. It does not make men of learning. The college does not make engineers or chemists or electricians, but it does endeavor to make men of liberal learning. The union of these two sides of our educational course would be exceedingly advantageous. Let the scientific school make the technical scholar; and, in making him such, let it also make the gentleman of culture. Let the college, in making the man of culture, make also the engineer or the chemist or the electrician. In a word, let every scientific school be a part of a college; and yet by no means should every college have a scientific school, any more than every college should have a theological seminary. Let the scientific school also be regarded as a professional school co-ordinated with the school of law or the school of medicine, and not as co-ordinated with the undergraduate college.—“*Educational Problems of the Twentieth Century*,” by Charles F. Thwing in the *November Forum*.

—THE lazy teacher never succeeds anywhere. She is always poor,—poor financially and poor in the love, respect and honor of her pupils.

### DRUDGERY OR ENTHUSIASM.

No matter what the object is, whether business or the fine arts, whoever pursues it to any purpose must do so with enthusiasm and love. Yet, he who aspires to something, and strives for something, cannot always be satisfied. It is therefore hardly in anybody's power to keep from being sour at times; but overwhelming enthusiasm must be the rule and plodding drudgery caused by toilsome work

the exception. A good man and a wise man may at times be angry with the world, at times even grieved for it, but be sure no man was ever discontented with the world who did his duty in it. Never suffer your energies to stagnate. Throughout his life man should be striving after something better. Man is never so happy as when he is active, and he is fortunate who can suit his temper to any circumstance. Teachers should be happy workers who have rapturous enjoyment and the highest gratification of mind in their vocation. Because they commune with master-minds they ought to be inspired with a higher life. Their greatest satisfaction is in knowing that they are doing good. The most delicate, the most sensible, of all pleasures consists in promoting the pleasures of others. Still, there are times when a teacher's work seems ignoble toil and pure drudgery, like pouring water into a pierced cask or letting down buckets into an empty well. Even then do not despair, look upon this as inevitable in the every-day cares and duties of a teacher, as the necessary weights and counterpoises of your exalted enthusiasm. Only the despondent drudge travels in the lowest depth, but the inspired enthusiast upon the loftiest heights. If your teaching is a work of love, then little joys will refresh you constantly and dispel the numberless troubles and sufferings. Drudgery and enthusiasm are the names of two extremes; the utmost bounds of the latter we do not know. All the great masters were persevering enthusiasts, otherwise they would not have accomplished what they did, nor overcome the many obstacles in their way.—*The Etude*.—*Carl W. Grimm*.

### EDUCATIONAL REFORM.

An article recently published in an educational journal concerning the hardships of a youthful scholar who, for four years, had been the object of the teacher's wrath and the scholars' ridicule, all because of an unrecognized defect in hearing, undoubtedly describes a case which is not without its parallel in many public institutions of learning.

Public school buildings, especially those of the larger cities, are constructed to-day upon the soundest sanitary and hygienic principles. No expense is spared to make the architecture and surroundings such as shall appeal to the higher instincts of the pupils.

This is admirable, but the best-lighted school-room will not correct a defect of eyesight, nor will high studding restore an uncertain hearing. Pupils are seldom arranged according to any possible defect of eye or ear, if indeed inquiries are ever made with reference to such matters. And not only does failure to recognize these difficulties deprive the scholar of his rightful proportions of instruction, but the moral effect of constant "nagging" upon a supposedly stupid scholar is decidedly baneful.

Much can be done in providing that the books to be used shall conform to established rules for the preservation of the eyesight. They should be printed on heavy unglazed paper, in clear type, with lines well spread upon the paper. This, together with the seating of the pupils in the room so that there shall be proper distribution and direction of light, will greatly mitigate the tendency to eye-strain.

But the most satisfactory arrangement is to submit every scholar at entrance to a rigid examination as to his seeing and hearing abilities, and to prescribe the proper and most favorable conditions under which he may pursue his studies. And since defects may arise at any time during the course, it would not be amiss to offer the benefit of an examination also at the close of each term or of each year's work, before the pupil is allowed to enter a new class.

Meanwhile, until such examinations shall be furnished at the public expense, it behooves the parent to see that his child does not suffer for lack of them.

It is unfair to a student, especially in view of the rapid progress now required of him, to deprive him of at least something like a fair opportunity.

So simple a thing as the placing of pupils who are hard of hearing within comfortable distance of the teacher's voice would brighten many a child's school-days, and transform many an apparent dunce into a good scholar.—*The Youth's Companion*.

## PROVINCIAL ASSOCIATION OF PROTESTANT TEACHERS OF QUEBEC.

### THE ANNUAL CONVENTION.

The annual Convention of the above Association will be held on the 18th, 19th and 20th of October next, in the High School, Montreal.



The usual arrangements will be made for reduced fares over the various R. R. and steamboat lines, also for the board and rooms of ladies at reasonable rates.

The revised regulations regarding Exhibits are in the printers' hands and will be issued to all inspectors in a few days. It is hoped that this feature of the Convention will receive much more attention than it has in the past.

A most attractive programme has been prepared for the sessions of the Convention, which will be substantially as follows :—

Wednesday evening, Oct. 17th. Meeting of the Executive Committee at 8.30.

Thursday morning, Oct. 18th, at 10 o'clock :

Reports of various Committees.

Thursday afternoon, Oct. 18th, at 2 o'clock :

1. Routine Business. (15 min.)
2. Nominations. (30 min.)
3. Adornment of School Grounds, by W. S. McLaren, Esq., M. C. P. I. (40 min.)
4. Adornment of School Houses, by Mr. S. F. Robins, Aberdeen School, Montreal. (30 min.)
5. Discussion. (1 hour.)

Thursday evening, Oct. 18th, at 8 o'clock :

1. Address of Welcome by Dr. W. I. Shaw, Chairman Protestant Committee.
2. President's Address, by Dr. Wm. Peterson, Principal McGill University.
3. Music during the evening.

Friday morning, Oct. 19th, at 9 o'clock :

1. Routine Business. (15 min.)
2. Science Teaching in Elementary Schools, by Miss C. M. Derick, B.A., McGill College. (40 min.)
3. Relation of Science Teaching to the needs of our Rural Districts, by J. A. Dresser, M.A., Principal Richmond College. (30 min.)
4. Discussion, opened by Mr. H. A. Honeyman, M.A. (1 hour.)

Friday afternoon, Oct. 19th, at 2 o'clock :

1. The Teacher out of School, by Mr. C. V. Ford, Principal Danville Academy, and Miss T. E. Traver, Farnham Model School. (1 hour.)
2. Discussion of Papers and Reports.

Friday evening, Oct. 19th, at 8 o'clock :

1. Economics in the High School, by Dr. J. E. LeRosignol, University of Denver. (45 min.)
2. Address, by Rev. W. Barclay (expected). (1 hour.)
3. Music during the evening.

Saturday morning, Oct. 20th, at 10 o'clock :

1. Routine Business. (15 min.)
2. Reports of Scrutineers for Election of Officers. (15 min.)
3. Report of Committees. (30 min.)
4. Bickmore Lecture (Illustrated). Dr. F. W. Kelley, High School. (1 hour.)
5. Unfinished Business. (1 hour.)

## PROVINCIAL ASSOCIATION OF PROTESTANT TEACHERS.

### REGULATIONS RESPECTING EXHIBITS OF SCHOOL WORK.

(In force November, 1897.)

1. The regulations governing the preparation of school exhibits have been made to harmonize with those governing the preparation of specimens of school work for the Honourable Superintendent of Public Instruction, so that one and the same effort on the part of a school will satisfy both requirements. To this end the Department has concurred in the following arrangement :
  - (a) ELEMENTARY SCHOOLS. School Inspectors are authorized by the Superintendent to have the specimens required by Regulation 9, sec. 9, of the Protestant Committee's School Code, prepared in accordance with the rules hereinafter enumerated, to retain them for exhibition at the Annual Convention of the Provincial Association of Protestant Teachers, and subsequently send them to the Department of Public Instruction.
  - (b) SUPERIOR SCHOOLS. The specimens of work annually sent to the Department from these Schools may be made up in *two* parts, ONE marked "*For exhibit at Convention,*" THE OTHER not so marked ; and the Department will forward to the Convener of the Exhibits Committee, at the proper time, all packages marked "*For exhibit at Convention.*"

2. Elementary Schools must send in specimens of school work from *six pupils*, in writing, arithmetic, map-drawing, drawing and English composition; and from at least *three pupils* in book-keeping.  
These specimens (33 in all) must be selected from Third and Fourth grades and from no others. Drawings must be from authorized text-books or developments of types contained in such text-books.
3. Superior Schools must send in *three* specimens (from different pupils) from each of at least four grades in Academies, and of at least three grades in Model Schools (the lowest being Grade I. Model School) in each of the following subjects, viz.:—Writing, arithmetic, map-drawing, drawing, English composition, and at least two other subjects.
4. The Elementary Schools of Montreal, Quebec, and Sherbrooke, and Elementary Departments of Superior Schools shall compete with one another, and form a separate class.
5. Specimens of Kindergarten, Botanical, and Industrial work may be sent from any school. Such shall be styled SPECIAL EXHIBITS. *Ordinary exhibits must be fastened and protected between stiff covers; and special exhibits sent in suitable boxes or cases.*
6. Schools are recommended to prepare their specimens on authorized paper (8 x 10 inches). Any school, however, may submit its specimens on any other suitable paper of uniform size and mounting.
7. All specimens shall show (a) the name of the school and municipality from which they come, (b) the name, age and grade of pupils whose work they are, (c) the school year in which the work was done.
8. All specimens must be the *bona fide* work of the pupils whose names they bear, and must have been prepared within twelve months previous to exhibition.
9. All exhibits must be sent addressed to "Exhibits Committee, McGill Normal School, Belmont Street, Montreal," so as to reach their destination *at least two days* before Convention opens.

Exhibits of Elementary Schools must be sent through the Inspectors of their districts; Exhibits of Superior Schools through the Principals or the Department.

10. Prizes and Certificates will be awarded annually as follows:—
- (a) Two prizes, consisting of school apparatus, of the value of \$10.00 and \$7.50 for the best exhibits sent in from High Schools and Academies under the above regulations, provided in the opinion of the judges such exhibits possess sufficient merit.
  - (b) Two prizes of same value and under same conditions for the best exhibits from Model Schools.
  - (c) Two prizes of same value and under same conditions for the best exhibits from Elementary Schools.
  - (d) Two prizes of same value and under same conditions for the best exhibits from the Elementary Schools of Montreal, Quebec and Sherbrooke, and the Elementary Departments of the Superior Schools.
  - (e) One prize of the value of \$10.00 for the best *special exhibit*.
  - (f) Certificates of Standing to schools taking prizes.
  - (g) Certificates of Honour to schools not taking prizes or debarred from competing under Article 11, but sending in exhibits (ordinary or special) of remarkable merit.
11. A school obtaining a first prize is ineligible to compete again for prizes for three years, and no school may receive more than one prize for ordinary exhibits in one year.
12. The Executive Committee, at its first meeting after each Convention, shall appoint a Sub-Committee on Exhibits, whose duty it shall be:—
- (a) To receive and display exhibits.
  - (b) To appoint three judges to award prizes and certificates, and to receive their report.
  - (c) To see that exhibits fulfil the prescribed conditions, and to arrange and classify before submitting to the judges all exhibits entitled to compete.
  - (d) To return exhibits after the close of Convention.  
*To secure their safe return all exhibits must be distinctly labelled*
- This Sub-Committee shall continue in power until its successors are appointed, and shall report to the Executive Committee.
13. A grant not exceeding One Hundred dollars shall be made annually to defray the expenses of the Committee on Exhibits.

14. It shall be the duty of the Corresponding Secretary of the Association to notify prize winners, and to arrange with the Treasurer for the distribution of prizes and certificates within a month from the close of each Convention.
15. Prizes not applied for before the close of the next succeeding Convention cannot be paid.

### Official Department.

#### BONUSES PAID TO TEACHERS

FOR SUCCESSFUL TEACHING DURING THE YEAR ENDING  
JUNE 30th, 1899.

##### *District of Inspector A. L. Gilman.*

Messrs. William Myhill, Richard Bowes, Misses Ethel Johnston, J. Edith McClatchie, Janet Loynachan, Agnes Whelen, Liliast Suprennant, Mrs. Ray Pepper, Mr. Heman Armstrong, Misses J. Ethel Howe, T. Radmond, Elizabeth Armstrong, Flora Currie, Annie Stevenson, Maud Keezar, Mary Hunter, Georgina Stevenson.

##### *District of Inspector James McGregor.*

Misses Martha V. Paul, Agnes J. Johnston, Lizzie S. Rud-dock, Mary A. Cameron, Agnes E. Watherston, Mary Sutherland, Mary E. Moody, Ella J. Fraser, Lizzie M. Hunter, Mary F. G. Rennie, Agnes M. Cogland, Maggie Barr, Alice M. Darby, Charlotte S. Moe, Christina McDiarmid, Jessie M. MacIntosh, May Parham, Nellie G. Robinson, Mary J. Hall, Jessie Blackwood.

##### *District of Inspector R. J. Hewton, M.A.*

Mr. Walter Odell, Misses Frances A. Oakes, Janet Anderson, Edith S. Dowd, Mr. John G. Moore, Misses Mary R. Judd, Jessie Sutherland, Marion I. Holland, Edith R. Lyster, E. J. Carden, Edith Crack, Caroline M. Kidd, Annie J. Dunn, Mildred M. Rhicard, Christina McMichael, Maude Perkins, Susie M. Mitchell.

##### *District of Rev. Inspector W. G. Lyster, B.A.*

Misses Ina Elliott, Edith Thompson, Theodora Christie, Ida Smith, Beatrice Bechervaise, Ida Fair.

*District of Inspector J. W. McOuat, B.A.*

Misses Janet Dobbie, Etta T. McBride, Clara B. Dickson, Maude Caron, Maggie Lumsden, Grace E. Johnson, Anna M. Morrison, Maggie Smith, Agnes Scott, Ada Armstrong, Maggie C. Dixon, Elizabeth McVicar, Florence Chambers, Annie Shepherd, Harriet McGarvey, Janet H. Rodger, Esther E. Russell, Ellen Hills, Martha Good, E. Allie Law, Elizabeth Walsh, Mary C. James, Isabella McOuat.

*District of Inspector John Parker, B.A.*

Misses Kate Lowry, Winnifred Woodside, Edith Smith, Laura Hall, M. G. Heath, Nellie Frazier, Agnes C. McKenzie, Sarah McCulloch, Hilda Jacobson, E. C. Moore, Annie Allen, J. E. Andrews, Eunice Mooney, Elizabeth Melrose, Elizabeth Ferguson.

*Rev. Inspector E. M. Taylor, M.A.*

Misses Romelia Kathan, Lenora Corcoran, Nancy L. Hayes, Anna A. Hawley, Martha M. Hunt, Agnes I. Miles, Hattie R. Jones, Cynthia L. Jones, Ella Sweet, Susie MacFarlane, Addie Dunn, Prudence Clark, Alma Phelps, Emma E. Cousens, Rev. W. J. M. Waterson, Miss Bertha Castle, Mr. Merrick A. Leet, Misses Sylvina Chilton, Ella E. Vail, Alice A. Batcheller.

*District of Inspector Wm. Thompson.*

Misses Annie Stenning, Cora Davis, Maud Wheeler, Mr. Herbert Witcher, Mr. F. C. Humphrey, Misses Eva Bean, Ivy Hastings, Annie Saxon, Florence Terry, Addie Todd, Louise Locke, Adelaide Hawley, G. Alice McLellan, Gertrude Halliday, Fannie Bangs, Grace Reynolds.

## NOTICES FROM THE OFFICIAL GAZETTE.

## DEPARTMENT OF PUBLIC INSTRUCTION.

*Erection of a New School Municipality.*

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 17th of March last (1900), to detach from the municipality of Saint David, County of

Yamaska, the district No. 1, comprising the ranges Jonathan, Sainte Sarah, Sainte Rosalie, from its north-east extremity to No. 694 inclusively; Sainte Cécile from and including No. 810 to No. 822, inclusively; range Saint Patrick from its north extremity to and including No. 833, the domain and the part of the said parish forming the unincorporated village; according to the official plans and books of reference of the said parish; and erect this territory into a distinct school municipality by the name of "Village of Saint David," in the said County of Yamaska.

This erection will take effect on the 1st of July next, 1900.

*Boundary of Limits of a School Municipality.*

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 20th of April (1900), to detach from the school municipality of "Le Sacré Cœur de Jésus," County of Beauce, the lots Nos. 27 and 28 of the VIIIth range of Tring, and annex them, for school purposes, to the municipality of "Saint Ephrem," in the same county.

This change of boundaries is to take effect on the first of July next, 1900.

*Appointment of a School Trustee.*

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 20th April (1900), to appoint Mr. John Brown, school trustee of the school municipality of Levis, county of Levis, to replace Mr. Wm. McMillan.

*Appointment of a School Commissioner.*

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 20th April (1900), to appoint Mr. Jérémie Beliveau, school commissioner of the municipality of Pointe-aux-Anglais, County of Saguenay, to replace the Rev. P. Lemay.

*Appointment of a School Commissioner.*

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 10th of May instant (1900), to appoint Mr. Edmond Caron, school commissioner for the municipality of Saint Yvon, county of Gaspé, to replace Mr. Arthur Clavette, whose appointment has been revoked.

*Erection of a New School Municipality.*

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 10th of May (1900), to detach from the municipality of Charlesbourg, county of Quebec, the following cadastral numbers of the parish of Charlesbourg, to wit: Nos. 278 to 301, inclusively, No. 301*a*, No. 302 to No. 339 inclusively, No. 339*a*, No. 340 to No. 390 inclusively, No. 661 to No. 697 inclusively, and Nos. 701, 702, 703, 705, 706, 707, 708, 744, 745, 746 and 747, this territory forming district No. 1, of the said parish of Charlesbourg, and to erect it into a distinct school municipality by the name of "Trait-Carré de Charlesbourg."

This erection will take effect on the 1st of July next (1900).

*Erection of a New School Municipality.*

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 18th of May (1900), to detach from the parish of Saint Raymond, county of Portneuf, the new parish of Saint Léonard, and to erect it into a distinct school municipality, with the same limits which are assigned to it, by the proclamation dated the 22nd of July (1899).

This erection will take effect on the 1st of July next, 1900.

**Correspondence.**

*To the Editor of the RECORD :*

Having myself been victimised by the subject of this letter, I am anxious to warn others to be on their guard against such impostors.

A fraud order has been issued recently by the Post Office Department of the United States at Washington, D.C., against the Rev. L. D. Bass, D.D., the Union Teachers' Agencies of America, the Bureau of Civil Service Instruction, and M. W. Daniel, all of that city.

The Rev. L. D. Bass, A.M., Th. G., D.D., in circulars sent broadcast over Canada and the United States, represents himself as having "come of a long line of illustrious ancestors" and as being "a man cast in a heroic mould," as having graduated from three different universities in the United States, where he received the three degrees appended to his name, as having married some one bearing the same family name as Abraham Lincoln's first sweetheart, as being



a man of "strong mind," "a wise head," "integrity of purpose," "catholic sympathy," "a statesman by nature," "endowed with a fine presence and a magnificent voice," and so on *ad nauseam*.

The Rev. Dr. Bass advertised largely, under the name of the Union Teachers' Agencies of America, that the concern had offices in at least ten cities of Canada and the States, and that the agencies had unsurpassed facilities for securing positions for teachers in both countries. The Post Office Department at Washington made enquiries of 175 teachers, who, it was alleged, had received their positions through the Rev. Dr. Bass, and, as a result of these enquiries, the Department finds that the positions which were recommended were not vacancies, or that the teachers received no replies to their applications. We have personal acquaintance with at least one Canadian teacher, whose experience was of a similar nature. "The entire scheme of the Union Teachers' Agencies,"—we quote the words of the Washington *Evening Star*,—"seemed to be to obtain a fee of from \$6 to \$8 and only do enough work to hide the scheme."

The name of M. W. Daniel was used only as an address.

Under the style of Bureau of Civil Service Instruction, the Rev. Dr. Bass was even more fraudulent, if that were possible. The illustrations being false as to the point he made by using them in his circulars. Some of the certificates and affidavits made use of were fabrications, and some of his statements were unwarranted.

The case was tried before the Acting Assistant Attorney-General for the Post Office Department.

We have received a circular announcing high-class excursions, under superior conductorship; vacation party for Preachers and Teachers, arranged for June, July and August, 1900, under the direction of the Paris Exposition Tourist and Excursion Co.

Rev. L. D. Bass, A.M., Th. G., D.D., Pres. Pittsburg, Pa.

READER.







THE  
EDUCATIONAL RECORD  
OF THE  
PROVINCE OF QUEBEC.

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Nos. 8 & 9.      AUGUST-SEPTEMBER, 1900.      VOL. XX.

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**Articles : Original and Selected.**

THE FUTURE OF THE KINDERGARTEN \*

BY WM. T. HARRIS.

The kindergarten is in a full career of progress here in America, to-day. Every new inventory of existing school systems finds an increase in the number of cities that have adopted it as an introduction into the elementary school work. More and more villages have private kindergartens with full quotas of pupils. Six years ago there were one hundred thousand pupils in such schools, one year ago there were two hundred thousand—the number had doubled in five years. While no signs of abatement of this progress are visible in the statistical returns, there are tendencies in the management of the new department which may lead to a reverse in the course of a few years; and it is because I have been pained to observe those tendencies that I have come here to-night to speak of the future of the kindergarten.

The first danger is the financial one. \* \* \* But I do not intend to dwell on this feature of kindergarten management, because I think the danger of too great expense may be easily met by some effective plan, that will not diminish, but on the contrary enhance, the value of the in-

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\* A paper read before the International Kindergarten Union and published in the *Kindergarten Review*.

struction, while reducing the cost of it to its normal average,—namely, one-half the cost of the whole day primary instruction.

My chief point relates to what I consider to be a wrong conception of the place of the kindergarten, not in the school life of the child, but in the total of human education. For, while the whole of life is an education, the school offers a special kind of education, and is not a substitute for the education of the family in the home; nor for the education in civil society which the man gets by earning his daily bread by his trade or occupation. Nor can the school give the education which comes to a citizen of a civilized state from being governed by it, and assisting to govern his fellow-citizens.

The school cannot make itself a substitute for the family without injury to the children who are assigned to it. This is, in fact, the crying evil of the orphan asylum which provides for children who have no other home. It offers a school, and not a home for the child. Within the home the child finds scope for the development of his individuality in a hundred ways that the school or the kindergarten cannot permit. For the child needs at times to exercise his pure caprice and arbitrariness. He cannot learn to know himself and be sure of his inborn powers in any other way.

To be sure this is not all, but it is something very important—nay, essential. The child must develop a self of his own, and he can never do this unless he exercises his own initiative and follows his own fancy many hours in the day, unrestrained by the school or by the governess or by the strict parent.

In saying that one institution cannot be made a substitute for another, one must not say that each is not essential in its place, and that both must not be kept and perfected for their work.

It was an insight into this necessity for separate functions which led the teachers and superintendents of the ordinary school to oppose the adoption of the kindergarten into the school system. For it came to them with the claim that it educated by childish play. All sensible persons saw that childish play is a good thing, but it seemed to them that it is already provided for in the child life of the home. If play, pure and simple, is educative, then

the average child gets much education if only let alone and allowed to follow his instincts.

I confess that for many years after I had heard of the kindergarten and even had read treatises urging its adoption, I supposed that the design of Froebel was to furnish a substitute for the free wild play of the child followed by him from instinct; and I was quite opposed to its introduction into a city school system. But I found upon a systematic examination of Froebel's devices and methods that he had something quite different in view, and something quite valuable too.

Froebel was not seeking to invent a substitute for the spontaneous play of the child, but, on the contrary, to invent a transition from the home to the school. This connecting link should have a play element in it carefully preserved; it should likewise have in it a school element,—namely, a regular programme of exercises giving unity to all the work and all the play. The school is a social whole and there must be some degree of subordination of caprice to a general purpose.

It is evident, when one considers the too abrupt transition from the home to the old-fashioned school, that such a transition or connecting link was very much needed. An immense waste of what is best in infancy was caused by a sudden entrance upon a rigid and even harsh system of school work without any preparation for it. In place of spontaneous self-help and natural development, the child came under a training that suppressed or effaced his childish impulses and compelled him to a blind obedience to an external authority—compelled him to learn abstract and remotely interesting matter from books.

Froebel's kindergarten has done much to change the primary instruction above it—the work of amelioration is still going on. But after the primary school has been made all that it should be, there will still remain a place for the kindergarten, for the age from four to six years needs a combination of play and work, such as the kindergarten has provided.

Froebel's system must be understood and valued as a means of conducting the child from mere play towards work, from mere symbolic activity (that is to say from "make believe") to the serious grasp of reality. Hence it has both of these elements in it.

Therefore, to take for granted that the kindergarten is

only a play-school—an attempt to provide the child with play and amusement—is a serious error. And I am sorry to say that so ardent an advocate of educational reforms as President G. Stanley Hall, of Clark University, has made precisely this mistake in his thoughtful and friendly criticism, pointing out what he calls, “Some Defects of the Kindergarten in America,” in the January *Forum* for this year.

By making a wrong metaphysical assumption as to the object of the kindergarten, and taking for granted that the kindergarten plays and games are a substitute for childish play in its totality, he has caused the larger part of his otherwise useful and suggestive article to become disappointing and even bewildering. For what can the kindergarten teacher think of the advice to make an exhaustive inventory of all the plays of childhood, and introduce them into her programme, without ever inquiring how they relate to a preparation for the more serious work of the school? Into the kindergarten he proposes to introduce catching, throwing and lifting games, apparently without considering what is safe in a schoolroom, or the age at which children can acquire that delicacy of muscular sense to enable them to throw accurately or to catch what is thrown. He forgets, too, in this, what he has often taught in regard to fundamental and accessory. For to throw a ball properly and to catch it readily, requires such a training as enables one to do with fundamental muscles what one can do at first only with accessory muscles. Most people, in fact, never get beyond the lesson of manipulation with the aid of the hand and eye (using accessory muscles), although training may be carried to such a point with the fundamental muscles that, for example, a marksman may hit birds on the wing or glass balls thrown from a trap without taking aim; or, like an English guardsman, handle the sword with hair's-breadth precision.

The kindergartner is asked by Dr. Hall to consider bean bags, hoops, and jumping ropes; to introduce the doll, the colored tops, the peg board, soap bubbles, jack-straws and knuckle bones. “The contents of the toy shop should be always studied and used.” “Walking sideways and backwards, and sorting out very heterogeneous blocks and cards, and laying like to like might be tried; while pop-corn, play



with the chalk, shells, spools, pictures, milkweed pods, potato-work, should be carefully experimented with."

Some of these things are so connected with the caprice of the moment, that they belong strictly to free play, and could not be made formal exercises (or concert exercises) for a kindergarten without entirely depriving them of all educative value.

I have already called attention to the use of play that is purely spontaneous and devoid of set routine, in cultivating the sense of personality. The child gets in the exercise of his veriest caprice a sense of his free causal power, and this sense is the basis of his feeling of moral responsibility.

The child produces what his fancy dictates and then he destroys what he has made. He comes to a sense of his freedom, positive and negative, by this. The power to destroy must be realized in the mind of the child; but a destructive habit must not be encouraged to the point of wantonness. Discovery has in it a large element of destructiveness. The child cannot become conscious of his originality without both making and unmaking. Therefore, if you deprive a child of his play, you produce arrested development in his character. If the kindergarten were to rationalize the child's play so as to dispense altogether with the utterly spontaneous, untamed play of the child, thus repressing his fancy and caprice, it would deprive his play of its essential character, and change it from play into work.

Although the kindergarten has to prescribe the exercises of the child, yet it endeavors to control him in a wise and gentle manner, so as to leave as much initiative with the child as possible. Were the child to be held to a rigid accountability in the performance of his task, it would cease to be play and would become labor. Labor performs the task presented for the sake of the objective end or purpose. Play prescribes for itself alone and cares little for the objective value of what it does.

It is the preservation of the form of play and at the same time the introduction of objective value into the result, that constitutes what is new and valuable in Froebel's method of instruction.

It would be absurd to claim that his method is perfect beyond all improvement; but it is certain that all improvement must observe carefully the limits of the sphere to

which the kindergarten legitimately belongs. To propose as an improvement the adoption of the sphere of mere play, as though the kindergarten could be a substitute for free, wild play, would be not an improvement, but a perversion of it from its only legitimate sphere. An adoption of such a proposition would soon result in the destruction of the kindergarten altogether. For it would then justify the arguments first made by school superintendents against the ill-instructed enthusiasts who recommended the kindergarten because it made play educative, and was a kind of substitute for the spontaneous play of the child, and because these enthusiasts seemed to wish that all play should be regulated according to the form prescribed by Froebel. Had these advocates of the kindergarten been the only ones heard, the kindergarten would never have come into vogue in America; nor in any country where sound ideas on education prevail. Froebel would have remained without disciples who could see his great discovery of a transition or connecting link between the child's genuine play and the real work of the school.

Let me here point out the significance of the songs and games and their relation to the Gifts and Occupations, without attempting an elaborate discussion.

The Gifts concern geometric or space representations and involve the simple operations in numbers called the "four rules" of addition, subtraction, multiplication and division. The three solids—cube, globe, cylinder—and their parts, form an admirable introduction to the serious studies of later years, and yet are adapted to the child's capacity. The Occupations teach the child how the linear may be made into a surface, as by weaving, and how strength in one direction may, in a fabric, become strength in two dimensions. Until better are suggested, Froebel's Gifts and Occupations ought to hold their place in the kindergarten as a propædeutic to mathematics, which forms a general science of inorganic nature.

Over against this introduction to the nature studies that are to follow in the elementary school, high school and college, Froebel places a list of songs and games dealing with man and mostly with social relations. They relate to the occupations of man and to his institutions, and for the most part have some allusion to the dependence of the in-

dividual upon the social whole, and the beneficent aid which the social whole gives to the individual.

The kindergarten thus covers the two hemispheres of human knowledge in the scope of its play and work, and is reasonably well adapted to the child's body and mind, as developed at the age of five years.

Additions to and subtractions from this curriculum can be made, as I have said; but if of value, they must fit on to and continue the child's free wild play, and at the same time must contain mathematical training leading to arithmetic and geometry, because these form the introductions to the science of inorganic nature; they must also look towards human society and the child's dependence upon it and show its gracious aid.

It would be interesting to consider the whole range of objections to the kindergarten as Froebel conceived it, in the light of these three requirements,—organic growth, human society, and the age of the individual; but time does not admit it here.

I must close this paper by alluding again to the main point, against which I have been contending, namely, the repudiation of Froebel's conception of the kindergarten as a connecting link between the home and the school, and the adoption of that fantastic notion, that the kindergarten should be an organized substitute for pure child-play. I must say that it seems clear to me that if the kindergarten goes that road, its career will be short; and that people will very soon see that it is a waste of public money to attempt to do for the child what he can do better if left to himself. Nay, they will say that the kindergarten, in taking up the function of mere play, destroys its educative influence by making play a cut and dried affair; while, on the contrary, the kindergarten, in its legitimate sphere of preparatory work by means of play connecting the home and school, makes its programme a means of education—a gentle introduction into the school. And the school will demand of the pupil a submission to a programme of real work in conventional signs invented by the intelligence of the race, like letters and numbers and technical terms of science and art.

To say that all things are capable of improvement does not say that any caprice of the moment can mend them. We must not be hasty in adopting changes, but must be ready to consider them and think about them first.

The kindergarten, dealing as it does with the child in his immaturity of body and mind, needs to take great care not to overdo any one of its plays or its occupations, for that will produce arrested development of mind or permanent bodily injury.

If the kindergarten is conducted with a reasonable conservatism,—kindergartners not being frightened at being called worshipers of Froebel or sneered at as “decadent”—I can safely predict to the kindergarten an uninterrupted career of growth and of health-giving influence on our education.

### THE NEGLECTED CHILD.

The school life of which Thomas Hughes wrote in “Tom Brown’s School Days” has passed away. The child in the boarding school is better and more cared for than at any period in the history of that institution. The child of the school-room is a happy being compared with what he was a few years ago. Dickens, Hughes and many other lovers of children, have helped to spread abroad the thoughts that had their birth 1900 years ago in the little village of Nazareth. Thoughts that could not grow in all their fulness then, because of the barrenness of the soil in which they were sowed, have now, after the lapse of so many centuries, in more favored climes, reached something of their intended stature—perhaps even yet they fall short of the ideal of their author,—“a little child shall lead them.”

The days of “fagging” and the evils of the “tuck shop” are fast passing away, we hope never to return. The brutality of older pupils to younger and the indifference of masters to the suffering and immorality of children are echoes from the past. The condition of things of which the artist Millais wrote are impossibilities under the new order of affairs. He tells us that when nine years of age he was hung head downwards out of a second story window, by the class bully, his legs being tied to the iron guards with scarfs and strings, and that when rescued by some passer-by he was quite unconscious.

Little Pauls are met with only at rare intervals.

In the day schools too, life is made more pleasant by a

kindlier social spirit and more comfortable surroundings. Better ventilation of school-rooms and wiser feeding of children are helping towards this end.

Let us turn now to the child life that is as yet but little helped by the new order of things. I refer to the children without home life, the children of drunken and shiftless parents, the children who too often pass across the educational field no one enquiring whence have you come, or whither are you going. As I look over the years that are fled I am persistently haunted by a little boy with pale, pinched face, the color of paste, clad in ill-fitting garments, some too large for him, others too small. His face and hands are clean where most conspicuous, but a high-water mark about the neck and wrists shows that the ablutions have not been very thorough. Dirty faces and uncleaned boots are not allowed at school, so this child of the street washes his face and hands at the school sink and wipes them on the school towel, and rubs his boots with a piece of paper for lack of brushes. He is well worth studying closely, for he is a representative of hundreds of children in our schools. He has a hungry, furtive, animal look about his face. Were his age reckoned by years it would only be ten, but if by misery twenty at least. He never knows his lessons and never has his pencils or pens or scribblers. He is full of excuses. Much has he been sinned against, and he uses with consummate skill the defence of the wronged child,—the lie. He lies about everything. When asked, "Where is your book James," he answers without an instant's hesitation, "Please I put it down on the bench in the hall while I was putting on my cap, and when I went for it, it was gone." It is vain to ask if anyone has seen it. Of course no one has. When you say, "James, why did you not clean your boots this morning," he answer quite fluently and even jauntily, "Please I did. but a boy pushed me into the mud." When you ask what boy, he replies, "Please I don't know his name. Please he goes to the Friar's school." He is most ingenious in devising excuses for himself and can read your face better than his books. When he sees that some statement of his amuses you he becomes quite voluble and facetious in adding to it. He would clean the black-board all day and has no objection to being kept in—in fact he rather likes it, as thus he can learn something of next day's lesson from another boy's book.

Some days James has a shirt on, often he has none. Shirt day is recognized by an expansion of the coat and a turning up of the sleeves of his too long coat. Shirtless days by the pinning close around his neck of his poor thin coat and the dropping of his coat sleeves. With all his misfortunes he has a pride of appearance that under more favorable circumstances would help to evolve a nice looking boy. Then too there are often gaps through which his uncared for skin shows through. You try the experiment of insisting on collars for the boys, but it does not work. James appears next day, as usual, without any, and when pressed with regard to it, comes in the afternoon with one that he had made out of paper hanging about his neck like a neck-lace. Full of resources he is and has the making of a clever man. Some days he is absent. You surmise that it is because some of his more essential garments are not to be found in the morning. He accounts next day for his absence. "My mother needed me at home as my father was sick." Possibly this was strictly true.

After studying the boy for a while you lend him some books, but he quickly reports that they are stolen. He just put them down on the sidewalk for a minute and a man in a sleigh carried them off. Pencils, paper, pens, all go the same way.

James' deficiencies in the line of apparel are shown up conspicuously when the monthly change of seats takes place. He comes beside a not over-bright but prim little miss with clean hands and face, well cared for hair and a white starched apron. James rises to the occasion and appears in the afternoon with his hair parted and brushed with the only instruments he has, his two hands.

Whence comes this little waif? He lived (rather existed) at number — Dorchester street, away down in the East End of the city. The house was one of two or three dilapidated wooden houses, with no curtains but newspapers at the windows, broken windows stuffed with rags, no oil-cloth in the little entrance, coldness, dreariness, discomfort reign supreme. It is the home of the drunkard. James' missing property has found its way to the pawn shop. Night after night he spends dreading the coming of the uncertain footsteps of his father. He has learnt his cunning in the stern school of necessity. To exist at all he must watch the signs of the times and be ready to make

his escape at a moment's notice, or to fight for his portion of the food that comes so intermittently.

Wronged at home, wronged too often at school, punished for offences that were quite beyond his power to control, using all the energy that his limited food supply gives him to outwit his persecutors and preserve to himself what little comfort he can in a world of great darkness, he spends his few years of school life. Pushed on from class to class without being properly fitted for the new grade, he acquires a reputation among his school-fellows for phenomenal stupidity, whereas his clever attempts at evasion of punishment show him to be a child of no mean natural gifts.

Whither has he gone? What impress of good did his school life make upon him? What did the school do to prepare this child for honorable citizenship? Handicapped from birth by an inherited craving for stimulants which destroy the body, the mind and the will power, what is the teacher doing to stay or turn aside the flood that threatens his destruction?

Fortunate, indeed, are those schools where there are no drunkards' children, rare indeed are they. In all the grades of the school they are to be found in greater or less degree of misery. Not in the city alone, but in the beautiful country, in the district schools of the fairest spots in this province. What are we doing with these children?

It requires the experience of many years to know how to deal wisely with these little ones. It is of these it was said, "Better were it that a mill-stone should be hanged about our necks and we cast into the depths of the sea than that we should offend one of them," and yet often unwittingly, perhaps, we are offending them, demanding of them that which is impossible without much help, punctuality at school, neatly kept books and writing materials, cleanliness of clothes, attention to all the exercises of the school, when the ill-fed bodies reacting upon the mind produce mental depression and an impossibility of sustained effort. It upsets our plans to have such children in our classes, it lowers the standard of the school and gives much more work to the teacher. But it is just these little ones who require the school. Win the confidence of the children, help these also to develop naturally and at the pace their environment demands. Keep books, pens, and

pencils in school for their use, and encourage them to make up by diligence in school hours for their deficiencies in home work. What they need is sympathy and help, not scolding and punishment. When they stay away from school try to win them back. Parents who ill-use their children when under the influence of liquor are often over-indulgent when sober and allow their children to stay away from school for very trivial reasons or for no reason at all. Let us be full of sympathy for these, and remove as far as we can the obstacles that are in their path.

How shall we deal with the parents themselves? A father when intoxicated sent an impertinent message to the teacher by one of his children. The teacher wisely went to the father and talked so reasonably and kindly to him that he apologized and promised never to err in that way again. She might have punished the child and perhaps in this way have made a breach that could never be closed. Instead, she, by kindness, courtesy and withal a sweet reasonableness placed a bridge between that family and herself that will always be safe for crossing.

A teacher once said in reference to cases of this kind that she was not engaged to do missionary work. We cannot help doing it if we are to remain true to our own best selves.

Moral. The teacher should visit the homes of the children to find out what special help is needed by each child.

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

—WE would ask the attention of all teachers, kindergarten and others, to the admirable statement by Dr. Harris, of the place and value of the kindergarten in the educational plan.

—BULLYING, tossing in blankets, frightening of children, monitorship, fagging in school games and in other ways are no longer thought necessary instruments for instilling courage into boys. This change has been wrought by a better social sentiment with respect to all things that breathe. Man and beast alike share in this benefit. There is a place in the economy of nature for the timid, retiring, gentle, refined child as well as for the bold, boisterous boy full of animal spirits, who from his very healthfulness and vigor derives strength to successfully combat fear. It is



now recognized that in preserving the sensitive, nervous child we are saving the cream of society. In dealing with children are we careful to distinguish between brute courage and moral courage? Two of Wellington's officers were sent to take a difficult position. The one doubtless of the George Arthur type and the other like Tom Brown or East. The first said to the second, "you are afraid," "yes" replied the other, "I am afraid, and if you had been half as much afraid you would have run away long ago." True courage is shown in facing the danger one fears, and the growth of this sentiment is making life happier for thousands of children.

This is not written in advocacy of a silly, sentimental, maudlin kind of discipline for children. There are certain children who require the training that Henry Ward Beecher received from his teacher in mathematics. The self-reliance that it engendered affected his whole life. He says:

"I was sent to the blackboard, and went, uncertain, full of whimpering."

"'That lesson must be learned,' said my teacher, in a very quiet tone, but with terrible intensity. All explanations and excuses he trod under foot with utter scornfulness. 'I want that problem; I don't want any reasons why you haven't it,' he would say.

"'I did study it two hours

"'That is nothing to me. I want the lesson. You may not study it at all, or you may study it ten hours, just suit yourself. I want the lesson.'

"It was tough for a green boy, but it seasoned me. In less than a month I had the most intense sense of intellectual independence and courage to defend my recitations.

"One day his cold, calm voice fell upon me in the midst of a demonstration, 'No!' I hesitated and then went back to the beginning, and on reaching the same point again, 'No!' uttered in a tone of conviction barred my progress.

"'The next!' and I sat down in red confusion.

"He, too, was stopped with 'No!' but went right on, finished, and as he sat down was rewarded with 'Very well.'

"'Why,' whimpered I, 'I recited it just as he did, and you said 'No!''

"'Why didn't you say 'Yes,' and stick to it? It is not enough to know your lesson. You must know that you know it. You have learned nothing till you are sure. If all

the world says 'No!' your business is to say 'Yes,' and prove it.' ”

—I WAS wheeling along a quiet country road the 15th of last August. The schools of this section had opened on that day. Being thirsty I stopped at little white house by the roadside for a drink of water. In course of conversation the lady of the house remarked, “I saw the new teacher. She’s an insignificant looking body.” A minute later she said, “The teacher is just a mite taller than you, I should say.”

The teacher, as the last comer to a place, is an object of great interest. Her personal appearance as well as her teaching ability is subject of conversation. On the whole the interest taken in her is a kindly one. Let us live up to that which is expected of us as teachers. If we have been brought up in the city, let us not look down upon the homely ways of the people around us. Some of the shrewd st remarks on educational matters have been made by the men who wear the honest home-spun.

—THE Editors of the RECORD extend a hearty welcome to the many teachers throughout the Province who are entering for the first time upon the active work of the teacher.

You will need much help, much courage and great determination if your work is to be a success. Above all you will need to think much. Plan your own lessons. Compare your plans with those of other good teachers, but never descend to the use of the cut and dried lesson plans of others. You can buy now-a-days sermons, valedictories or lessons schemes. The form of the lesson scheme may be good (it is usually very mediocre, as the mind that can descend to the selling of such work must be of inferior make), but the lesson will lack the power, will lack the inspiring personality of the teacher herself.

Read and digest at least one good book on education a year. Use what is valuable in the book, but do not take any one book or any dozen books as your educational creed. Think very much more than you read.

We are anxious to help you in your difficulties. Write to use about these. The immortal Kant has said that asking a question well is half way towards the solution of

the question. In the effort to state your difficulties you may find the answer.

With respect to your deportment out of school, Superintendent A. B. Cole, of Plainville, Mass., gives some excellent advice :

“ At the beginning of the school year there is no reason to doubt that every teacher is brimful of enthusiasm. In fact the teacher who is not, is entirely out of his sphere, and had better resign before a failure rather than after one. There is usually no danger of over enthusiasm, although it sometimes happens that the outpouring is shown in the wrong manner. Artemus Ward said, that the greatest thing about George Washington was that he ‘never slopped over.’ And it is a good thing for us to bear in mind that success comes from determined, yet self-governed, effort.

Do not begin by finding fault with your surroundings.

It often happens that a teacher gets the reputation of being ‘stuck up,’ especially in a rural community, simply because in an unguarded fit of despair she gives vent to her feelings that Podunk was the last place created, and she doesn’t know what she is there for. ‘Be it ever so humble there is no place like home.’ So for the sake of peace of mind, never give expression to your feelings unless such expression be one of calm satisfaction.

Be careful of strangers. Treat all courteously, but beyond that hold your peace until you have had an opportunity to size up the community. Many a teacher makes a failure at the start, because she is indiscreet in her associates whom she chooses on short acquaintance in a place. ‘All is not gold that glitters,’ should be remembered by every stranger on entering a new place. We often find those peculiar personages whose delight it is to fasten themselves to the newly-installed pastor, or the ‘new’ teacher, but who stand shabbily among those who know them best. Beware of all such !

Shall you go to church ? Yes, but keep your individual ideas to yourself. Never mind if there is not a church of your creed in the place, swallow your creed and keep it subdued. The minister is hired for his creed ; you are for another purpose.

Be social ? Yes ; but not a gossip. Inquire into no one’s business, and make no comments when a piece of

'news' is confidently related to you. Be taken into no one's confidence; and do not promise to keep any secrets that some one may feel compelled to relate to you. Be social, but not what William Hawley Smith would call 'long on gab.'

Have you any political ideas? Keep them to yourself. Do not express any sentiments on either of the two great political parties. In other words, what you could say with impunity if you were in a place six months, would very likely weigh heavily against you as a new-comer.

Do not flirt. Do not even give people an opportunity to accuse you of it. The old maxim of the cat watching the mouse, might apply to the people watching the new teacher in a rural village.

One should not be seen too much on the street. Act as if you had some business and were attending strictly to it.

Avoid being boisterous, and avoid the company of those who are noisy or uncouth.

The time has arrived when it is no crime for a teacher to ride a bicycle, but this at first should be indulged in with moderation.

Be scrupulously careful of your toilet. Beware of ostentation—large hats and flashy dresses. Do not wear a hat loaded with wings or whole birds, and expect to make much of an impression when you attempt to teach love for birds, and kindness to animals. Let not your own habits be a mockery to your words.

In short for a time keep *yourself* out of public view. Show that you are in your position for work, and not for personal pleasure. Attempt no great reforms. Attend neither card parties nor dances. Have a kind word for everybody who addresses you, and show your most genuine courtesy towards your pupils whom you meet on the street or out of the school-room.

Do not be fussy at your boarding place, but do all in your power to adapt yourself to the environment, and as soon as possible let it be felt that you are one of the family.

Many teachers fail to realize the great power of a little outside policy. Work up the personal popularity by slow but steady degrees, and as the months pass by, little by little, the teacher becomes a power in the community, and his or her silent influence is often felt through several generations."—*The School Journal*.

—THOUGH all wisdom is not to be found in books, yet it is there that the accumulating wisdom of the ages is being stored up. The tendency of the present time, so far as the vast majority of readers is concerned, is not to digest the books containing the wisdom that has been handed down to us by the great thinkers of all time, but to devour a cheap contemporary literature. The teaching profession would rise to be the most influential of the professions were the teachers as a body endued with the spirit of Macaulay or, even if not endued with it, they would strive to emulate his example in regard to reading and thinking. Lord Rosebery in his address on "Bookishness and Statesmanship," gives us in a few words the attitude of that great writer and thinker towards reading.

"On Macaulay's herculean feats as a man of books I dare not dwell. He seems to have reached his climax in India. On his voyage out he had read, he says, 'insatiably the "Iliad" and "Odyssey," Virgil, Horace, Cæsar's "Commentaries," Bacon's "De Augmentis," Dante, Petrarch, Ariosto, Tasso, "Don Quixote," Gibbon's "Rome," Snell's "India," all the seventy volumes of Voltaire," Sismondi's "History of France," and the seven thick folios of the "Biographia Britannica.'" And again, in another account, he says, 'I devoured Greek, Latin, Spanish, Italian, French and English; folios, quartos, octavos and duodecimos.' And after his arrival he sums it all up by saying: 'Books are becoming everything to me. If I had at this moment my choice of life I would busy myself in one of those immense libraries that we saw together at the Universities. I never pass a waking hour without a book before me.' Thus speaks the true man of books."

How small the appetite for literature of the average teacher compared with this! We should resolve to acquaint ourselves with as many masterpieces of the world's literature as possible. How can we lead the children when we have not ourselves explored? Let us read this list again. How many of the books have we read? How many have we digested? How many are only known to us by name? How many are not even known by name? Macaulay read these in a few short weeks. Few of us have Macaulay's powerful intellect, fewer still his indefatigable energy and fewer still his wonderful memory.

Froude in his "Life and Letters" of Erasmus gives us

the admirable advice of Erasmus to a student in regard to reading. "Read first the best books on the subject which you have in hand. Why learn what you will have to unlearn? Why overload your mind with too much food, or with poisonous food? The important thing for you is not how much you know, but the quality of what you know. Divide your day and give to each part of it a special occupation.....Never work at night; it dulls the brain and hurts the health. Remember above all things that nothing passes away so rapidly as youth."

### Current Events.

THE annual Convention of the Provincial Association of Protestant Teachers of Quebec will be held in the High School, Montreal, on the 18th, 19th and 20th of October next.

—MRS. Jessup, supervisor of sewing in the New York schools, explained to me the method of manual teaching.

"In teaching the girls to sew," she said, "we must take the natural opportunities offered to teach them other things, and so not lose any of the time of the school. We not only show them how to make seams and stitches and to mend, and what are the warp and woof of cloth, but we write these words on the blackboard and learn to spell them, and construct correct sentences about our sewing, using these words. Yesterday I had a class learning to make running seams. I asked the children what a running seam was, and they told me it was two pieces of cloth put together in a small even seam. I had them explain to me what 'even' meant, and then asked them what we call the stitch put on top of the goods, and they told me it was 'overcasting.' Then we learned that it was called 'overcasting' because it was cast over to keep the edge from raveling. In this way, they begin to see how words are sometimes formed. When we make two tucks, one wider than another, we measure each, and find the difference in the width. When we come to cutting and drafting, the children are better mathematicians than children of their age used to be, and they know what mathematics is for."

"One hour a week is devoted to sewing in all the schools

of New York, for four years, and when a girl has passed through this course, she can not only make and mend all her own clothes, but she has learned a thousand things that make the affairs of the world more intelligible and interesting to her. The girls are frequently asked to write compositions on some point that has been developed in the conversations of the sewing classes. Here is one from a ten-year-old denizen of Baxter Street, whose parents cannot speak English :

#### GINGHAM AND CALICO.

Gingham and calico are both made of cotton. The cotton plant grows in the southern part of the United States and in other warm countries. After the cotton is ripe it is picked and cleaned and the seeds separated from the cotton by a machine called the cotton gin. After leaving the cotton gin it is packed in bales and sent to different factories, where calico and gingham are made from it. Calico is simply the cotton woven into sheets, then it passes through a machine which prints a pattern upon it.

Before weaving gingham the threads are colored, and more care has to be taken with it because the pattern and finish are made while weaving it. Gingham is, therefore, more expensive than calico, because it requires more skilful hands.

“ It is this method of teaching pupils to think, by leading them from the thing they are interested in to things related to it that makes the acquirement of knowledge as great a delight to the child as it becomes to a man when he is in pursuit of it.—*The New Spirit of Education*, by Arthur Henry, in *Munsey* for May.

—THE *New Zealand Schoolmaster* says:—Just now it is being repeatedly urged that military drill should be a part of the curriculum of every school, and that boys should learn to shoot straight..... At the present time, owing to the great wave of patriotism which has passed over the country, there is a danger lest the question of military drill in the primary school should occupy a too prominent position in the minds of the public. We are by no means adverse to the teaching of military drill in our schools, but we warn the authorities against giving too prominent a position to the subject.

—THE Rev. James P. Whitney, a graduate of Cambridge, has been appointed Principal of Bishop's College, Lennoxville.

—THE Rev. J. T. L. Maggs has been appointed Principal of the Wesleyan Theological College, Montreal.

—CANADA has been awarded the "grand prize" in secondary education at the Paris Exhibition.

—AN extract from the New Code of the Board of National Education states that permission is given in Ireland to teachers who have Irish-speaking pupils and themselves know Irish, to use Irish in teaching English, and to inspectors to use Irish in their examinations.

—THE Minister of Education for Ontario has issued a circular to inspectors of public and separate schools to the effect that, as English is becoming so important from a commercial and national point of view, and as French-Canadian parents, recognizing this, are desirous of having their children taught the English language, commencing with September next persons desirous of becoming teachers of bi-lingual schools shall take a non-professional course corresponding to the public school leaving junior course, and subsequently a professional course at Ottawa. Certificates obtained on this basis will be valid for any school in the province where a French bi-lingual teacher is needed.

—THAT Germany still has faith in corporal punishment as a necessary method of discipline is evidenced by a judicial decision just rendered at the Court in Munich.

'A school teacher,' says the judge, 'has the right to inflict corporal punishment as well on the pupils of his own class as on those of other classes. As pupils are amenable to scholastic jurisdiction even after the school hours are over, they may be punished by the teacher even outside of the school. A clergyman who is giving religious instructions has the same right in this respect as other teachers. Furthermore, the infliction of such punishment cannot be made the basis of a legal action unless it can be shown that the pupil has been really and seriously injured. Such a serious injury would be a wound endangering health or life. Bruises and ordinary abrasions, however, are not to be considered as serious wounds, since marks of this kind are apt to appear wherever punishment is administered.'



—A NOTEWORTHY feature of the work in the High School, Montreal, is the systematic and hygienic gymnasium exercise. The programme on the closing evening this year was indicative, to some extent, of the good work done through the year. The following exercises were gone through: Spring-board work, second preparatory; games, leap-frog, ball-hustle, third preparatory; exercises for busy people, second form; dumbbells, third and fourth forms; Swedish ladders, fourth form; barbells, fifth and sixth forms; apparatus work, horse rings, buck parallels, ladder horizontal bar, third, fourth and sixth forms; pyramids, leaders' class.

The effect of the wholesome physical discipline to which the pupils are subjected is seen in the deportment of the school as a whole.

On request the Rector of the High School, the Rev. E. I. Rexford, kindly furnished the following statements with reference to the work:

“Mr. Powter has now been with us for five or six years and there has been a steady improvement in our physical work, in the orderly movement of our classes, and in the general physical condition of our boys. We find each year that their regular training shows itself in their carriage, in the improved physical measurements, and in the ease with which they are able to take up the work of our school sports and general gymnastic exercises. We aim to direct the work of the boys in the first place so as to enable them to understand the reason why a particular exercise is given them and we call the members of the class to prescribe exercises which are suitable for correcting certain defects or for developing certain muscles. In the junior classes special attention is given to organized games, so arranged as to bring into play the different muscles and to develop quickness and accuracy in movement. In our senior classes, our games of basket-ball are largely used. A careful record is kept throughout the year, of the number of games won by each boy and of the number of fouls made by each boy, and these are tabulated at the end of the year, and so due prominence is given to the boy who shows special excellence in his work as also to the boy who is careless and is inclined to take unfair advantage in a game.

We find that these yearly summaries of the records have a very beneficial influence on our pupils.”

—THE School Commissioners of Hull are putting up a new Model School to replace the one destroyed in the late fire.

—A SEPTUAGENARIAN STUDENT.—At Warsaw, Russia, a student recently graduated at the ripe age of seventy-five! After passing his matriculation many years ago, lack of funds prevented him from at once proceeding to the university, and he was compelled to work as a tutor for twenty years in order to save money to continue his studies. At the end of that time he presented himself at the Warsaw Medical Academy, and passed the entrance examination with distinction. Before he could begin his studies the Polish rebellion of 1863 broke out, and Borysik, who was not forty-one years of age, threw himself into the movement with all the enthusiasm of a youthful revolutionist. The revolt was suppressed, and Borysik was exiled to Siberia, where for thirty-two years he underwent hard labor in the silver mines. In 1895 he received pardon and returned to Warsaw. In spite of his age and the hardships he had endured, Borysik lost none of his enthusiasm for medical work, and took up his studies where he had left them off in 1863. After a two-years' course this remarkable man has now, at the age of seventy-five, passed the final examination with honors, and will begin to practise in Warsaw.—*London Daily Mail*.

—IN the March number of the *Nineteenth Century* there is a strong plea for drill to keep boys from the street, to inculcate a lofty patriotism and to open a door of escape to them from the growing corruption in school and other sports. The author of the article, the Rev. G. Sale Reaney, asks, "Are not some of our sports becoming a menace to our national life? Is not 'professionalism,' with its sordid seeking after 'gate-money' and 'pay' fast degrading sport into a kind of business in which the lowest tricks of the huckster combine with the worst methods of the gambler to rob a healthy recreation of its manliness and fairness?"

Might not drill provide an effective cure for this growing evil, and while teaching boys the first principles of citizen life, guard them from the bad effects of play that ceases to be honourable 'fun and fight' and becomes a cunning speculation and a tempting trade.

The writer suggests that in summer large fields and parks,

and in winter the halls of public schools might be used for drilling purposes. He believes the task to be that of the nation, acting through municipalities and County Councils.

—It is hardly possible to pick up a newspaper without finding therein the details of some heinous juvenile crime. The following article, condensed for public opinion, but written by an inmate of Sing Sing Prison, New York, in the *Star of Hope*, a journal published and edited by prisoners of that institution, is worthy of careful reading:—

After an experience of over ten years of prison life, during which time I have observed many classes of men, have learned their habits of thought and action, and in many cases have sounded the depths of their mental and moral nature, I come to the conclusion that there is a mental environment which far exceeds the street and tenement in the creation of a moral obliquity.

It is one that is scarcely realized by those who place themselves within its baleful influence; and because it is not realized it is tenfold more pernicious than a clearly recognized evil influence would be.

I refer to that class of literature in which the commission of some crime forms the nucleus around which is built a vast structure of dialogue, description, and incident, all cunningly interwoven and producing a realistic effect, through all of which the mind of the reader unconsciously dwells upon that central idea of the crime and the method of its commission.

The reading of one book of that character will make its impression on the brain cells; and it appeals to that element of prehistoric barbarism which lies dormant within all of us, and the reader says, "That was interesting, I'll read another book by that author." He does so, and then he reads another and another, till he gets up an appetite for that class of reading.

When he picks up a newspaper, he reads all the criminal news eagerly. He may not know that he is eager to read such stuff, but he is; else why does he read it first? And when some great crime has been committed, he instinctively feels a kind of satisfaction if the criminal eludes capture. "Ha!" he says, "that's just the way I would have done it if I were he."

Then, again, in some other crime, he reads of the culprit failing or getting caught. If you could listen to his thoughts they would be something like this: "Huh! that fellow was a chump; why didn't he do this the other way; he might have had better sense; I wouldn't have done it that way."

Now, when the unconscious victim of yellow literature reaches this stage he has passed the Rubicon, and he is already a criminal at heart, though he may not have committed any crime against society. He is ripe for crime, though he may not be aware of it himself.

Let the proper combination of circumstance occur, and that man will commit his crime just as certain as a stone will fall if its support be withdrawn. This occurs because his mind has become habituated to the contemplation of crime and its methods.

Newspapers should not be permitted to circulate sensational and detailed accounts of crimes. In a great murder case, for instance, the suspected man is interviewed by reporters; everything he says or does comes out under a big scare head.

The small boys and young toughs regard him as an example to be emulated; every ghastly detail is gloated over by the newspapers, and worked up as a fresh sensation; and it all goes to semi-hypnotize the poor morbid-minded wretched who will some day become a criminal himself as the direct result of the continuous impulses which his mind receives in this direction.

I would suggest to those of our great dailies that are ruled by moral as well as business motives, that, in all matters relating to crime, they should confine themselves to a bare statement of the occurrence. And if the legislature would regulate the publication and sale of cheap trash, such as blood-and-thunder tales, shilling shockers, and the ubiquitous dime novel, they would perceptibly decrease the prison population within ten years.—*Auburn* 24,107.

The teacher has a duty to fulfil in regard to this matter. It is to foster in the child a taste for pure literature.

—It will be of interest to our readers to hear the question of "Free Transportation for Pupils" discussed from the point of view of an American. This question is one which we ourselves will have to face at no very remote date.

At a meeting of the Wisconsin Educational Association, Prof. A. A. Upham, of the Whitewater Normal School, read a thoughtful paper on "Transportation of Rural School Pupils at Public Expense." Prof. Upham cited statistics showing that the cost of carrying children to schools in twelve states, which have laws authorizing such transportation is comparatively small, ranging from \$1.50 per month in Florida, to about \$5 in Indiana and other states. The cost, of course, depends largely on the distance of transportation and the number of students transported. Mr. Upham said: "Wisconsin has a law that permits the use of school money to transport pupils living more than a mile and a half from school by the nearest travelled road. But so far as I can learn there is no organized transportation of pupils, though I understand two counties are contemplating it."

Mr. Upham began by speaking of the decline of the rural school and the need of consolidation. The migration of population is toward the cities. At the beginning of the century 96 per cent. of the population lived in the country, now less than 70 per cent. is left. The rural population of New York has decreased one-third in thirty-five years. One-fourth of the rural schools of that state have less than six pupils each, two-thirds have less than twenty-one. Other states show the same state of affairs. Wisconsin has 183 schools with less than six pupils, 858 with less than eleven, and 3,222 with less than twenty-one each. The new conditions demand new adjustments, and the adjustment is transportation of rural school pupils at public expense, and the consolidation of schools. Other states, eighteen in all, have laws allowing the transporting of pupils at public expense, and twelve are availing themselves of the privilege.

These states have nearly half the population of the United States. Taking the states alphabetically, Prof. Upham gave the nature of the several laws and their results. The statistics were extremely interesting and significant.

#### BENEFITS OF THE SCHEME.

In summarizing the advantage of free transportation for rural school children Prof. Upham enumerated them as follows:

1. The health of the children is better, the children being

less exposed to stormy weather and avoiding sitting in damp clothing.

2. Attendance is from 50 to 150 per cent. greater, more regular, and of longer continuance, and there is neither tardiness nor truancy.

3. Fewer teachers are required, so better teachers may be secured and better wages paid.

4. Pupils work in graded schools and both teachers and pupils are under systematic and closer supervision.

5. Pupils are in better school-houses, where there is better heating, lighting and ventilation, and more appliances of all kinds.

6. Better opportunity is afforded for special work in music, drawing, &c.

7. Cost in nearly all cases is reduced. Under this is included cost and maintenance of school buildings, apparatus, furniture and tuition.

8. School year is often much longer.

9. Pupils are benefitted by a widening circle of acquaintance and the culture resulting therefrom.

10. The whole community is drawn together.

11. Public barges used for children in the day time may be used to transport their parents to public gatherings in the evenings, to lecture, courses, etc.

12. Transportation makes possible the distribution of mail throughout the whole township daily.

13. Finally, by transportation, the farm again, as of old, becomes the ideal place in which to bring up children, enabling them to secure the advantages of centers of population and spend their evenings and holiday time in the country in contact with nature and plenty of work, instead of idly loafing about town.

In conclusion he said: "We are in the midst of an industrial revolution. The principle of concentration has touched our farming, our manufacturing, our mining, and our commerce. There are those who greatly fear the outcome. There were those who prophesied disaster, and even the destruction of society on the introduction of labor saving machinery. We have adjusted ourselves to the new conditions thus introduced. Most of us believe that we shall again adjust ourselves to the new industrial conditions. The changes in industrial and social conditions make necessary similar changes in educational affairs. The

watch-word of to-day is concentration, the dominant force is centripetal. Not only for the saving of expense but for the better quality of the work must we bring our pupils together. No manufacturing business could endure a year run on a plan so extravagant as the district system of little schools. The question for us to decide is, 'Shall Wisconsin lag behind, or shall she remember the motto on her escutcheon, 'Forward.''"—*Wisconsin Journal of Education*.

## Practical Hints and Examination Papers.

### PRIZE COMPETITION.

(For regulations see previous numbers of the RECORD.)

The prize for the "Composition Exercise" given in the May number of the RECORD has been awarded to Grade I Elementary School, New Carlisle.

It has been suggested by the Principal of one of the competing schools that the name of the teacher of the class, whose pupils have been successful in the competition, shall be published. This will be done in future unless the teacher sends a written objection.

Owing to delay in the Printing Office, the issue that was arranged for the 15th of June did not appear until the 5th of July. This will doubtless prevent the majority of children taking part in the competition exercise—an exercise that was specially prepared for the summer season, when the children have access to the beauties of nature.

This month the children are asked to put an onion in a bottle of water and draw its appearance on the 1st, 7th, 13th, and 16th days. Or, as an alternative exercise, for children living in the country, they may draw natural size, as many different kinds of birds' nests as they can find. Accompanying the sketches, there must be in relation to the first exercise, a statement of the color change that the onion undergoes, and in relation to the second, a statement as to the material of which the nest was made and a suggestion as to the kind of bird to which it belonged.

### OUTLINE OF A COURSE IN BOTANY.

By Miss CARRIE M. DERICK, M.A.

It is generally recognized that Botany is inadequately taught in many of our public schools, especially in the

country, where conditions should make the subject very popular. A lack of scientific training on the part of teachers, insufficient time, difficulty in obtaining proper material, and the want of equipment are generally given as reasons for unsatisfactory results. The following suggestions are made which presuppose very little; and, as they are the result of several years' experience, both in country and in city schools, it is hoped that they may be of some little value to teachers of elementary botany.

Nothing is here required of the teacher except an ordinary training, a willingness to read a few modern books, a desire to know the plant-world, and a wish to inspire children with a love of nature. Greenhouses, gardens, and microscopes are unnecessary. One hour and a-half a week during two school years would give sufficient time for the lessons, though longer excursions might be made with profit. The course covers the same ground as Groom's Elementary Botany. It is recognized that both the text-book and the suggested outline are far from perfect, but the ideal may be approached by a teacher who makes excursions, experiments, and oral lessons the means of instruction, using the text-book as a mark of reference and an aid in reviewing.

Before giving a synopsis of the proposed courses, a few hints as to methods may be pardoned. They can lay no claim to originality and are even trite, but their importance seems to justify their repetition. For the sake of conciseness these will be given as a list of rules.

1. Treat of plants as living beings, emphasizing function and relation to environment rather than form.
2. Give dry details in regard to variation in the form and arrangement of parts incidentally, when teaching the characteristics of plants and of families.
3. When necessary, introduce new terms, but only as convenient symbols of ideas already gained.
4. Allow the pupils to make no use of the text-book, except for reference, and as a summary of truths experimentally ascertained.
5. Make frequent excursions, examining plants under natural conditions, noticing variations, modifications and adaptations to environment.
6. At first tell pupils the names of plants. After familiarity with the distinguishing characteristics of the more



important families and genera has been attained, the detailed analysis of plants and the determination of specific names with the aid of a manual may be undertaken with profit.

7. Present the various parts of the subject to pupils "according to season," leaving the systematic arrangement and summarizing of facts for review.
8. Read at least one new work on botany every two years, thus preventing the perpetuation of obsolete ideas, such as "all the parts of the flower are modified foliage leaves," "the transfer of pollen to stigma is an act of fertilization."

Assuming approval of the foregoing rules, the following outline of a two years' course in botany is proposed :—

#### FIRST YEAR.

##### I. September.

1. Teach the parts of a typical plant using some simple herb, such as a late buttercup, St. John's-wort, shepherd's purse. Lay especial emphasis upon the vegetative organs, giving little in regard to the flower except the fact that it exists solely for the purpose of producing seed.
2. Treat briefly the functions of roots and of stems.
3. Discuss the functions of leaves, emphasizing the various ways in which they are adapted to the performance of their work.

##### II. October and the first of November.

1. Treat of fruits and seeds, giving especial attention to contrivances which assist in their dispersal. Apples, pears, plums, grapes, haws, rose-hips, capsules of the pansy, the winged fruits of the elm, the ash and the maple, burrs, beggar's tick, and thistle-down are good illustrations of various methods of scattering fruits; and milkweeds, willow-herbs, pine-cones, and the capsules of habenaria may be used for lessons about the dispersal of seeds.
2. Discuss preparation for the winter :—
  - a. Buds, bulbs, underground fleshy stems, and fleshy roots.
  - b. The change of colour in leaves.
  - c. The fall of leaves.

## III. November and December.

Treat of the conifers, discussing their "evergreen leaves." Teach pupils to distinguish the commoner species, by noting the form and arrangement of their leaves and cones. The pines, spruces, hemlock, balsam fir, arbor vitæ are easily obtained. The larch, a conifer with deciduous leaves, should be compared with the evergreen species.

## IV. January.

1. Continue the study of the conifers, if necessary.
2. If there is time, plant various kinds of seeds in window-boxes for the purpose of teaching germination.

## V. February.

Teach the successive steps in the germination of seeds and the development of plantlets. Drawings, which are most valuable in every science lesson, should be made by the pupils of every stage in the growth of the young plants.

## VI. March.

1. Continue the consideration of germination and growth.
2. Cut branches from various trees and shrubs, such as the horse-chestnut, the cherry, the apple, the poplar, the pussy willow and the lilac; place them in water in a warm sunny window; and cut a little from the lower end of each branch and renew the water, daily. The buds will swell and finally unfold, furnishing excellent material for lessons preliminary to the early spring excursions.

## VII. April.

1. Discuss buds and their unfolding.
2. Treat briefly of the flow of sap.
3. Notice the blossoming of willows, maples and other trees.

## VIII. May and June.

1. Gather and examine the early flowers; the important characteristics of the Ranunculaceæ, Papaveraceæ, Cruciferæ, Caryophyllaceæ, Rosaceæ and Liliaceæ can easily be taught at this time.
2. Emphasize adaptations to the conditions of light and of temperature and adaptations to insect-pollination.

3. If the teacher wishes to do so, pupils may be taught to make an herbarium and to identify plants with the aid of a manual. It is possible, however, to leave this work until the following year.
4. Ask pupils to keep records of the phenomena they observe during the summer holidays, noting especially the habits, the homes, and the insect-visitors of plants.

### SECOND YEAR.

#### I. September and October.

1. Teach the characteristics of the following families, which contain autumn-flowering species:—Orchidaceæ, Euphorbiaceæ, Umbelliferæ, Convolvulaceæ, Solanaceæ, Boraginaceæ, Labiatae, Scrophulariaceæ, and Compositæ. In treating of these, discuss fully the purpose of each peculiarity, such as the arrangement of leaves, the presence or absence of hairs, wax, thorns, tendrils, the form, odour and marking of flowers; the form, colour and appendages of fruits and seeds.
2. Treat more fully than in the previous year preparations for the winter. Examine bulbs such as those of some lily, and the underground stems of plants like the trillium in detail, noting the presence of the leaves and flowers of the next year.
3. Teach the differences between underground stems and roots and distinguish between the various kinds.

#### II. November.

1. Enlarge upon
  - (a.) The change of colour and form of leaves.
  - (b.) The various kinds of buds, and variations in their position.
2. Teach the differences between herbs, shrubs, and trees, also between annuals, biennials, and perennials.

#### III. December.

1. Teach the differences between endogenous and exogenous stems.
2. Give a series of lessons on the kinds of stems and the types of branching.

#### IV. January and February.

1. Germinate seeds, distinguishing between monocotyledonous and dicotyledonous seeds, and note variations in the development of plantlets.

2. Perform experiments with seedlings teaching the main facts in regard to nutrition, respiration, and transpiration.

#### V. March.

1. Discuss fully root-pressure, the flow of sap, and the unfolding of buds.
2. Examine the inflorescences of the gymnosperms.

#### VI. April, May and June.

1. Treat in the same way as was suggested for autumn-flowering plants the Cupuliferæ, the Salicaceæ and the Araceæ.
2. Familiarize pupils with the following families:—  
Violaceæ, Malvaceæ, Geraniaceæ, Oxalidaceæ, Papilionaceæ, Primulaceæ, Caprifoliaceæ, Amaryllidaceæ, Tri-daceæ, Graminaceæ.
3. Review and summarize the work of the two years, using the text-book if convenient.

In closing a few books may be recommended as especially useful to teachers in academies and high-schools.

A Text-Book of Botany, by Strasburger, Noll, Schenck and Schimper, translated by Porter. The Macmillan Co., New York.

Elementary Plant Physiology, by MacDougal. Holt & Co., New York.

Lessons in Plants, by Bailey. Macmillan Co.

Insectivorous Plants, by Darwin.

Cross and Self-Fertilization in the Vegetable Kingdom, by Darwin.

The Natural History of Plants, by Kerner and Oliver. Holt & Co.

The Teaching Botanist, by Ganong.

Elementary Botany, by Atkinson. Holt & Co.

Plant Relations, by Coulter. Appleton & Co.

### THE SAYINGS OF CHILDREN, WISE AND OTHERWISE.

—A LITTLE girl, who was trying to tell a friend how absent-minded her grandpa was, said: "He walks about, thinking about nothing, and, when he remembers it, he then forgets that what he thought of was something en-

tirely different from what he wanted to remember."—*Current Literature*.

—THE minister, with his little son, Charles, was calling on an old parishioner, who poured her troubles into his sympathizing ear, ending with the remark, "I've had my nose held to the grindstone for thirty years." Charlie, who had been looking intently at the old lady, instantly remarked, "Well, it hasn't worn the mole on the end of it off yet."

—THE superintendent of a Sunday-school was one afternoon explaining the story of Elijah and the Prophets of Baal—how Elijah built an altar, put wood upon it, and cut a bullock in pieces, and laid it upon the altar. "And, then," said the superintendent, "he commanded the people to fill four barrels with water, and to pour it over the altar, and they did this four times. Now I wonder if any one can tell me why all this water was poured over the bullock upon the altar?" There was silence for a few moments, and then one little boy spoke up: "Please sir, to make the gravy."

—THE teacher is sometimes caught by the sharp boy of the class. The master was asking questions—masters are apt to ask questions, and they sometimes receive curious answers. The question was as follows: "Now, boys, how many months have twenty-eight days?" "All of them, sir," replied a boy in the front.

That quick wit is not confined to cities was proved last spring by a young woman who was rambling along one of our roads. She was dressed smartly; and, when she met a small, bare-legged urchin carrying a bird's nest with eggs in it, she did not hesitate to stop him. "You are a wicked boy!" she said. "How could you rob that nest? No doubt the poor mother is now grieving for the loss of her eggs." "Oh, she don't care," said the boy, edging away. "She's on your hat!"—*Cape Ann Advertiser*.

—HE STUDIED HIS PUPILS.—Dr. Edward Thring, next to Arnold of Rugby, was considered to be the most successful teacher of boys in England. The duller the lad, the more anxious was Dr. Thring to take him in hand and develop him.

On one occasion, a despairing father brought his son to him.

“John must do everything his own way,” he said. “He opposes his teachers, his school-fellows, me, in everything. He will not take it for granted that twice two are four until he has counted for himself.”

“John is in a more hopeful condition than the amiable boy, who always goes with the crowd,” said the shrewd teacher, “provided he has common sense enough to find out some time that he is not infallible.”

After two years, the father went again to Dr. Thring.

“What miracle have you worked upon John?” he asked. “He is happy, affectionate and sensible.”

“I taught him how to lead, and suffered him to be a leader,” was the reply. “Boys are like sheep. One finds the path, the others follow. The masterful, strong boy can be trained into a wise captain. It is the weak lad who always copies his fellows that is not worth drilling.”

The theory of this famous teacher is more worthy of attention, because education too often treats boys and girls in the mass, neglecting individual development. Dr. Thring, by careful attention to boys of peculiar character, has given to the England of to-day some of its most useful men.—*Youth's Companion*.

—SOME of our best teachers complain that the present arithmetical methods tend to give speed at the expense of accuracy, and that this is due to an improper use of sight tests and mental arithmetic. Understanding of the work comes first, then accuracy in working, and last of all speed.

—REMINDERS FOR TEACHERS.—The child should be taught how to observe, not the observations of others where object lessons are concerned.

In our eagerness to grasp some new teaching method, we are apt to undervalue those that have become familiar to us through long usage. At the present time, this is especially true in relation to the interpretation of the thoughts of others couched in somewhat difficult language. In assigning lessons for home work, some years ago, the usual method was to say to a child: “Take from this word to that.” The child was required to state next day what the subject or topic of the lesson was. Now, before a lesson is assigned, it is picked to pieces and explained so thoroughly that the child does not trouble himself to examine the “select language of literature” in which the lesson is

written, but contents himself with giving back to the teacher the "baby language" in which the lesson was presented to him. This is one reason why our children are not learning English. The last stage in the plan of a lesson is the expression of the new ideas in good forceful English. Do we fail to reach this last step?

To attain the goal of knowledge, the child must get sensations through the hand, the eye, the ear, etc., must perceive, or make mental note of sensations, must attend to the perceptions—this attention leads to observation,—must compare the objects observed and finally classify them.

The child is eager to know and to do. The teacher must see that the knowledge obtained is arranged in a logical, orderly way, and that the doing becomes in the end systematic and correspondent to the laws of orderly thought.

It is a good idea to have a very interesting lesson first thing in the morning, so that the tardy children may be encouraged to come early.

Never use the best work of the school as punishment work. English literature is by some teachers reserved for such purposes. What a pity!

Scolding is of no use. Serious, earnest conversation with a child is of great benefit to him.

See that the child is not pushed forward too quickly.

Private reproof is better as a general rule than public reproof.

—ATHLETICS AND BRAIN WORKERS.—Brain workers and those who lead sedentary lives are unwise in attempting to become general athletes. That sort of athletics is best which (1) is free from serious danger to life or limb; (2) is natural and pleasing to the individual taking it; (3) promotes a healthful flow of blood through every portion of the body, the more equally the better; (4) is regular as is the hour for meals and sleep; (5) permits cheerful companionship; (6) does not seriously disturb the ordinary duties of life. In short, those athletics are best for the student which are subordinated to his work as a student and the part he expects to take in after life. Baseball, football, lawn tennis, as friendly games for simple exercise, are well enough, but when entered into "to beat" they sadly lack the features needful to commend them to the thoughtful physician.—*American Lancet*.

—READ what the great historians have said with reference to important events in history. Yes, and read to the children too.

—IF we could in some way or other persuade the children to read the books that are truly worth reading we should confer a lasting blessing upon them and in time revolutionize society.

—A LIBERAL EDUCATION.—How priceless is a liberal education! In itself what a rich endowment! It is not impaired by age, but its value increases with use. No one can employ it but its rightful owner. He alone can illustrate its worth and enjoy its rewards. It cannot be inherited or purchased. It must be acquired by individual effort. It can be secured only by perseverance and self-denial. But it is as free as the air we breathe. Neither race nor nationality nor sex can debar the earnest seeker for its possession. It is not exclusive, but inclusive in the broadest and best sense. It is within the reach of all who really want it, and are brave enough to struggle for it. The earnest rich and worthy poor are equal and friendly rivals in its pursuit, and neither is exempted from any of the sacrifices necessary for its acquisition. The key to its title is not the bright allurements of rank and station, but the simple watchword of work and study. A liberal education is the greatest blessing a man or woman can enjoy, when supported by virtue, morality and noble aims.

—*President McKinley.*

—“WE teach boys to be such men as we are. We do not teach them to aspire to be all they can. We do not give them a training as though we believed in their noble nature. We scarce educate their bodies. We do not train the eye and the hand. We exercise their understandings to the apprehension and comparison of some facts, to a skill in numbers, in words; we aim to make accountants, attorneys, engineers, but not to make able, earnest, great-hearted men. The great object of education should be commensurate with the object of life. It should be a moral one; to teach self-trust; to inspire the useful man with an interest in himself; with a curiosity touching his own nature, to acquaint him with the resources of his mind, and to teach him what there is in all his strength, and to inflame him with a piety toward the Grand Mind in which he lives.”—*Emerson.*



—OUR readers will be interested in a criticism of the subject, "What is Nature Study," an article which appeared in the last issue of the RECORD. This criticism is by J. Liberty Tadd, the author of a recent and admirable work on "New Methods in Education,"—a plea for closer connection between the child and the thing, in drawing, modelling, manual training and nature study. Special features of this book are the exercises for obtaining ambidexterity and the correlation of drawing with other studies.

Mr. Tadd says of the article quoted last month: "I seriously doubt if this is the way. I question if they see the thing simply by looking at it. I question if in this way they can comprehend and explain its structure and its meaning. Many teachers have been following this method for years, and even adults in Normal Schools have been doing it for a series of years, but I fail to find much product or result. If simply looking at things will accomplish this, why is it that so few people, suddenly asked whose head is on a two cent stamp, can answer correctly? Are not stamps seen and handled often? I have tried this and other experiments on thousands of teachers for many years, and I know people do not learn or see by simply looking.

I find that even looking at and handling things all their lives, will not enable some people to know the shape of the most familiar forms. Take a common spoon for instance. Not one in fifty can give a sure answer as to how its handle curves, up or down. I do not mean that they should be able to make a drawing of it, but they should be able to know exactly how it bends. From the concept that they have, or have had, of the spoon in their minds for perhaps years, not one among fifty will answer this correctly. Try it and see. The same is true of the shape of the most familiar tools. I can take people and prove that they do not begin to know the shape of their own most familiar hammer or saw handle.

Capacity of this kind, accurate observation, can only be made automatic and useful, by art methods, by practical esthetics, by organized impressions repeatedly and systematically performed until the mind takes in the desired percepts and can form the concepts." This, in short, means seeing and then trying to reproduce on paper, on the blackboard, in clay, in wood or other material, and correcting false observation and memorizing valuable forms.

It will be seen by comparing the statements of the author of "What is Nature Study," and those of Mr. Tadd, that they are nearly one and the same thing.—*Ed.*

—WE slightly alter a statement of Miss Willard's, "A teacher too busy to take care of his health is like a mechanic too busy to take care of his tools."

—A SUGGESTIVE COMPOSITION EXERCISE.—Allow the children to fill in the blanks with appropriate words. — prevailed on —. — prevailed with —. — prevailed over —. — perished of —. — perished with —. — relieved from —. — relieved of —. — dislike to —. — dislike of —. — accord with —. — accord to —.

—THE following exercise was given to a class of boys. On the blackboard were written these headings:—

No.	Subject.	Author.	A favorite extract.
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The children were asked to select from their readers (after the book had been read through once) the pieces that they liked best to the number of ten and to fill in the above scheme.

The only boy who omitted an extract from Sir Walter Scott was one whose own name was Scott. The favorite authors were Scott, Montgomery and Fenimore Cooper. On the whole the favorite extracts were very good, being of a forceful rather than a sentimental character and leaning towards adventure and war. In several instances the metre of the line seemed to be the attraction for the child.

### Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION,

QUEBEC, Friday, May 18th, 1900.

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

Present :—The Reverend Wm. I. Shaw, D.C.L., LL.D., in the chair; George L. Masten, Esq.; Professor A. W. Kneeland, M.A., B.C.L.; the Reverend A. T. Love, B.A.; the Right Reverend A. H. Dunn, D.D., Lord Bishop of Quebec; Samuel Finley, Esq.; H. B. Ames, Esq., B.A.; Principal W. Peterson, LL.D.; W. S. McLaren, Esq.; W. J. Watts, Esq., Q.C., M.P.P.; Gavin J. Walker, Esq.; the Reverend E. I. Rexford, B.A.; S. P. Robins, Esq., LL.D.; John Whyte, Esq.; James Dunbar, Esq., Q.C., D.C.L.; E. W. Arthy, Esq.

Justice Lynch apologized by telegram for his unavoidable absence.

Prayer was offered by the Reverend E. I. Rexford.

The minutes of the last meeting were read and confirmed.

The Secretary reported upon the state of business.

A letter of thanks from Dr. Heneker for the resolution passed by the Committee on his retirement was read.

The Secretary read the reports of Inspector Kerr and ex-Inspector Lyster upon the proposed division of the Gaspé district of inspection into two equal parts.

It was moved by Mr. Whyte and seconded by the Reverend Mr. Love, that this Committee recommend to the Lieutenant-Governor in Council the division of this district into two equal parts, and the appointment of an additional inspector, who shall receive half the salary now paid to Inspector Kerr.—Carried by the casting vote of the Chairman.

A letter from the Central Board of Examiners was read in which it was recommended that the applications of Miss Frances R. Angus, B.A., Miss Alice Murray, B.A., and Miss Hutchison, B.A., for academy diplomas, regulation 22, b., be granted. The recommendation was approved, and it was ordered that diplomas be issued accordingly.

No action was taken upon another letter from the Central Board, which, in referring to the application of Miss Gunliffe for a special diploma in cookery, recommended that the Protestant Committee make some provision by regulation for diplomas for specialists.

Mr. Love read a report on behalf of the sub-committee *re* Normal School finances, and Dr. Peterson reported on behalf of the Normal School Committee. After discussion the sub-committee retired to interview the Government,

and upon return reported that the Government appeared ready to give an additional grant of three thousand dollars per annum to the Normal School.

The sub-committee was instructed, in co-operation with the members of the Normal School Committee who were present, to prepare details for the expenditure of this three thousand dollars and to report to the Committee after recess. The sub-committee reported as follows:—

This sub-committee recommends the following distribution of the additional grant of three thousand dollars in aid of the McGill Normal School.

1. For three additional assistants in the model schools, so as to give the heads of the schools more free time for supervising student teachers of the Normal School, \$1,000.

2. For additional help for Dr. Robins, in order that he may devote his whole time to the training of pupil teachers in the practical work of teaching and to the work of administration, and that Miss Robins be appointed for this purpose at a salary of \$850.

3. It recommends that the salaries of the Normal School staff be increased as follows:—

Dr. Robins	from \$2,400	to \$2,600
Professor Kneeland	“ 1,500	“ 1,700
Madame Cornu	“ 750	“ 850
Head of Boys' School	“ 1,000	“ 1,300
Head of Girls' School	“ 700	“ 800

4. That the balance be used for special work by experts, \$250. Total \$3,000.

This report was adopted by unanimous vote.

It was moved by Dr. Peterson, and seconded by Mr. Finley, that the salary of Dr. Robins be increased by two hundred dollars in addition to the increase just provided for, the sum allowed for special work to be diminished accordingly.—Carried.

Moved by Mr. Rexford, seconded by Mr. Masten, and unanimously resolved:—That, in the opinion of this Committee, it is expedient that out of the share coming to Protestants of the \$50,000 granted under 60 Vict., c. 3, the sum of three thousand dollars per annum be permanently appropriated in aid of the McGill Normal School, and be devoted to purposes approved from time to time by this Committee.

A sub-committee, consisting of the Chairman, convener ; Dr. Peterson, Mr. Finley, Mr. Rexford and Mr. Love, was appointed to consider applications for Normal School positions, and to report at an adjourned meeting to be held in Montreal on the 12th day of June next.

A letter from Dr. George Hodgins, Toronto, in regard to the decoration of school-rooms, was presented by the Chairman.

It was moved by Dr. Robins, seconded by His Lordship the Bishop of Quebec, and resolved :—That this Committee cordially approves the recommendations of Dr. Hodgins for the adornment of school-houses with suitable pictures, illustrative of the history of the Empire and of the Dominion of Canada in particular.

On application of Mr. W. J. Messenger, of Valleyfield, for inspection of the elementary school in Valleyfield in connection with the academy, it was resolved to instruct the Inspector of superior schools to visit this school and schools similarly situated.

The list of deputy examiners for the June examinations, who have been recommended by the various school boards, was submitted and approved.

Reverend Mr. Rexford, Reverend Mr. Love and Mr. Ames were appointed on the sub-committee to prepare for the distribution of the superior education fund at the September meeting, the Chairman and Mr. Arthy being *ex-officio* members.

Letters from McGill and Bishop's were read announcing the termination of the present arrangements between the Universities for carrying on the A. A. examinations. In both cases offers were made to co-operate with the Committee under a new scheme for conducting these examinations. After discussion the following suggestions from McGill University were adopted :—

1. "That the work be done under the superintendence of the recently constituted Matriculation Board of McGill University. This Board consists of the following gentlemen : the Principal, the Deans of the various Faculties, Prof. Chandler, Dr. Ruttan, Prof. Moyse, Dr. Colby, Prof. Carter, Dr. Eaton, Dr. Gregor, Dr. Harrington, Dr. Adams, Prof. Penhallow, Prof. Cox, Mr. Tory and such members of the staff or graduates of the University as may

be appointed by the Corporation to act as examiners. Prof. Chandler and Mr. Tory joint secretaries. To the above the University would be prepared to add Mr. Parmelee, to represent the Council of Public Instruction, and also certain members of the teaching staff of Bishop's College."

2. "That McGill University be represented at the Grade 2 Academy Examinations by one examiner in mathematics and one in English. The examinations to be held at Quebec or Montreal, as may be decided in the future."

3. "That the course of study be as follows, subject to emendation from time to time, as may be arranged between the Corporation of McGill University and the Protestant Committee."

The course of study, practically unaltered, was filed.

The Chairman reported that he had carefully examined the system of moral instruction by Dr. Harper, so far as prepared, and had found it admirable in design. It was resolved to submit the matter to a sub-committee consisting of the Bishop of Quebec, convener; Dr. Shaw, Judge Lynch and Mr. Love.

The Secretary was instructed to send Dr. Harper's "Empire Day Booklet" to Judge Lynch for examination and report.

The sub-committee on June examinations made a report concerning arrangements for the next examination, which was adopted. The sub-committee was continued, with instructions to fill vacancies on the staff of assistant examiners, should any occur before the examination.

The interim report of the Inspector of superior schools was submitted, along with an analysis of it, which had been prepared by the Chairman. The Secretary was instructed to write to certain school boards regarding school matters mentioned in the report.

The sub-committee on text-books reported that it had examined Goltman's Manual of Practical Book-keeping, but that it could not recommend the book for authorization. The sub-committee recommended that an approved list of school apparatus be prepared to accompany the list of authorized text-books.

The report was adopted.

The Secretary read a report of his visits with Inspector Hewton to South Durham, Richmond, Danville and Lennoxville.

The June examination papers, prepared by the Inspector of superior schools, were laid on the table.

The Reverend Elson I. Rexford gave notice of motion as follows:—

“That, in the opinion of this Committee, the increased amount of work required from our superior schools renders it necessary to increase the number of years covered by the course of study of superior schools.”

“That the superior schools be notified that after the year 1900-1901 the course will be arranged so as to have grade one model follow grade 4 elementary instead of overlapping it as at present.”

### FINANCIAL STATEMENT.

1900.

#### *Receipts.*

Feb. 23—Balance on hand.....\$ 1,487.95

#### *Expenditure.*

Mch. 7—G. W. Parmelee, salary.....	\$ 62.50
“ 13—J. M. Harper, salary .....	300.00
“ —J. M. Harper, expenses to examine school grounds.....	40.00
May 8—Chronicle Printing Co., printing .....	12.00
“ 17—Balance on hand.....	1,073.45
Total .....	<u>\$1,487.95</u>

#### *Special Account.*

Mch. 3—City Treasurer of Montreal.....\$ 1,000.00

#### *Contra.*

Mch. 7—Dr. S. P. Robins for Normal School....\$ 1,000.00

Audited and found correct.

(Signed) WILLIAM I. SHAW,  
Chairman.

The rough minutes were read.

The meeting then adjourned to meet in Montreal, on June 12th, at 10 a.m., it being agreed to hold the next quarterly meeting in Quebec, at 9.30 a.m. on the last Friday of September, or earlier if called by the Chairman.

G. W. PARMELEE,  
Secretary.

MCGILL NORMAL SCHOOL,

MONTREAL, June 12th, 1900.

On which day an adjourned meeting of the Protestant Committee of the Council of Public Instruction was held.

Present:—The Reverend William I. Shaw, LL.D., D.C.L., in the chair: Professor A. W. Kneeland, M.A., B.C.L.; S. Finley, Esq.; H. B. Ames, Esq., B.A.; Principal W. Peterson, LL.D.; W. S. Maclaren, Esq.; Gavin J. Walker, Esq.; the Reverend E. I. R xford, B.A.; Principal S. P. Robins, LL. D. and E. W. Arthy, Esq.

Apologies for absence were submitted from the Lord Bishop of Quebec, Reverend A. T. Love, B A , Dr. C. L. Cotton, M.P.P., and the Hon. Justice Lynch, D.C L.

Upon the report of the Secretary to the effect that the limits of the new inspectorates provided for at the last meeting should be clearly defined, it was resolved that Gaspé County, with the townships of Cox, Hope and Port Daniel, in Bonaventure County, from one district, and that Bonaventure County, with the exception of these three townships, form the other.

The Secretary was instructed to submit to the sub-committee on text-books the following books for examination and report:

McMillan's Word Building Books.

McMillan's Introduction to English Poetry.

Silver, Burdet & Company's Stepping Stones to Literature.

Gregory & Simmons' Introduction to Physics.

La Méthode Ingres.

Dr. Peterson drew attention to the inadequacy of the present grant of \$200 per annum, which is made by this Committee to aid in defraying the expenses of the A. A. examinations, and gave formal notice that he would ask for an increase to, say \$500, at the next meeting of the Committee.



The sub-committee which had been appointed to consider applications for Normal School positions reported progress, whereupon it was resolved that this Committee hereby recommend to the Lieutenant-Governor in Council the appointment of Mr. E. Montgomery Campbell, B.A., as headmaster of the Boys' Model School, at a salary of \$1,300 per annum, the appointment to date from the first day of August, 1900.

Various communications were read and held over till the next meeting.

There being no further business, the rough minutes were read and the meeting adjourned.

GEO. W. PARMELEE,  
Secretary.

## NOTICES FROM THE OFFICIAL GAZETTE.

### DEPARTMENT OF PUBLIC INSTRUCTION.

#### *Erection of a new school municipality.*

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 23rd of June, 1900, to detach from the school municipality of the parish of Sainte Anne de Sorel, county of Richelieu, the territory hereinafter described, to wit: starting from the upper end of the limits of the town of Sorel to Nos. 151 and 200 inclusively, of the cadastre of the parish of Sainte Anne de Sorel, and to erect it into a distinct school municipality by the name of "Sainte Anne de Noue."

This erection will take effect on the 1st of July, 1900.

#### *Erection of a new school municipality.*

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 23rd of June, 1900, to erect into a distinct school municipality by the name of "Village de Notre-Dame de Pierreville," in the county of Yamaska, the following territory, to wit:

1. The island known by the name of "Ile Saint Joseph," comprising the lots described on the official plan and book of reference for the parish of Saint François du Lac, county of Yamaska, as No. 886 included and going up to No. 898 included.

2. The lots hereinafter mentioned, situate in the Ile de l'Eglise, in the parish of Notre-Dame de Pierreville, formerly Saint Thomas de Pierreville, from No. 1062 inclusively and going up to part of lots Nos. 1145, 1141, 1148 and 1128 exclusively, lots Nos. 1152, 1153 and 1163 being included, and moreover two arpents in width in front by the depth to be taken off the west side of lot 1061.

3. The lots hereinafter mentioned, situate in the concessions of the Chenal Tardif, of the said parish of Notre-Dame de Pierreville, formerly Saint Thomas de Pierreville, to wit : the lots described on the said plan and book of reference of Saint Thomas de Pierreville, from lot Nos 371 and 373 included, to lot 364 included, going downwards, which said territory above described and such as it appears on the official plan of the parish of Saint Thomas de Pierreville, in the said county.

This erection will come into force on the 1st of July, 1900.

*Erection of a new school municipality.*

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 23rd of June, 1900, to detach the following lots from the school municipality of Sainte Agnès de Ditchfield, county of Beauce, to wit : lots Nos. 1, 2, 3 and 4 of the first range of the township of Ditchfield, and lots Nos. 61, 62, 63, 64, 65 and 66 of the second range of the township of Spaulding, county of Beauce, and to erect them into a distinct school municipality by the name of "Village of Sainte Agnès," in the said county of Beauce.

This erection is to take effect on the 1st of July, 1900.

*Appointment of a school commissioner.*

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 23rd of June, 1900, to re-appoint the Venerable Lewis Evans, D.C.L., school commissioner of the Protestant schools for the city of Montreal, his term of office having expired.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 28th June, 1900, to revoke the order in council No 288, of the 7th of June, 1900, erecting the school municipality of Sainte Sabine, counties of Missisquoi and Iberville.

*Erection of a new school municipality.*

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 28th of June, 1900, to erect into a separate school municipality, for Protestants only, by the name of "Protestant School Municipality of Shawbridge," in the county of Terrebonne. the dissidents of Saint Jérôme, Saint Sauveur, and of Saint Hipolyte, in the said county of Terrebonne.

*Erection of a new school municipality.*

His Honor the Lieutenant-Governor, has been pleased, by order in council, dated the 28th of June, 1900, to detach from the school municipality of Saint Hyacinth the Confessor, county of Saint Hyacinth, the village of Saint Joseph, with the limits which are assigned to it by the proclamation of the 26th September, 1898, with moreover, the following cadastral lots of the said parish of Saint Hyacinth the Confessor, to wit: Nos 192, 193, 194, 195, 196, 197, 198, 199 and 200, as also the lots Nos. 319, 320, 321, 322, 323 and 324, of the said cadastre of Saint Hyacinth the Confessor, and to erect this territory into a distinct school municipality by the name of "Village of Saint Joseph."

This erection is to take effect on the 1st of July, 1900.

*Rectification of boundaries of a school municipality.*

His Honor the Lieutenant-Governor has been pleased, by order in council, dated 28th of June, 1900, to rectify and define the limits of the school municipality of "Maniwaki," county of Ottawa, as follows, to wit: all the township of Maniwaki, with the boundaries assigned to it as such township.

Part of the township of Kensington, in the same county of Ottawa, to wit: from and including the lot No 19, to lot No. 49 inclusively, of the 1st range of the said township of Kensington.

Also, part of the township Egan, in the said county of Ottawa, to wit: all the lots in range A, and the lots Nos. 1 to 7 inclusively, in range I, as also lots Nos. 1 and 2 in range II, of the said township Egan.

This rectification of boundaries is to take effect on the 1st of July, 1900.



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**Articles : Original and Selected.**

WHEN SHALL SCHOOL BEGIN ?

BY C. HANFORD HENDERSON, PRINCIPAL OF THE PRATT INSTITUTE  
HIGH SCHOOL.\*

Life is now so complex that the answer to nearly every question must begin, "It depends." This is notably the case when we come to ask at what age a child should begin going to school. We must take at least three things into consideration—the child, the school and the alternative to the school, that is to say, the home. And even when we have weighed these three factors with as much discretion as we are capable of our judgment will unavoidably be colored by our own personal experience.

It happened, for example, in my own case that I did not go to school until I was eight years old and went altogether only about two years. This was followed by the regulation four years at college and then by graduate study at Zurich and at Harvard. Remembering the freedom of such a boyhood, the long, uninterrupted stretches of time for thinking and reading and travel, above all the beautiful comradeship of the mother, and recalling the absolute enthusiasm with which I threw myself, all untired as I was, into the higher studies of the college and the university, it is very natural for me, at any rate, to belittle the function of the school and overpraise life in the open.

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\* Taken from the *Congregationalist*.

Then, too, I remember a suspicion that came to me very early in my own work as a teacher, a suspicion that I could accomplish most with the boys who had been least in school. This suspicion became so strong that I resolved to put it to the test of actual enquiry. The statistics of a class of high school boys confirmed my heresy. The human promise in the youngsters was inversely proportional to the number of years they had been in school. When they came to graduate some of them had been at school eleven long years and no allurements at my disposal could induce them to undertake a college course. They had an absolute distaste for study and a longing for what they conceived to be the freedom of the outer world. I have talked with clever college boys and asked how much they felt they owed to the lower schools. I have been able to detect only the very lightest of debts.

Last winter, when Professor Geddes was in America, I was talking with him about this same question, and to my surprise, and very probably to my pleasure, he remarked that he had never known an original person whose education had not been in some way irregular. To this somewhat personal testimony I must add the no less striking results to be found in the biographies of the men and women who have delighted their day and generation in every department of human performance. They have been men and women who have been largely let alone and who have come into their own through the working out of the inner impulse.

It is only fair in this connection to mention the other side of the question, the vast army of men and women who have lacked the discipline of the school and have come to nothing in later life. It all depends. If we sift the matter to the bottom, it would seem that the conditions of success are deeper than this mere outward fact of going to school or refraining from going. The conditions involve the atmosphere of the daily life, the sympathy of friends, the influence of books, above all the inner impulse to activity. If the home provides these conditions better than the school, then the home is manifestly the better place for our budding manhood and womanhood. If the home is not of this rare sort, if the school is more ideal than the home, then the school is clearly the place.

In reality, my complaint is not against the idea of the

school, but solely against the present reality of the school. But this latter is precisely the problem that the enquiring parent has to face—the school as it is. It is some consolation to know that the ideal school is coming—how rapidly few people realize—but it does not solve the present problem. Meanwhile the children are here and something must be done with them. My own solution is somewhat radical. Poor schools are better than none for children who come from still poorer homes, but poor schools are worse than none for the children of a more fortunate heritage. The home which has any adequate resource and is more than a mere sleeping and feeding place, the mother who has any degree of culture and leisure, these combined can offer wholesome life conditions and a chance for self-activity and genuine sentiment far ahead of anything offered by crowded, unhygienic, mechanical schools.

I know that bachelors' children are brought up much better, are more clever and better behaved and more charming every way than real children, and remembering this I hesitate to say what I should do with my own little ones. But, after all, this I am sure is what I would do—I should not send them to school at all, unless, indeed, the rare school were available. I should keep them at home with their mother—bachelors' wives are also models—and have them grow up healthy, sincere, interested; grow up in an atmosphere of warm sentiment and undisturbed quiet, of unaffected simplicity and generous thought. Fourteen years of this real love and life would not be too much or even eighteen years if the college preparation could be accomplished at home, but if this proved an impossible task I would regretfully let the high schools have them. This sounds a bit gratuitous—let them have them, indeed when not a single high school in the land would take them. They prefer the regulation product of the grammar schools. But there are private academies that would receive them, and if there are not, I would go without and make the impossible task possible by preparing them at home.

Out of this prolonged childhood would come the larger type of men and women. These dream children of mine, who know how to walk and run and ride and swim and skate, and row, who have strong, beautiful bodies, who can use their hands and eyes and voice, who have had the companionship of good books and cultivated people, who

have warm hearts and alert minds—surely these are the incomparable children, for it is true—that old doctrine of mine—that the wealth of the world is human, that it consists in beautiful men and beautiful women and beautiful children. And if this wealth can be gained in larger measure by giving up the school, then the perfect life requires that the school shall be given up.

But while we are gaining these greater benefits for our own children we must ever remember that such a path of salvation is exclusive and is not open to less fortunate children. For the masses the path lies through the school, and while private duty may point in another direction for ourselves, public duty points quite as imperatively to the idealizing and humanizing of the school for others, in order that it may carry out its high function as the process of the social purpose.

### DRUDGERY A NECESSITY.

Bancroft, Froude, Parkman, Gibbon, Flint, Motley, and a thousand others, had to go through the drudgery of learning to read, spell, write, cipher, study grammar and other common branches—a period of apprenticeship, long before they began to write history. It was the severe training that fitted them for such work as in later years made them masters in historical writing, and so with all others.

What can the scientist do without his years of drudgery? He, too, must master a thousand details before he can do anything worthy of record. Tables of weights and measures are used by him at every step. He carries his little hand-books and manuals all the time. He is the cataloguer of things in general. His pen is ready to jot down observations at every step. He is the user of a jargon that is more furious than the mad bulls of Bashan. Look to the botanies, the geologies, the chemistries, the mechanical texts, the mineralogies, the biologies,—see what language must do for these scientists,—what a load the alphabet is made to carry!

With this hasty survey, is it any wonder that all real students must study for years to accomplish results? Should one turn to literature, unless it be the mere dabbler who splashes a little on the surface, there is toil everywhere. Read the lines of the great writers. See how they



worked and struggled with thoughts and words long and painfully! Man has to work. "No excellence without great labor," is as true now as when it was first spoken. It is as old as the race, as broad as humanity, and as fixed as the stars.—*The Philadelphia Teacher.*

## CO-OPERATION OF PARENT AND TEACHER.

I saw at one time in a comic paper a picture of a child in the middle of the street down which an omnibus was coming at full speed. The father was pulling the child by one hand to the right, while the mother was pulling him by the other hand to the opposite side, with the implied witicism that the child would come to grief because of the difference in opinion between the parents.

I remember that picture and think of the absurd yet bitter truth that the children for whom the whole school system is operated are being sacrificed to the differences of opinion whenever parents and teachers allow themselves to be guilty of the folly of pulling in different directions.

Parents who seldom or never go into a school-room are the ones most apt to get a wrong impression of things that take place there, and without investigation, upon the impulse of the moment they will issue a command to their children not to obey the teacher in the thing they have taken exception to, holding out stubbornly that their word shall be law, just because they have passed it, even though they are convinced that it was erroneously done.

The teacher, meantime, holds to her way, right or wrong, because her dignity and authority must be maintained before the school or be greatly weakened.

The parents insist that the child is theirs and must do as they say; the teacher, that while in school he is bound to obey her. Between them the child is victimized.

I once saw a boy, when the teacher was insisting upon his doing a thing that his mother had told him not to do, jump out of the school-room window and run off to the woods. Who could blame him? I have often wished when I have seen children thus "pulled two ways" that they would all do some such desperate thing to escape from their tormentors. It is nothing less. A child put in such a trying position is much to be pitied. He is being hindered and hampered instead of helped on his way.

Surely this is not the result that right-minded parents and teachers desire to bring about.

Then how may right relations between parents and teachers be established and maintained?

Clearly, each must have the good of the child so much at heart that every other consideration will be of secondary moment. For the good of the child each must be willing to make concessions. For the good of the child each must make it a point to know and understand the other. For the good of the child each must interpret the other's motives generously and put the best construction possible upon actions. For the good of the child each must be willing to reconcile any differences that may arise by kindly asking, making and receiving explanations. For the good of the child each must show the highest respect and most perfect courtesy toward the other. This of course involves the necessity of great care in the selection of those to whom the important work of training the children shall be intrusted. As a class the teachers of our public schools stand high, and with worthy persons in these positions the hearty co-operation of parent and teachers cannot fail of good results.

TRAINED MOTHERHOOD.

### **Educational Experiments.**

MASSO found in an extensive series of tests that excessive brain work might lessen the strength of the muscles, while Binnet and Henri found by direct tracing that severe mental work for more than half an hour temporarily reduced the heart rate in school children. Spencer says a slowed heart may be a permanent effect of over-study. By extensive measurements in Europe it has been found that increase in height and weight is greatest in the months when the child is not at school.—Dr. Henry S. Curtis in *Play versus The School*.

—PUPIL self-government leads to disaster unless it is undertaken by teachers of great personal influence and high moral character. A sudden introduction of such a scheme of government by a poor disciplinarian is certain to bring trouble. Such a case is cited by *New York Education*. It proves that children must gradually have responsibility thrown upon them, as they show a knowledge of

the principles of wise government and a desire to be law-abiding pupils. This knowledge and this desire will come from living in an atmosphere of good government.

“It seems, in the case to which reference has been made, that the scholars were to govern themselves just as a city is governed. There were courts, there was a system of police, there was a caucus and elections were held. This is the way the plan worked.

“Votes were bought with chewing gum and slate pencils, policemen (little boys and girls, be it understood) were bribed, and in a word the scheme worked so badly that a mass meeting of the parents took place. There were complaints about the encouragement to tattling and tale-bearing that the new system made to flourish in the school, that punishments were severe and unjust, that the judges caused the principal to inflict upon youthful law-breakers, and the general ill-feeling that grew up in the ward was a serious matter from every point of view. The superintendent and school board took part in the discussion, and of course the whole thing was stopped.

“The results were bad-feeling all around, a school in dire disorder, many small acts of injustice, many children made to spend their energies on what is no business of the young, to the utter neglect of the manifest work of the school that surely should take up all the time public school children have to spend with their books, time short at best, and needed in honest study to its last moment.”

Only a teacher in five hundred or a thousand can successfully carry on pupil self-government in its completest form.

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

THE teachers of Montreal and vicinity who had the privilege of hearing Mr. J. Liberty Tadd lecture on “Real Manual Training” were convinced that they had heard a master teacher. The black-boards all over the city attested the interest that was aroused by the lectures. “How narrow, how cramped, how small, how mean is the work I am doing in drawing and modelling compared with the possibilities along these lines, as foreshadowed by Mr. Tadd,” was the universal comment. How I wish that we had had such teaching as that, sighed the recallers of forgotten dreams!

An education that would convert child *energy* into *skill* at a period when nerve and muscles were peculiarly fit for a training towards this end, that is during the growth of the child's organism, and would thus preserve the natural forces for future expenditure was the *summum bonum* for which Mr. Tadd pleaded. His lectures showed how this *energizing* of the brain could be brought about. As an illustration of what he meant Mr. Tadd said: "I have two kittens in my study at home that are ceaselessly darting about after strings or paper or what not. They are energizing. By the time those kittens become adult cats there will be very little in their line of business that they cannot do. So children's superabundant energy should be consumed in making combined, skilful and delicate movements, thus energizing the brain. If they do not store up this power in the period of growth they will never get it."

Mr. Tadd, who is at the present time director of the Industrial Art School of Philadelphia, has invented a system for obtaining the ends outlined above. This requires no elaborate equipment, but can be used as well in rural as in city schools.

One feature of the system is *ambidexterity*, the power to use both hands equally well, in all directions. No cramped drawing of lines and curves merely in one direction. The hand has perfect freedom. By this means both sides of the brain are developed and power is stored up by the repetition of acts rightly performed. The first exercise along this line is the drawing of circles on the blackboard, with both hands, first in one direction, then in the other. Then both hands together swinging in opposite directions. No measure but the eye is allowed. The second exercise is the drawing of the ellipse in various directions to make bowls, cups and saucers, cylinders, Greek vases, etc. To obtain well balanced forms the ellipses are drawn with free swinging strokes. Then follow the other units of designing and combinations of the units. These exercises are for the purpose of gaining control of the muscles. They are consciously done at first but finally become automatic.

Mr. Tadd spoke of the hand as the projected brain to intimate the close connection that ought to be made between these two in teaching. The brain that starts movements is energized by repetition of acts and thus union between hand and brain is effected.

In speaking of the connection between the hand, the eye and the brain, Mr. Tadd remarked that his system brought about quickness of eye, dexterity of hand, power of initiative and clearness of brain. The eye was the chief avenue to the soul, but very many people looked without seeing, some without observing. It was the united habit of hand, eye and brain that formed a close habit of observation. Picking up a common sea shell Mr. Tadd said:

“This shell, bristles with facts, teems with ideas, I should bristle with facts; I should teem with ideas; and this shell should inspire me. The forms of nature are the fundamental basis of science, of art, of education and of religion. If God speaks at all and who doubts it! He speaks through His works. Shakespeare found—

Tongues in trees, books in the running brooks,  
Sermons in stones, and good in everything.

If we are to do anything for the child we are to give him a chance to hear these tongues, to discover these books, to read these sermons. We are to make the child love the commonplace. I have no sympathy with people who speak of “trying to lift children above the commonplace.” It is our endeavor to enable our children to read the message of beauty, of grace, of fitness conveyed by the common things of life. Head, hand and heart work together, in a way that is psychologically and physiologically sound as to results. This is the mission of our work.”

The means that were used to cause the child thus to grow into power over the material world were drawing, modelling, carving and designing. Seventeen subjects had been tried, but these four had finally been settled on as the best for the purpose.

Memory work is an important feature of this system. Good forms are memorized.

Drawing from life is insisted on, not merely the drawing of petrified life, but of moving objects, of chicken, horses, pigs, etc., walking about.

The system of rotation of classes is another feature of the work. The children do not spend so many years in drawing, then so many more in modelling, etc., but drawing, modelling, carving, designing are carried on together, the classes rotating from room to room.

The public school is not the place to teach *trades*, said Mr. Tadd, but it is the place to teach the fundamentals of all trade. Paper, pencils, black-board, chalk, clay and wood are all the materials required. The exercises are carried on without interfering with the other studies. It is simply a relaxation from the more fatiguing book work for a few minutes each day. There is too much book work—too much consideration of the symbols of knowledge and not enough of the *sources of power*.—The ordinary school diverts the attention of the child from inspiring forms. It is all wrong.

The work done in the schools under Mr. Tadd's supervision was admirably illustrated by lantern slides.

—CANADIANS have been discovering that they are citizens of no mean country. Our soldiers in South Africa have acquitted themselves well. In the eye of the world the Canadian soldier is the representative of a race tall, broad-shouldered, deep-chested, straight as an arrow, in general terms a people of fine type physically, a people quick of initiative mentally, and fearless and sound to the core morally. When bicycles improperly used and lax methods of discipline in the school-room and the gymnasium have worked their will upon young Canada, when too many hours poring over books have stooped his shoulders and contracted his blood oxygenizing compartment, and the age pressure has cut down his food supply we shall not have so much reason to be proud of him. Let us teach our children, boys and girls, the value of a fine physique. What is to be done to give our children a beautiful carriage, to keep the stoop out of the shoulders or correct it if already there? Dr. Dio Lewis speaking of this says:

“There is one good way to cure it. Shoulder braces will not help. \* \* It is to carry a weight on the head. A sheep skin or other strong bag filled with twenty or more pounds of sand is a good weight. \* \* \* When engaged in your morning studies \* \* put this bag of sand on your head, hold your head erect, draw your chin close to your neck, and walk slowly about the room. \* \* The muscles, whose duty it is to hold head and shoulders erect are hit, not with scattering shot, but with a rifle ball. The bones of the spine \* \* will soon accommodate themselves to the new attitude. One year of daily

practice, half an hour morning and evening, will give you a noble carriage."

This is good. Physical exercise in the open air if properly adjusted to the needs of the child will help. Constant reminders by the teacher are useful. But perhaps the best help of all is to give a child an incentive to look up, not down, by filling its mind with noble thoughts.

—THE world famous John Ryland's Library at Manchester, England, has, high up between the windows, carved Latin mottoes preaching silent lessons to the readers: "There is no monopoly in wisdom," "Draw from unpolluted springs," "Study builds up character," "To live is to think," "I believe in order that I may understand," and "The law of the wise is a fountain of life."

So the old, faded, school-room motto hung high above the dingy black-board taught its marvellous lesson "Whosoever thy hand findeth to do, do it with thy might" to the hundreds of restless little children gathered year after year in the class-room. How many generations of children it roused to action, while it hung there, it would be hard to tell. It is gone now, and newer appearing mottoes and pictures have taken its place, but in many a heart it found a lodgment. Over and over it was conned, sometimes one part, sometimes another, sometimes it was spelled, sometimes parodied, but it was *always there* telling its silent lesson and rousing again and again the flagging energies. Could the new maps and portraits of famous men inspire as that old motto did? What a mighty force is thought and what a blessed expression of it is language!

—RUDYARD Kipling said that he did not write for women. He cannot then according to his own statement be a universal poet, for he has written for less than half creation. But if he has not written for women, neither has he written for children. Still less then can we call him universal. But we believe he wrote better than he would admit. We can hear his message to us:

God of our fathers, known of old—  
 Lord of our far-flung battle line—  
 Beneath whose awful hand we hold  
 Dominion over palm and pine—  
 Lord God of Hosts, be with us yet,  
 Lest we forget—lest we forget!

The tumult and the shouting dies—  
 The captains and the kings depart—  
 Still stands thine ancient Sacrifice,  
 An humble and a contrite heart ;  
 Lord God of Hosts, be with us yet,  
 Lest we forget—lest we forget !

The children too hear an occasional message. We cannot believe that *all* that Kipling wrote was profitable for any one, much less for every one. Human nature in many of its phases is not a profitable subject of thought. But we shall not throw him overboard as the "Women's Club of Chicago" is said to have done. We shall wait, hoping for the time when *consilia in melius referet*.

### Current Events.

THE new Swedish system of manual training, made possible for Canada, by the liberality of Sir Wm. McDonald, is now well under way. Gentlemen who have had three years of training in England and are in all respects capable of making a success of the work are stationed as follows: Mr. J. D. Collier, at Charlottetown, P. E. I.; Mr. W. J. Warter, at Winnipeg; Mr. T. B. Kidner, at Truro, Nova Scotia; Mr. McCready, at Fredericton, New Brunswick; Mr. Bennett, at Knowlton; Mr. Leakes, at Ottawa.

—THE Canadian exhibit in the Department of Education at the Paris exposition has received unstinted praise from the juries and visitors at the exhibition. The needle-work of the province of Quebec received special commendation, as did the general exhibit of the Protestant and Catholic public schools of Montreal. Ontario, Nova Scotia, British Columbia and Manitoba were well represented. The photographs of school buildings, furniture, work, etc., sent by the various provinces of the Dominion, were useful in giving an idea of the educational system as a whole.

—WE noted a few months ago the project of the United States Government to bring fifteen hundred Cuban teachers to Harvard University for a special course of lectures on Teaching Methods, etc. This project is an accomplished fact and the Cubans have now returned to their homes. Many of the teachers had been born and brought up far from all civilizing influences—having never seen any more



modern methods of travelling than mule-back. Five army transports conveyed this enormous freight of teachers from the public schools in Cuba to Boston. The object lesson was not altogether on the side of the Cubans. The American people were brought into touch with their new possessions in a way that bids fair to make a lasting impression upon them. The American people have nobly taken up the "white man's burden" along the line of education in Cuba. On January 1st, 1899, the American flag was hoisted over the Plaza de Armas in Havana. Then 10,000 children attended the public schools on the island, now 3,500 teachers and one hundred and forty thousand children are in attendance. The local management of the schools is in the hands of the Cubans, but the man who is at the head of the movement is an American, Mr Alexis Everett Frye, of California, who has shown remarkable executive ability and power of organization. He has proved also that he has a strong grip on the public purse, for all expenses of the school were paid out of the revenues of the island.

The language used is the Spanish, which, however, is rapidly yielding place to English

Miss Mary C. Francis writing, in the September number of the *Munsey*, on the "Era of Education in Cuba," says:—To-day a public school system worthy of the name is an established fact in Cuba. It is a system thus far free from the corruption of political influence or debasing municipal intrigues; it is firmly established in the minds and hearts of the people, and has a foundation on which may be reared one of the most glorious superstructures of modern civilization. With its founding the last trace of the Moor and Saracen in the Western World vanishes, and there dawns for a long oppressed people the full sunlight of intellectual freedom.

—THE power of education is startlingly brought before us at intervals by some apparently sudden discovery in one of the fields of scientific research. This was the case when Sir W. Crookes, President of the British Association, made the statement that in the near future the vast wheat fields of Canada, the United States, Russia and Siberia would be insufficient to supply the rapidly increasing population of the world with wheat, and that the supply might be very materially increased by the "fixation" of atmospheric

nitrogen so as to render it available as the best stimulant for wheat growing lands and for the introduction of new kinds of bread stuffs \* \* \* Within the last twelve months a series of extensive wheat selecting and breeding experiments, covering a period of about ten years, has culminated in the production of new wheats which promise to revolutionise a large portion of the present wheat industry." The *Harmsworth Magazine*, from which these facts have been taken, says:—"The possibilities of a single brown kernel of wheat, absolutely the first of its race, created by man and nature, and by them jointly nourished and preserved—who shall fathom these possibilities, who shall have sight so keen and strong as to follow this brown kernel into the dark soil, and up into the green life of spring, and on to the yellowing harvest of summer, and along its mighty march across the world? Who shall estimate its influence in quickening the currents of trade, in stimulating the centres of manufacture, in enriching the dietary of the nations, in satisfying the craving of famine? And yet howsoever wonderful its history, howsoever militant its forces, it is not so marvellous, it is not so commanding, as that which made it possible—the magnificent educational forces of these noble latter days."

--THERE are now about 5,000 children in the schools of Manila. These schools are conducted on modified American plans. The recently appointed Superintendent of Instruction in the Philippine Islands, Mr. F. W. Atkinson, intends following the same general plan as in Cuba, utilizing native teachers, where possible, to carry out a course of study formulated largely along technical lines. The native children are bright and quick to learn.

--ON July 5th, 1900, there passed from this world, at the ripe age of eighty-nine years, Dr. Henry Barnard, for many years a figure prominent in educational circles in the United States because of his great breadth of view. Dr. Barnard gave up what promised to be a brilliant career as a lawyer to enter upon the arduous and non-lucrative work of an educationist. He sank a fortune also in the cause of education through his writings on educational matters—writings which have proved a mine of wealth from which later writers have taken out the ore. Dr. Barnard was the first United States Commissioner of Education.

—ON the 5th of June last, when the news that Pretoria had fallen into the hands of the British reached London, the whole population went wild with delight. There was an unusual stir in the busy streets, a greater display of flags and a larger number of "sandwich men" carrying about the announcement of that important victory.

At nightfall, a mass of humanity surged along the streets shouting, laughing, and singing "Rule Britannia." Bands were playing and flags flying. A whole population was rejoicing far into the night. From a distance the roar was like that of a mighty ocean stirred to its depths by some great storm.

One feature of the day was the sudden fancy for peacock feathers, which everybody waved, and many used to tickle the faces of passers-by—innocent pleasure and harmless weapons contrasting strangely with the desperate work and deadly maxims in South Africa at the very hour.

Next morning the streets had their wonted appearance and in the vicinity of St. James' Palace were very quiet. Suddenly, as I was strolling along Pall Mall, the sound of piping children's voices struck my ear, and I stopped to look at a strange little procession marching along to the strains of "Soldiers of the Queen." A dozen ragged children, who had evidently walked very far from the poor quarters of the 'big' city, were celebrating in their own way. First came two boys of ten or twelve carrying, on an old bag, improvised as a stretcher, a crippled child. A pitiful sight indeed! All that was to be seen of the cripple was his bandaged head, his face disfigured by disease, a pair of hollow eyes and a long thin arm stretched out waving a Union Jack. Even he, poor waif, was taking a share of the public rejoicing, carried along by his faithful bearers who would not leave him behind when they sallied forth to celebrate the "Fall of Pretoria." Next came a group of girls in tattered garments holding by the hands little tots who were trudging along with manful and warlike tread, all holding flags, wearing patriotic badges or soldiers' hats made of paper. How proud they were. How lustily they sang. What of the squalid homes, the scanty food and clothing, the miseries of crippled bodies. For one bright moment all was forgotten in an outburst of pride and patriotism.

ADMINISTRATIVE COMMISSION OF THE PENSION FUND  
FOR OFFICERS OF PRIMARY INSTRUCTION.

Minutes of Meeting of December 27th, 1899.

Present :--The Honorable the Superintendent of Public Instruction, President; John Hearn, of Quebec, Roman Catholic Teachers' representative for Quebec; Messrs. S. H. Parsons, B.A., and H. M. Cockfield, B.A., of the City of Montreal, representatives of the Provincial Association of Protestant Teachers; and Mr. J. O. Cassegrain, of the City of Montreal, representative of the Roman Catholic Association of Teachers of Montreal.

The minutes of the last meeting were read and confirmed.

Read, a report of the Secretary of the Commission showing the receipts and expenditure of the Pension Fund for the school year ending June 30th, 1889, as follows:—

Disbursements.. .. .	\$40,508.11
The ordinary revenue was .. . . .	33,029.39
	-----
Deficit..... .. .	\$ 7,478.72
	-----

*Extraordinary Revenue.*

Unclaimed cheques cancelled..... .	\$ 344.07
Carried from capital to revenue.....	9.89
Balance in trust drawn from the Provincial Treasurer.....	2,440.91
Amount borrowed.....	4,683.85
	-----
Total.....	\$ 7,478.72
	-----

The capital of the Pension Fund bearing interest at the rate of five per cent per annum amounted on the 1st July, 1898, to.....	\$184,530.09
Added to capital this year.....	949.40
	-----
Present capital.....	\$185,179.49
	-----

Read, a statement of account signed by the Assistant Treasurer of the Province showing that the said sum of \$185,179.49 is to the credit of capital account of the Pension Fund in the hands of the Treasurer of the Province.

Read, the following statement, giving the names of those who have ceased to be pensioners on this fund since last year :

Pensioners who resumed teaching in 1899.

	Aged	Pension
Philomène Amyot .....	50 .....	\$18.92
Claire V. Desbiens .....	48 .....	37.64
Mrs. Phyd. Laflamme .....	48 .....	20.06
Mrs. Isidore Légaré .....	47 .....	17.11
Annie O'Grady .....	44 .....	20.16
Henriette Lespérance .....	43 .....	18.23
Zoé Delaney .....	42 .....	27.40
Alma Frégeau .....	41 .....	10.82
Delphine Delisle .....	41 .....	24.82
Mrs. W. Plourde .....	39 .....	15.34
Feodora Bordeleau .....	39 .....	21.81
Elizabeth Hepburn .....	38 .....	81.88
Mrs. Jos. Denommé .....	38 .....	24.48
Léonide Rénée .....	35 .....	29.99
Total .....		<u>\$368.66</u>

Pensioners under fifty-six, whose pensions have been withdrawn owing to their not having produced this year the requisite annual medical certificates :

	Aged	Pension
Geraldine Rioux .....	52 .....	\$40.24
Martha Crilly .....	52 .....	11.14
Adélaïde Beaudet .....	50 .....	26.81
Virginie B. Abel .....	49 .....	7.68
Mrs. Is. Langlais .....	42 .....	15.31
Lse. Clara Pelletier .....	40 .....	19.06
Mrs. Philomène Ouellet .....	39 .....	25.98
Azilda Dugal .....	38 .....	48.68

	Aged	Pension
Delphine Taillon.....	36	.....\$ 21.82
Marie Lse. Goulet.....	36	..... 26.28
Antoinette Plaisance.....	36	..... 31.71
Total.....		<u>..... \$274.71</u>

Pensioners deceased since December 1st, 1898, date of last report:

	Aged	Pension
Paul Duclos.....	84	..... \$ 73.04
Prudent Fontaine.....	78	..... 81.86
W. H. Hicks.....	74	..... 946.00
Eliz. E. Edmonds.....	71	..... 20.06
John Fitzgerald.....	69	..... 239.30
L. N. Desjardins.....	64	..... 46.36
Thomas Haney.....	57	..... 139.41
Annie Payette.....	57	..... 22.34
M. Lse. Gaumont.....	55	..... 58.58
Mrs. Louis Maltais.....	52	..... 82.64
Georgina Rompré.....	50	..... 49.94
M. Lse. Thibault.....	41	..... 16.96
Josephine Hallé.....	40	..... 25.05
Mrs. Jean Emond.....	45	..... 20.20
Total.....		<u>..... \$1,821.74</u>

The Commission examined the medical certificates submitted by pensioners under fifty-six years of age, prior to the 1st of November last.

On motion of Mr. Parsons, seconded by Mr. Ahern, it was resolved, that the cases on which the members of the Commission did not agree should be submitted by the Superintendent of Public Instruction to a physician of Quebec City for examination of certificates produced and report thereon.

Pensions were then granted for the current school year to those pensioners under fifty-six years of age, who produced before November 1st last, medical certificates attesting their incapacity to resume teaching, and who had also

favorable report from a school inspector who had visited them, with the exception of Victoria Dubé and Sophie Couture, who were not considered incapable of teaching on account of illness.

Mr. L. A. Guay, School Inspector, is to visit Eulalie Bouchard, pensioner, and make report on her state of health. If his report be favorable, her pension is to be continued and the Superintendent is authorized to pay it.

The medical certificates produced by Alodie Lavoie and Amanda Roy, pensioners, will be submitted to a doctor of Quebec City for examination and report. If the report be favorable their pensions will be paid.

The Commission examined the several cases reserved for it since the last meeting and disposed of them as follows:

The pension of Mary E. Moore, granted in 1890, was withdrawn in 1897. According to the report of the inspector, Miss Moore was able to resume teaching. After examination of the documents produced since 1897, her new demand for pension was rejected.

Mrs. Herman Camirand, née Dalvina Houle's application for pension was submitted in 1895, but rejected. This application has been renewed yearly since 1895, but not granted. After consideration of a letter from Mr. Belcourt, inspector of schools, the Commission decided that Mrs. Camirand has no right to a pension.

Mrs. Hélène Massé's application for pension in 1895 was rejected.

New applications made since 1895 have also been rejected. After examination of the two medical certificates produced last year by Mrs. Massé and the school inspector's letter, the Commission decided, on division, that Mrs. Massé has no right to a pension, as she was not incapacitated through sickness when she withdrew from teaching.

The pension of Mrs. Alexis Tremblay, née Elmire Tremblay, withdrawn in 1896, was again granted on division, to count from July 1st, 1899, owing to new certificates produced and letters from Mr. the curé Larouche.

Mrs. H. T. Dubrule, whose pension was withdrawn in 1893 owing to her residence in the United States, has domiciled anew in the Province of Quebec. Her pension was again granted, provided the report of the inspector of schools who has visited her proves favorable,

The Department will await this report before paying the pension.

The pension of Mrs. J. B. Denommé was withdrawn in 1898, as according to the medical certificate she was only temporarily indisposed. After examination of the new certificate produced by Mrs. Denommé the Administrative Commission decided on division that she has no right to a pension.

And the meeting adjourned.

#### Meeting of December 28th, 1899.

Present:—Mr. the Superintendent, Chairman ; Messrs. J. Ahern, S. H. Parsons, H. M. Cockfield and J. O. Cassegrain.

The Commission continued to examine the different cases which were reserved for it since last session.

The application for pension of Mrs. Dosithé Paquet, née Stéphanie Desjardins, submitted last year after the meeting of the Commission, was examined and granted.

The application for pension of Anna Derothée Jacques, who taught under the name of Elmina Jacques, rejected last year, was again examined and granted for one year, on division.

Mrs. Modeste Wagner, née Emma Beauséjour, whose pension was withdrawn in 1898, produced a new medical certificate, which was examined. Mrs. Wagner's new demand for pension was rejected on division.

The pension of Mrs. Jean Harvey, née Malvina Trudel, withdrawn in 1898, was again granted, to count from July 1st, 1899.

The pension of Mrs. Alfred Potvin, née Marie Robitaille, withdrawn last year, was granted on division, to count from July 1st, 1898.

Mrs. Louis Côté, née Marie Roy, whose application for pension was refused last year, made a new demand, which was granted on division. Her pension will count from July 1st, 1899.

The pension of Mrs. Emma Verville, withdrawn in 1898, was again granted, to count from the day on which she ceased teaching, but on condition that the report of the



school inspector of the district in which she resides is in her favor.

The pension of Céline Charbonneau,<sup>7</sup> withdrawn last year, as she resided outside of the Province of Quebec. She now resides in the county of Laval. She has in her favor the report of the school inspector who visited her. Her pension is again granted with payment of arrears.

Philomène Muir, whose pension was withdrawn in 1898, produced new certificates, which were examined. She has in her favor the school inspector's report who has visited her. Her pension was again granted. It will count from the day on which Miss Muir's first pension ceased.

The pension of Elzéar Ouellet, in 1898, was again granted, to count from July 1st, 1898, seeing the medical certificate produced and the report of the school inspector are in his favor.

Delicia Gagnon, whose application for pension was rejected last year, made a new demand and a pension was granted her for one year.

The application for pension of Mrs. Thomas Riverin, née Céleste Pilote, refused last year, was again taken into consideration and referred to the school inspector of the district in which Mrs. Riverin resides. The Superintendent is authorized to pay her pension should the inspector's report be favorable.

Adèle Thiffaut, whose application for pension was rejected last year, submitted new certificates which were examined. Her pension was granted to run from July 1st, 1899.

Lucie Frégeau, whose pension was withdrawn in 1898, made a new demand. The school inspector who visited her reported favorably. Pension granted with payment of arrearages.

Mrs. Modeste Piché lost her pension in 1898, owing to her removal to the United States. She died in 1899, and her legal heirs made claim for the six months' pension which they pretend is due. This demand was rejected, seeing that Mrs. Piché had no right to a pension at the time of her death.

The application of Marie Beaulieu for pension was refused, as the medical certificate which she produced did

not sufficiently indicate her inability to teach because of sickness.

Mrs. Elzéar Danais, whose pension was withdrawn in 1889, made application for the payment of her arrearages of pension since the date of its withdrawal. She produced two medical certificates and the letter of a lawyer. The Commission declared its intention to hold by the decision arrived at in 1889 when it withdrew the pension of Mrs. Danais.

It was moved by Mr. J. Ahern, and seconded by Mr. S. H. Parsons, and resolved :

That the sum of \$4,683.85, which was borrowed last year from the Catholic Committee of the Council of Public Instruction, to balance the deficit of receipts of the pension fund and expenses, be returned to the Committee, and that thanks be conveyed to the Honorable the Superintendent of Public Instruction for having, in his quality of President of the Committee, made the loan of said sum to the pension fund.

The new demands for pensions submitted prior to November 1st last, were taken into consideration. The Commission, after examining the medical certificates and other documents submitted, ruled and resolved as follows :

The following persons will receive pensions :

Officers over 56 years of age.

Napoléon Lacasse, Augustin Allaire, Joseph Létourneau, Charles Léon Smith, Widow Hubert Ducharme, Pierre Eusèbe Poupert, Mrs. Joseph Vincent, Narcisse Gélinas, Geneviève Gauthier, Malvina Rolland, Widow C. Constant Borleteau, Jean Garneau, Catherine Nolan, Louis Gagnon, Lucy Reed, Mrs. G. H. Fournier, Louis Paul Authier and Margaret Cleland.

Officers under 56 years of age.

Hélène Hamel, Virginie Lépine, Ferdinand Ramsay, Elmire Descormiers, Elmire Bergeron, Adeline Lefebvre, Caroline Bégin, Joséphine Gaudreau, Alphonsine Barrette, Mary W. Dods, Hélène Beaudoin, Mélina Emélisa Chaurrette, Delvina Paradis, Sophie Hudon, Joséphine Ouellet, J. B. Ernest Magnan, Adeline Cimon, Widow L. Alphonse

de Blois, Alma Azéline Noël, Eliza Ann Griffin and Jessie Haggart.

Mrs. F. X. P. Demers will receive a pension as officer's widow.

The heirs of the late Evariste Des Troismaisons are entitled to his pension for the six months during which he died.

The application of Marie Anne Rousseau for pension is granted, but Miss Rousseau must furnish proof that she has taught during at least twenty years.

Marie Louise Emma Tremblay, Georgiana Descôteaux and Sylvina O'Bready, who made application for pension, having taught less than twenty years, have right only to a refund of their stoppages, which was granted.

Mrs. Auguste Morin, who sets forth her inability to teach on account of illness (myopia progressive) must produce a certificate from an oculist. If the certificate be favorable, her demand for pension will be granted.

The applications of Léonie Deshaies, Adrienne Jacques Rochon and Lucias Béliveau for pension were carried over to the next meeting of the Commission. These officers should produce new medical certificates, and the school inspectors in whose district they reside will be consulted.

The applications for pension from the following persons were rejected :

Mrs. Ludger Boutin, Mrs. Edmond Tremblay, Mrs. Benjamin Lagacé, Mrs. Edouard Pronovost and Adeline Dupont. And the meeting adjourned.

#### Meeting of December 29th, 1899.

Present :--Mr. the Superintendent, President; Messrs. John Ahern, S. H. Parsons, H. M. Cockfield and J. O. Cassegrain.

The Commission continued the examination of new applications for pension.

The applications for pension of the following persons were rejected : Rose de Lima Trottier, Anne Agnès Lapointe, Mrs. Grégoire de Grandpré, Exilda Tanguay and Joseph Bouchard.

The applications for refund of stoppages made by the following persons were also rejected :

Mrs. Alexis Bouillon, Mrs. Honoré Ballard, Mrs. Joseph

Mainville, Marie Joséphine Crespin, Adeline Lepage, Mrs. Chas. Beaulieu, Mary E. Loyd, Paméla Turcotte, Victoire Vézina and Marie Lavallée.

Clarine Ricard's application for refund of stoppages was granted.

The Administrative Commission, considering that in accordance with article 537 of the school law it is bound to draw up such regulations as it judges necessary to put in force the provisions of title seven of said law and to meet cases now unprovided for, submits the following:

1st. Officers of primary instruction who receive a pension in virtue of the provisions of article 493 of the school law, shall not teach in a school under control or in a subsidized school for direct or indirect gain.

2nd. Pensioners who have attained the age of 56 and who do not reside in the Province of Quebec, must furnish proof yearly of their existence to the Administrative Commission of the Pension Fund.

3rd. The average salary of officers of primary instruction shall be obtained by dividing the amount of the salaries on which they have paid stoppages by the number of years of teaching, the sum of this division must not exceed \$1,150.

4th. Officers of primary instruction who are in receipt of a pension in virtue of the provisions of article 496 of the school law, cannot teach in a school under control. Their pensions are forfeited when they cease to reside within the Dominion of Canada.

5th. The medical certificates provided for by article 497 of the school law cannot be considered satisfactory by the Administrative Commission, if they do not give in connection with the statement of health of the officer who applies for pension, sufficient technical details to enable the physician consulted by the Commission to state whether or not the officer is unable to teach.

6th. Every pensioner who has obtained a pension on account of sickness, is bound to produce annually, until he has reached the age of 56, a medical certificate showing his state of health and giving sufficient technical details to enable a consulting physician to say whether or not the pensioner is unable to resume teaching.

7th. A teacher holding a diploma is an officer of primary instruction. He may, in accordance with the provisions of

articles 500 and 510 of the school law, have counted all his years of service from the age of eighteen, notwithstanding the date of his diploma.

8th. The word "pendant" in the French version and the word "during" in the English version of article 502 of the school law should be interpreted in a liberal sense, in the case of a teacher who from uncontrollable causes has been unable to teach for one year during the five years preceding his application for pension.

9th. An officer who wishes to qualify his wife for a pension must pay, in excess of the stoppages payable by himself, a sum equal to the half of said stoppages, for the years during which he is married. And as the stoppages for the years preceding 1880 were fixed at five per cent, it follows that the stoppage will be seven and a half per cent for the years during which said officer has been married. Two fifths or three per cent should have been paid before January 1st, 1887, and one fifth or one and a half per cent should be retained annually from the pension of said officer during the three first years that he receives his pension.

If the officer dies before receiving a pension, one half per cent annually during three years shall be retained from the widow to complete the sum which her husband should have paid in for her. Arts. 505 and 506 School Law.

10th. It shall be competent for an officer to pay the stoppages of his salary for the years during which he has taught since 1880, provided that he proves to the Administrative Commission of the Pension Fund that the delay in payment is due to just and reasonable causes. Art. 520 School Law.

11th. The salary of an officer of primary instruction who opens a private school or who accepts a temporary position shall be estimated in accordance with the scale of salaries established by article 528 of the School Law. Art. 525.

12th. Article 528 of the School Law does not apply to academies for the years previous to 1877, because there existed no law permitting them to become schools under control. The salaries of officers of primary instruction employed in these academies should be valued in accordance with the provisions of article 527 of said law.

13th. An officer who is teaching in a night school

directed by School Commissioners, may add to his salary the amount which he receives for teaching in said school, provided that he is engaged and paid by the Commissioners. Said sum shall not be considered as a benefit but as salary. Art. 529 School Law.

14th. The board of a teacher, whether given by the school authorities or by the rate-payers, or provided by the institution in which the officer taught, shall be estimated and included in the salary. Art. 529 School Law.

These regulations shall be submitted to the Lieutenant-Governor in Council, and published in the *Quebec Official Gazette* when sanctioned

Mr. Paxman's account for ten dollars for translation of the minutes of the last meeting of the Commission was approved.

The sum of two hundred dollars was granted to Mr. Couillard for his services as secretary of the Commission for the current scholastic year.

And the Commission adjourned.

F. X. COUILLARD,  
Secretary.

## TEACHERS' PENSION FUND.

### REVENUE AND EXPENDITURE ACCOUNT FOR 1899-1900.

#### *Revenue Account.*

4 p. c. on grant to Public Schools.....\$	6,400.00
4 p. c. " to Superior Schools..	2,000.00
2 p. c. on salaries of Professors in Normal Schools.....	449.86
2 p. c. on salaries of School Inspectors .....	713.55
2 p.c. on salaries of teachers in schools under control .....	18,454.40
2 p. c. on pensions paid during the year .....	770.97
Stoppages paid to the Department by teachers themselves .....	71.04
Interest on capital to 1st July, 1899..	9,211.50
Annual grant from Government.....	5,000.00
Special " " " .....	4,000.00
Total revenue.....	\$ 47,071.32

*Expenditure Account.*

Pensions paid out of revenue .....	\$ 41,237.51
Amount borrowed last year, remitted this year.....	4,633.85
Refund of stoppages.....	19.89
Cheque cancelled last year, presented to Bank .....	16.06
Cost of management.....	369.30
Balance in hand . ....	744.71
	<hr/>
Total expenditure.....	\$ 47,071.32

*Capital Account*

Total capital 1st July, 1899 .....	\$185,179.49
Stoppages on pension for capital.....	\$ 1,029.51
Refund of stoppages out of capital .....	\$ 3.30
Pensions paid out of capital..	315.50
	<hr/> \$ 318.80
Balance .....	\$ 710.71
	<hr/>
Total capital to 1st July, 1900.....	<u><u>\$185,890.20</u></u>

### Correspondence.

Montreal, Sept. 13, 1900.

*To the Editor of the EDUCATIONAL RECORD :*

I desire, through your columns, to call the attention of all teachers who purpose attending the Annual Convention of Protestant Teachers, in Montreal, on the 18th, 19th, and 20th of October, to the fact, that they must purchase a one way first-class ticket to Montreal, at the starting point, obtain a standard receipt from the agent, have this signed by the Treasurer at Convention, and on presentation of this receipt thus signed, at the ticket office in Montreal, a return ticket will be issued at one-third fare.

In the case of the Richelieu and Ontario Navigation Company's steamers, delegates will present their *membership tickets* to the agents at the beginning of the journey, when a return ticket will be granted them at one and one-third fare, to return by boat, or one and one-half fare, going by boat and returning by rail.

Lady teachers desiring billets should apply at once to Miss M. I. Peebles, McGill Model School, on and after the evening of October 17th; such application should be made to Miss Peebles in person, at the High School.

As far as the funds permit, fifty cents per day for the three days of Convention will be paid towards the board and lodging of lady-delegates; but those applying first will be preferred.

In addition to those already announced to take part in the programme, the Rev. Dr. George, Principal of the Congregational College of Canada, and Prof. L. R. Gregor, B.A., Ph.D., of McGill University, are expected to deliver addresses.

I am, etc.,

Yours very truly,

A. W. KNEELAND,

Cor.-Sec.

*To the Editor of the EDUCATIONAL RECORD :*

**W**ANTED.—PROTESTANT TEACHER FOR No.....  
School, ....., holding a second class elementary diploma. School to open June 1st. Wages ten dollars per month and board. Apply to ....., Sec.-Treas.,  
..... Post Office, Que.



*Madam Editor :*

Is it suitable to use the public press as a medium of advertisement of an illegal action. I believe "boarding round" is now illegal. This advertisement does not come from an old fyle, but from a *Witness* of May last (1900). Surely the above wanted is a survival of a condition for which there is at present no use! Could action thereupon be taken either by some Teachers' Association or the Provincial Convention.

TEACHER.

In answer to the above letter it may be stated that "wages ten dollars per month and board" does not necessarily imply "boarding round." In many of the sparsely settled parts of this province school boards are making heroic efforts to provide good education for the few children who attend the school or schools under their control. While we would not defend the niggardliness of certain school boards in the matter of education, we must be very sympathetic towards the struggling schools in country districts. The school inspector who has charge of the district in which the place, referred to in the above communication, is situated, would be the person who could throw most light on the situation;—ED.

### Official Department.

## NOTICES FROM THE OFFICIAL GAZETTE.

### DEPARTMENT OF PUBLIC INSTRUCTION.

#### *Appointment of a school commissioner.*

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 26th of July last (1900), to appoint Mr. T. Davidson, merchant, of Quebec, Protestant School Commissioner for the city of Quebec, to replace Mr. W. H. Wiggs, whose term of office has expired.

#### *Appointment of a school commissioner.*

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 26th of July last (1900), to

appoint Mr. Thomas Gilchen, alderman, of the city of Quebec, a member of the Roman Catholic school commission of the city of Quebec, continued in office, his term having expired on the 30th of June last (1900).

*Appointment of a school commissioner.*

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 26th of July last (1900), to appoint Mr. Paul G. Martineau, advocate, of Montreal, member of the school commission of Montreal (Catholic section), continued in office, his term of office having expired on the 1st of July last.

*Appointment of a school trustee.*

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 5th of September, 1900, to appoint Mr. John Buchanan, of Levis, school trustee of the dissentient municipality of Levis, to replace Mr. G. B. Ramsay, absent from the municipality.

*Appointment of a school trustee.*

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 5th of September, 1900, to appoint Mr. Alfred Connolly, school trustee for the municipality of Shipton, county of Richmond, to replace himself, his term of office having expired.

*Appointment of a school commissioner.*

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 5th of September, 1900, to appoint Mr. John Gabriel Hearn, gentleman, of the city of Quebec, a member of the Roman Catholic school commission of the city of Quebec, to replace Mr. Thomas Gilchen, recently deceased.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 12th of September, 1900, to make the following appointments, to wit :

*School commissioners.*

County of Drummond, Saint Germain de Grantham.—  
Mr. Joseph Landry, son of Jean Landry, to replace Mr.  
Louis Beauvais, who has left the municipality.

*School trustees.*

County of Bonaventure.—Mr. Moïse Fulhem and Mr.  
Pierre Le Marquand, the former to replace Mr. Ange  
Joseph, whose term has expired, and the latter to replace  
Mr. Urbain, absent.

Sellarville.—The Revd. Father Robert, O. M. I., to re-  
place Mr. James Kennedy, whose term of office has expired.



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THE  
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No. 11.

NOVEMBER, 1900.

VOL. XX.

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**Articles : Original and Selected.**

PRESIDENTIAL ADDRESS—CONVENTION OF PROTESTANT TEACHERS OF THE PROVINCE OF QUEBEC.

DR. PETERSON, OCTOBER 1900.

My first duty to-night is to thank you for the compliment you paid me in electing me to be your President, also for the way in which you did it. Many a politician at this moment would envy me my highly pleasurable experience. For, did I not pass through all the horrors of a contested election without being aware of it, and when the result of the poll was announced, was there any one more genuinely surprised than the successful candidate? That your choice should have fallen upon me, I take as a mark of confidence which is none the less welcome because I feel that I have done so little to deserve it; and if my election to the presidential office has involved the postponement of any hopes and ambitions that may have been rightfully cherished by others of your number—who have served the interests of education in this province longer than I can claim to have done,—I can only ask them to believe that I greatly appreciate the honour which has been paid to me, perhaps at their expense, and that I hope to hand on the office to a successor with its dignity and prestige unimpaired by any word or act of mine.

If I were free to choose my subject, I fancy I should hit

upon some theme more or less removed from the sphere of your daily work. There is something too professional about the spectacle of one who is himself a teacher talking to teachers about teaching. We teachers are too much a class by ourselves, and it is almost a pity, from one point of view at least, that the outside world should imagine that we can never come together without wanting to discuss problems of child study, the proper grading of subjects and classes, the reform of the school curriculum, or some other of the multifarious conundrums about which educational authorities are always loudly disputing, while all the time the school mill goes slowly grinding on. But this is the President's address, and as such it must embody a kind of pedagogical stock-taking, noting the points in which progress is being made, and drawing upon these for reflections which may help to encourage teachers in their onerous but at the same time honourable calling,—without failing to mention matters in regard to which improvement is still to be sought. For we must remember that we are responsible not only to ourselves as educational experts, but also to that wider body of outside critics who know—or pretend to know—whether we are really producing what we claim to produce in our schools, and who do not generally hesitate to state their opinions.

Four or five years' apprenticeship as a member of the Protestant Committee has helped to make me tolerably familiar with the machinery of our educational government. It has also enabled me to realize more strongly than ever that all the efforts of official administration are liable to be frustrated unless they are seconded by intelligent effort on the part of those on whom the working of the system really depends; the school commissioners, the inspectors, the teachers, and last but not least the pupils themselves. The machinery is all well enough in its way; but we must look inside the machinery; we must invoke the aid of the spirit within the wheels. And here it is mainly to the teachers that our sympathies go out, especially to the teachers in rural districts, those who for a mere pittance undertake from year to year what Wordsworth calls "the pains and faithful care of unambitious schools." We all know—college-bred men no less than others—their trials and difficulties, and the hard conditions they have to face, conditions more discouraging,

perhaps, and more harassing than exist in any other profession or occupation. Why is it that teachers are not on a level, as regards prestige and dignity and social interest with clergymen and lawyers and doctors? The whole theory of their calling is based on the assumption that they are at least helpful in securing for young people opportunities of "preparation for complete living," and helpful too in giving an education that meets the demands of modern life, "both in its provisions for the development of the individual and in its training for social service." Yet here and elsewhere even responsible persons talk of "hiring a teacher" as they would a hackney-carriage! One of the questions put quite lately by a shrewd man of business to a scholar who had gone to take up the work of a College Head in one of the greatest commercial centres in England was "Have you the hide of a rhinoceros?" From what I know of school conditions here I am sometimes inclined to the opinion that this same prophylactic is of value also to school teachers. And yet it lies in great part with our teachers themselves to bring about a more ideal condition of things. They follow a calling, of which it has been said that while it is the noblest of all professions it is the sorriest of trades. It is for them to rise above their environment by strenuous effort—such effort as shall show that they are not content with the "daily round, the common task." They must put aside the temptation to teach just what they know, and all the soft seductions of the daily lesson which after all makes no great demand upon their intellectual powers. When a teacher is content with the minimum that is asked for, there is a great danger of mistaking that minimum for a maximum. It is true that all teachers should be better paid; those of us who have small families to trouble our domestic repose often have occasion to realize that the delegation of responsibility from parents to teachers is cheaply enough purchased at existing rates. As regards remuneration, at all events, it is the case that teachers are expected to make bricks with the smallest conceivable modicum of straw. But salaries are not everything, and men and women who have entered the teaching profession for the love of their work, sometimes rise superior to salaries. All the same it must be recognized as a standing barrier to the development of any scheme for the higher training of teachers in this province, that so long as conditions remain

as at present we should probably find that, after their training had been completed, they were liable to be tempted away by offers from elsewhere.

One regrettable feature, as it seems to me, about the present state of affairs is that there is not that degree of sympathy and co-operation which ought to exist between our schools and universities. The complaint is commonly urged against college men, and especially college professors, that they do not take the trouble to inform themselves of the conditions under which the work of elementary schools is carried on. They do not sufficiently realize that in many schools the duty of personally instructing, or at least superintending instruction, in all the various subjects of four or five classes, devolves upon a single individual; and they forget that our schools have to deal with large masses of average pupils, only a very small proportion of whom have any intention of proceeding to the university. While this charge is probably not altogether groundless, it is comforting to feel assured that the best spirits on both sides realize the essential unity of all educational processes, and appreciate the substantial identity of educational aims and principles from the kindergarten to the university. Just as school teachers may not unreasonably be expected to understand and sympathize with university progress and reconstruction, so, on the other hand, college teachers ought to comprehend and assist similar reforms in schools. No one who is at all interested in education—and least of all a college teacher—can fail to approve of the changes that have been introduced in the training of little children, by means of which various forms of manual exercise, such as modelling, netting and basket work, have been instituted with the view of developing the quality of *handiness*, and indirectly of assisting also intellectual progress. But when college teachers are told to remember that not more than 8 or 9 per cent of school pupils have any thought of frequenting their lecture rooms, and that they must not think therefore of applying admission standards to all, they are tempted to take refuge in their own experience, and silently to wonder, since the 8 or 9 per cent know so little, what it is that the others have learned! If they know less than the boy who just “scrapes” into college, they must know very little indeed. For myself, while I should hear with comparative equan-



imity that only a small proportion of the pupils in our High Schools and Academies mean to go forward to the University, I hope that it will always be possible, especially in this province, under improved conditions as regards the conduct of the A.A. examinations, for the University to co-operate with the teachers in applying a test to the attainments of the pupils generally, so that we may have some sound basis to go upon when we want to know what is doing in our schools.

For a long time to come, in the future as well as in the present, we shall find that the two governing considerations in our efforts after further educational reform will be the determination of the curriculum and the qualifications of the teachers.

In discussing the much discussed curriculum and the subjects taught in our schools, we shall at least be in good company. The German Emperor has recently recorded his profound dissatisfaction with many features of the school-programme, and has occasioned some anxiety to his advisers through his efforts to improve it by rendering it less "bookish" and by bringing it nearer to the problems and concerns of modern life. And in regard to the training of teachers Professor Münsterberg, of Harvard, has still more recently caused a considerable flutter in the educational dove-cots by his publication of a bright and very readable paper on School Reform, (*Atlantic Monthly*, May 1900,) in which he emphasizes the importance of knowing the subject you undertake to teach, even though you may know nothing about the theory of education or about the history of pedagogy or psychology or child study. His explanation is that "conscious occupation with pedagogical rules interferes with *instinctive* views of right pedagogical means." "The analytic tendency of the psychological and pedagogical attitude is diametrically opposite to that practical attitude, full of tact and sympathy, which we must demand of the real teacher; and the training in the one attitude inhibits freedom in the other." And so he concludes that however important psychology and pedagogy may be for school organizers, superintendents, city officials, and such like, "the individual teacher has little practical use for it." "I fear," he writes, "that pedagogy must become a hindrance to educational progress if it ever causes the principal or the school board to prefer the

teacher who has learned pedagogy to the teacher who has learned the subject he is going to teach."

It is of course quite easy for theorists to harp on the old string and to repeat the lesson which all of us have learned by this time, viz., that while "Knowledge is power," mere knowledge is not the whole of education. No doubt books are not everything; but we must get beyond that. Criticism in order to be valuable must be concrete and definite. In this connection the recent utterances of the President of Toronto University ought to receive very careful consideration. If we may judge from newspaper reports, President Loudon is by no means satisfied with the Ontario school system, and he formulates a distinct charge against the administration when he calls attention to the want of continuity between the elementary and the high schools of the province, and specifies the neglect of language teaching as something that must at once be remedied. By an interesting and instructive coincidence a paper appears in the current number of *The Canadian Educational Monthly*, written by the Deputy Minister of Education, Ontario, entitled: "The Conflict between Education and Knowledge." So far as the writer emphasizes the importance of the training of character and of due preparation for the actual needs of life, he is on safe, if somewhat familiar ground,—though one is inclined to wonder where home influences are allowed to come in, in a province where the university is blamed for debarring from matriculation a boy who fails in algebra, and yet accepting a candidate who makes the necessary  $33\frac{1}{3}$  p. c., even though the latter may not possess "sufficient will power to abstain from the use of cigars." \* But the Deputy Minister is surely far at sea when he tries to make out that there is a divergence between the subjects which modern universities require for entrance, and the subjects which ought to form the staple of a good general education. If it is a *regrettable* fact that "hun-

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\* "No student should be permitted to attend a University, if he has not shown during his three or four years' attendance at a high school the acquisition of certain powers of self-control. Why should not industry, neatness, courtesy be regarded as at least as important for matriculation as a knowledge of chemistry or the binomial theorem? The fact that character in a student does not count as sufficient evidence that wrong ideals control educational systems."—In regard of all which it may be asked: "Has home training been abolished in Ontario"?

dreds of pupils begin the preparation of the various subjects for matriculation who never enter a university," there must be something very far wrong with admission requirements. But is it regrettable? Surely no school curriculum, worthy of the name, could be formulated which does not take some account of matriculation subjects—English, Arithmetic, History, Languages, Mathematics and Elementary Science. When it is gravely argued that the "plan of allowing though not compelling certain (matriculation) subjects to be taken up in the lower forms of High Schools does much harm," it would seem as though the Education Department might be led to take action in the way of perpetuating and even intensifying the very evils of which President Loudon has complained. The main ground of offence in the schools seems to be language teaching, and the authority of Prof. Sweet is invoked to prove that "pupils should not begin Latin until they reach sixteen years of age." Now language study, (apart from English, and elementary grammar,) ought to be universally recognized as "one of the most admirable forms of mental discipline, giving increase of grasp and intellectual power, calling for and developing, as few other studies do, the faculty of rapid review and ready application of knowledge already possessed". No one has a greater respect for English than I have, but I can only regard it as a regrettable and even discreditable circumstance that pupils should sometimes present themselves for matriculation at McGill who have never studied any language except English, and who ask for special consideration because they were actually debarred by the conditions of the school they attended—otherwise excellently well equipped—from taking up any language save their mother tongue. To one-sided advocates of the study of English, one might almost say by way of parody: "What should they know of *English*, who only *English* know?" And it may be noted incidentally that it is often those who cry up most loudly the exclusive study of English who contrive themselves to write English just about as badly as it can be written!

In regard to the improvement of schools in the Province of Quebec, it must be said that while there is in existing conditions a good deal of reason for discouragement, there

is also some ground of confidence and hope. Quebec ranks lowest, I am given to understand, among all the provinces of the Dominion as regards the amount of its appropriations for the support of schools; and the circumstances of some rural districts, where the dissentient minority is quite insufficient in point of numbers, render adequate school provision an utter impossibility. But the school question in Quebec ought to be a negotiable problem. We have to deal with something under 1,000 schools with over 1,300 teachers. These schools are all organized on pretty much the same lines, and the results of their work are reported from time to time by the Inspectors of the Department. The Protestant Committee is anxious to do everything in its power to increase the efficiency of the schools, although it has often to suffer in the estimation of the public for the slackness of school trustees and commissioners—some of whom appear to be altogether impervious to criticism.

It is no rash prophecy to say that the question of what the right and true curriculum should be, will long continue to be an absorbing subject of discussion. Time was when continuous training in the "Three R's" for a period of school life extending over 6 or 8 years, was considered the educational ideal. These were the accomplishments which were regarded as essential for self-education, with perhaps a "top-dressing" of what were called "English subjects" grammar, geography and history. But it has long been recognized that such a course of study, no matter how faithfully administered, might leave too many children "without any permanent interests in nature, or in human institutions and human achievements, and without much inclination to acquire such interests by further study, or power to assimilate or apply such knowledge and skill as they had gained". Ability to read might be acquired "but not the reading habit; the ability to spell and write words, but no power of expression with the pen; a varying ability to add, subtract, multiply and divide simple numbers, integral and fractional, but much uncertainty in all other arithmetical operations; some fragmentary book knowledge of names and places of our own country and foreign countries, and some scrappy information relating to the history" of Britain and Greater Britain. Now reading, writing, and arithmetic are still recognized as

necessary studies—studies which serve as the “instruments of the acquisition and expression of knowledge.” But they are not enough. They do not suffice in themselves to “open the mind of the child and let the world in.” Hence the enrichment of the old curriculum by nature study, to the end that no child shall be ignorant of the processes involved in the rising and the setting of the sun; by drawing and other modes of initial instruction in the fine arts, such as clay modelling; by manual training; by every subject in short that is best fitted to stimulate curiosity and develop the power of observation in regard to what the child sees from day to day around and about him.

And here, of course, the danger is that in the endeavour to secure variety and vivacity, and to avoid as much as possible the drudgery of the school-room we may end by loading the curriculum with too many subjects. I do not think we need be so much afraid of this result so long as our elementary schools restrict themselves to giving what I may call a knowledge of things in general. The best advice that can be offered to teachers under this head is, I am confident, that of Sir Joshua Fitch, who, in common with most recent writers on the theory of education, exhorts them to “defend jealously the general and liberal gymnastic against the attacks of those who, interested in a particular study or impressed by the immediate practical results of a particular pursuit, would monopolize with it the greater part of the school time-table.” “Do not overload the curriculum,” says Dr. Fitch, “by multiplying the number of necessary subjects, but hold fast resolutely by the recognized and staple subjects which experience has shown to have the best formative value, secure a definite proportion of hours to those subjects, and for the rest of the available time provide as many forms of intellectual and other activity as your appliances and teaching staff have at command.” A great deal of pseudo-scientific knowledge is offered at present as fit and proper intellectual pabulum in our schools. I have myself read the answers to papers in “Physiology” which bore on their very face the stamp of educational valuelessness. Physiology belongs to the class of scientific subjects which are better not taught at all than badly taught, especially when the attempt is made to teach them without any proper equipment. The mere memorizing of

facts is certainly not scientific teaching. Similarly with that high-sounding and much belauded subject Hygiene. To me it is laughable to hear a little child pronounce the word. Nothing can surpass in importance the great questions of air, food and cleanliness, in relation to the organs of the body—the lungs, the stomach and the skin. All this, however, can come under the head of useful knowledge. As a recent writer has said “excessive prescription and definition of duty are the refuge of helplessness and pedantry. The more minutely the subjects of school work are delineated, the less copiously and effectually will pupils be taught.” The current and almost universal subjects of reading, writing, arithmetic, political and physical geography, history, grammar, dictation, are in themselves all but sufficient as staple courses, and when we open the door to physiology and hygiene, under distinctive labels, we must not forget that botany, astronomy and political economy, geology, mineralogy, every department of physics, agricultural chemistry, natural history, technology and perhaps phrenology, have still to be reckoned with. Do we want to run the risk of being laughed at as pretentious quacks who would deceive people into believing that a universality of knowledge is still possible to mankind, and that it may be acquired even in the elementary school?

*(to be continued.)*

## THE SOUTHERN JOURNEY OF THE BIRDS.

BY GEORGE E. ATKINSON.

The semi-annual excursions have now begun upon the great avian highways. Already Dame Nature has distributed her first advertisements throughout the country, intimating that the moving season is at hand and that those who wish may “go early and avoid the rush.” Every bird has read from the turning leaves, the seeded blossoms and the yellow posters of the grain fields that the summer resort season is drawing to a close. Already many have donned their sombre travelling dresses and move quietly about introducing their families among their neighbours, or discussing the necessary plans for and responsibilities of the journey. Already many having stop-over passes in the

shape of limited powers of flight, have started on their long journey, doing it by regular and easy stages, while others grouping together in pleasure parties roam apparently aimlessly about the country, having a jolly good time, accepting the question with no great seriousness, yet always tending in their roving towards their winter home, arriving at and passing without apparent reason far beyond the point of suitable temperature. Many mothers among the later migrants and moulters are anxiously awaiting the development of their slow feathering young and are busily training these novices to the necessities of the occasion; while all, even residents, are industriously trimming their winter clothes and otherwise preparing for the winter frost. Let us take a walk and mark what we see at this interesting, exciting, yet seemingly sad season, when all nature is preparing to go to her annual sleep or rest. In the woods, the fields, the marshes, everywhere we go we find life flitting about from bush to bush, among the grasses and through the rushes. Wading the bogs and sloughs, swimming the rivers and ponds, and soaring high above us, are the birds, but oh, how silent. Everywhere birds, yet none of the ecstatic bursts of melody of spring, none of the cheering and solacing music of the summer. Although all realize the necessity of the move, the spirit in which it is carried out is strikingly different from that shown in the northern or awakening journey of the spring. Some are anxious to be gone, some hold back as long as possible, and some even warble a parting ditty to their native heath, but the general movement is a silent one, and one morning we awake to find ourselves alone; the woods, fields and sloughs are deserted, and then, and not till then, do we realize that summer is gone with the birds and that winter is upon us. As we go into the fields a small flock of variegated buff-colored birds arise in front of us and flutter off with a metallic "clink, clink," which tells us immediately that they are bobolinks, and we see that besides losing his rollicking song of spring, the male bird has also abandoned his dress suit of black and white and has put on a plain suit like that of his wife and young. Further on, as we come into the larger grass and bush, a flock of small birds flutter up ahead of us and drop again out of sight with a faint "chip" or "cheep." These we see are the sparrows which sang so beautifully for us all summer by the road-

side in the woods. All are now travelling together,—vesper, savannah, clay-colored, chipping Lincolns, Bairds and song sparrows almost indistinguishable. Here a flock of goldfinches arise from the sunflowers or thistles, and with their plaintive “per chic-o-ree” seem to add solemnity to the occasion. In the woods we find the warblers, wrens, vireos and other small species flitting from tree to tree, journeying by easy stages and with an occasional “chick” or “chip.” Now and then one pauses in its search among the turning foliage to sing us a passing ditty, but there seems to be a forcedness and sadness about it so different from the spontaneous outbursts of spring. Here is a family of rosebreasted grosbeaks ready to start, but their only call is now a semi-metallic “chink”. Here a little nuthatch starts out with his “yank yank,” drawn through his nose, and with a look of indifference he sets off on pressing business, saying to himself “I’ll see enough of him before winter is over.” He is going to stay here and don’t care much as long as there are plenty of insect larva hidden in the crevices of the bark and as long as he has a good time; but he is “always busy.” Next we come upon a downy woodpecker who is also going to stay and who don’t like between seasons, so he is hammering away on a dry hard knot and listening to the sound growing hollower and colder every day as the leaves fall faster. With a click and a snap of the bill a small flycatcher darts by you after a passing insect, saying as he does so, “I have got to go soon, but I don’t care. I am going to have as many of you bugs and flies as I can catch before I do go; so snap.” Returning to a dead limb he surveys you, and with a look of sympathetic contempt he seems to be thinking what a poor unfortunate you are that can’t get away from cold weather like he can. Upon turning out of the woods you come suddenly upon a slough and arouse a flock of ducks which career off, while the coots and grebes scatter about exercising their wings, and here a little rail rises suddenly out of the grass with trailing legs and drops again out of sight a few yards farther on, while from the rushes come the coarse and vulgar cries of the millions of black-birds, all talking at once and as loud as they can, with no respect for any one. Here rise a flock of small sandpipers which career about with a little “preet, preet,” and alight again close at hand and you see next semi-palmated,



pectoral and spotted sandpipers and ring plovers, all associating together, while along comes a flock of larger and longer-billed waders and with a "creek, creek," they settle with the little fellows and you see they are dowitchers, just as a loud clear whistle announces the arrival of the yellow-legs which also alight among the others, looking like long-legged giants beside the little fellows. Now a flock of similar birds arrive, and after careering about with a considerable "chicking" alight in the deeper water and swim gracefully about. These you see are phalaropes who have also abandoned their gayer summer dresses for the plain dress of females and young. As you turn to leave the slough a bird arises suddenly almost from under your feet and with a "scape, scape," makes an erratic dash here or there and plunges down again as you recognize the snipe. Returning homeward you see the hawks dashing here and there, or sailing gracefully through the heavens, and you are filled with sympathetic awe and wonder at the mysterious and changing, yet harmonious workings of nature, and you have food for reflection which can be turned to profit in any channel of life long after these feathered wanderers are gone from us and winter has reinforced their ranks with the more hardy northern species whose habits we may study until the return of the spring

*Educational Journal of Western Canada.*

### **Educational Experiments.**

THE *New York Outlook* gives the results of an experiment by a teacher of long experience in Primary school work on children, with the object of finding out the cause of children's fatigue in school hours:

"Mrs. Ware began her experiment with arithmetic, and found that signs of fatigue appeared in ten minutes. Work was stopped at once. At the end of four months this group of children could work with enjoyment and without fatigue one hour. Her conclusion was: 'I became convinced in my own mind, from this experience, that nervousness over school work comes to a child, not because he is worked too hard, but because of his consciousness that he is not able mentally to meet the requirements, and that fatigue or lack of endurance comes wholly from a lack of training or from poor training.' Being made principal of a primary

grade, enlarged Mrs. Ware's opportunity for experiment and observation. Spelling and reading were added to number work. Fifty children were divided into five groups, divided as nearly as possible on the basis of mental and physical equality. At the end of four months twelve in the first division could work without fatigue for forty-five minutes, while eight in the fifth group could work but ten minutes. The first division then took books and Mrs. Ware says:

'I devoted myself for one-half hour each morning in showing them how to get the thought from the printed page, using several devices for this, and also how to study a lesson so that they could be able to reproduce it upon the slate or paper, or, in other words, how to spell. At the end of six months the five classes had consolidated into three, and the first division or class was ready for the second reader. These were now able to concentrate their minds upon reading from any first reader, or upon spelling, for three-fourths of an hour, without showing any signs of fatigue.'

As these children passed into higher grades the teachers reported: 'No nervousness and great powers of endurance.' Mrs. Ware concludes: 'I have never seen a child nervous about his school work, who felt sure of himself in his work..... Nervousness comes only with the consciousness of inability, either real or supposed. Make the child master of the situation by giving him a good understanding of what he is doing, and his nervousness will disappear.'

This testimony, whether conclusive or not, is a valuable guide to parents who are made anxious by the evident worry and nervousness of even young children over school work. That there is something wrong is certain when a growing child suffers from anxiety, and the causes should be removed.

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

THE *Canadian Magazine* for October has a very sensible article on the "Parent and Teacher," by Miss Agnes Deans Cameron, Principal of South Park School, Victoria, showing that parents are shoving off, one by one, their peculiar responsibilities upon the long-suffering teachers. This article strikes a chord of sympathy in the heart of every

teacher who reads it. The medical man, the clergy, the W.C.T.U., S.P.C.A., Women's Councils, School Superintendents, Sewing Guilds, Delsarte demonstrators are all clamoring for the privilege of enriching our programmes says the writer.

“Is it not time for some one to cry a halt and let the reasoning faculties draw the breath of life?”

In the school, as elsewhere in this busy age of emulation, of turmoil and competition, we attempt too much—eagerness takes the place of earnestness—and we are out of touch with the good old-fashioned virtues of thoughtfulness and thoroughness.

The cure? If we have fallen into error let us acknowledge it. Put back the clock. Lop off the enrichments (I had almost said the excrescences), and get back to simpler conditions. Attempt less, and if we only teach a little, let us teach that little philosophically, livingly and lovingly, and (shall I say it?) trust your teachers a little more, oh, parents individually, school boards and framers of programmes! Almost every theorist under the sun has been allowed to curtail a teacher's usefulness by binding him down to cast-iron programmes and by courses of study.

The real teacher, and by this I mean one who looks beyond the mere passing of examinations and satisfying of the “powers that be” to a tribunal that deals with the roots of things and to whom mere externals and pretences are abhorrent, is longing and hungering to do real teaching. Give her a chance and see how willingly she will throw off the shackles of grind and cram.

For my own part I have been reckless enough this last year to have the regular course for days at a time to look after itself, while together my pupils and I have explored the by-ways of literature and have had many a comfortable talk together, talks which, although not labelled “instructive and profitable,” served to make us better friends.

Nine-tenths of our teachers to-day would do the same thing if you would only let them. I say, give them the chance.”

—THE value to the general work of the school of special effort for an exhibit of school work is inestimable. The special effort becomes in time the ordinary effort. This fact seems to be very generally recognized by teachers, if one may judge from the admirable exhibit of ordinary

school exercises by our city and rural schools at the late Teachers' Convention. Prizes are necessarily few and far between, and it was a fore-gone conclusion that much excellent work would go unrewarded from a monetary point of view.

In the special exhibits, the color work from nature of the High School for Girls, Montreal, was excellent. The value of drawing with instruments of precision was exemplified in the work of the Boys' High School, as was also the value of paper work to exhibit color values for ornamentation. The Senior School designing was excellent, showing patterns for oil-cloth, wall paper, cotton and silk. The exercises in conventionalization of natural forms for ornamentation was very good.

A summer provision for winter work in botany by the High School for Girls, proved a good object lesson to teachers.

The Girls' Model School exhibited a tempting array of viands in the shape of bread, biscuit, pie, blanc-mange and jellies as an indication of the preparation they were making for the future happy home life of Canada. Their work in sewing pointed towards the same great end. *Full-sized* garments, cut, fitted and sewed by the girls, were shown. After all, the home life is the most important factor in education. Many unhappy marriages are the direct result of incompetency along the lines of cooking and sewing.

—"I HAVE nothing, I am doing nothing, I am nothing," exclaimed a thoroughly discouraged teacher as she left the Gynasium of the High School, where the exhibit of school work was arranged. The fine building, the light, tastefully decorated corridors, the beautiful pictures, the neat school rooms and the brilliantly lighted assembly hall had appealed to her love of all things beautiful and she had contentedly for two days basked in their sunshine. On Saturday morning the contents of the somewhat sombre gymnasium had wrung from her the above words. The fine exhibit of the work of children from all parts of the province had so depressed her. It is hard to forget, standing in the presence of the best work that can be produced by the best teachers and pupils under the most favorable circumstances, throughout our province, that the ten or twelve little ones who gather each morning in our

own dingy little school-room know nothing of, care nothing for all this. It is this discouraged teacher's face in their own little kingdom for which the children eagerly look every morning. It is this very teacher who is their inspiration day after day. It is she whom they love, she who leads them into all things good.

The drawing seemed so far out of reach. But yet the very best work on this line can be done in our little country school houses. Appreciation of nature and a love for man's highest expression of it are best obtained in the country. Every artist has begun by drawing the familiar objects about him, has kept on drawing, ever correcting, never quite reaching his ideal. Set a potato before the little ones; let them draw it. Get some clay; let them model it. The children will make mistakes. Let them correct them. The potato is an excellent object to begin with, for if the drawing or modelling does not represent the particular potato before the child it will look like some potato and so will not discourage but will encourage the child to make further effort. Vegetables, fruits, shells, branches, leaves and so on, just what the child would like to represent, he may attempt. Ever trying, ever failing, ever correcting the artist advances towards perfection, and so advancing loves and appreciates nature more and more. So with the child. Man's expression of the beauties of nature through literature can be brought home to the child who lives amid her wonders. Read Longfellow's "Snowflakes" to the children as the white feathery little flakes are falling through the air. Let the children read it. The value of the appropriateness of an exercise is often underestimated.

—DR. GEORGE, Principal of the Congregational College, Montreal, gave admirable expression to a thought that was very persistent in the papers read at the Teachers' Convention, the idea that it is the *pupils'* ideal that is all important in education. This ideal the teachers are engaged in forming. Man is not formed by rules, principles or precepts, but by following his ideals, and it rests with the teachers to say whether young Canada shall have high ideals or gross notions.

—MANY teachers would have liked specimens of work from other schools to take home with them to show to their pupils. A map of Australia and the surrounding

islands, admirably drawn and exquisitely colored, received favorable comment from all who saw it. One teacher in especial was anxious to have this map. Again and again she returned to it and was with difficulty drawn away to other parts of the exhibit. "I wish I could take that map home to my school. It would be better than a month of teaching," said this teacher. Happy Godmanchester that produces work that other schools would like to emulate.

Perhaps a loan or exchange might be effected if both the teacher of the school which sent the map and the teacher who wanted the map would send their addresses to the Editors of "The RECORD."

### Current Events.

THE library of McGill University is about to inaugurate a system of travelling libraries, similar in the main to those now in operation in the most enlightened countries of the world. It is hardly necessary at this late date to enumerate the advantages which are inherent in such a plan. No civilized community can now afford to be without good books. Yet many a community which fully recognizes this as an abstract truth, has to face a concrete difficulty when the question arises of paying for its literature or even of selecting it. In the expectation of helping to remove such difficulties the McGill travelling libraries are being equipped.

Each travelling library will consist of twenty-five books, carefully selected, upon miscellaneous subjects, or, if desired, upon a special topic. One or more of these libraries may be taken entire, but individual books cannot be taken from different libraries. The libraries may be sent to country schools, reading clubs, public libraries, or other organizations, provided a satisfactory guarantee be furnished for their safe return and for the observance of the regulations under which they are supplied.

With the books will be sent two large photographs of pictures by great masters, or of historic or noted scenes or buildings. The photographs will be framed and ready for hanging in the school of the district, so that each scholar may become familiar with them. The books are returnable after three months, unless an extension shall have been

applied for and granted. Pictures may be retained for a longer or shorter period as desired, but must be returned within a twelvemonth. Lanterns and slides will also be provided, and it is expected that arrangements can be made whereby lectures by authorities in their various subjects may be supplied type-written and ready for delivery, with the slides and lanterns to illustrate them.

The full regulations governing the issue of books, pictures and lanterns will be forwarded to intending applicants on request.

It is desired to make these libraries practically free, but in the interest of the borrowers quite as much as of the lenders, a fee that will help to cover the transportation charges will be collected before a library is shipped.

Further information if required may be obtained from the librarian of McGill University.—*Montreal Daily Witness*

—THE formal opening of the McDonald manual training schools established in connection with the public schools at Ottawa took place last month. Much interest was taken in it not only by educationists generally but by the citizens of the Capital as well.

—MAX Muller, the world famous German philologist, died at Oxford October, 28th. He was a most prolific writer and, as recently as ten days before his decease, was busily engaged in dictating his autobiography to his son. Among his most important publications are: *Ancient Sanscrit Literature*, *History of Ancient Sanscrit Literature*, translation of an ancient work on Sanscrit grammar and pronunciations; *India, what it can teach us?*; *The Origin and Growth of Religion as illustrated by the Religions of India and the Hymns of the Rig Veda*; *the German Classics from the Fourth to the Nineteenth Century*.

—SOME 800 children from the upper classes of French elementary schools wrote down their favourite study. The result was as follows:—Ethics, 210; History, 187; Arithmetic, 155; Geography, 145; French, 121.—*Educational Foundations*.

—IT is better to study anything than to study nothing. Some mental gain would doubtless come to a student who should devote himself to studying Peruvian pottery, the conformation of the lunar craters, or the wrinkles on the hide of a rhinoceros. Any study effort doubtless helps to

establish the study habit and strengthen the study power. The learning of anything makes the learning of the next thing easier. But to admit this is not to admit that studying lunar craters or rhinoceros wrinkles is profitable educational employment. There are better things. We do not eat corncobs because corncobs are one and a half per cent. sugar, and a wise man does not work up his muscle by lifting dumb-bells or swinging Indian clubs when his garden is unspaded, and his back yard is full of unsplit wood.—*Learning by Doing.*

—In the Chicago Institute French is correlated almost entirely with handwork, games and simple gymnastic methods as these are of greatest interest to the child.

In the Third Grade, French is correlated with sewing and geography. South Water street is visited to give the children some idea of Chicago as a commercial centre. On the way, the fruits and vegetables are purchased for the cooking classes.

The Fourth Grade correlates French with cooking. In the Fifth Grade French is taught in connection with the distribution of seeds by winds, water and animals. In this connection "Aventures des Premières Pommes de Terre en France" is used as a reading lesson.

The Sixth, Seventh and Eighth Grades learn French in connection with Nature study in its various aspects.

## Practical Hints and Examination Papers.

### PRIZE COMPETITION.

(For regulations see previous numbers of the *Record.*)

The prize for the "Ruskin Moss Exercise" given in the June number of the RECORD has been awarded to the pupils of Bown's School, District No. 2, Bury, Que. Teacher, Miss P. E. Young.

All work failing to meet the conditions imposed must be ruled out.

This month we return to the "Map Exercises."

### DIFFERENCE OF TIME.

We know that for us noon by the sun is the moment when the sun is directly south of us; then the sun is higher



in the sky than at any other moment of the twenty-four hours. At the same instant it is noon at all places due north or south of us. A line drawn from point to point due north and south would terminate at the poles, and is denominated a meridian, literally a mid-day line, for everywhere along that line it is mid-day at the same instant. So also it is one o'clock, three o'clock, nine o'clock or midnight simultaneously all along any one meridian. All clocks showing correct time are together from the north pole to the south pole on the same meridian.

The earth does not lie motionless basking in the sun. With an equable rotation that in a thousand years has not varied a minute, each meridian rolls eastward away from beneath the sun, causing the sun to seem to recede westward from us. In twenty-four hours the earth, relatively to the sun, completes one revolution. Consequently, after one day of twenty-four hours the meridian that is more directly presented to the sun will be again directly presented to the sun. If then twenty-four equidistant meridians were drawn upon the earth, each meridian following the other westward would be presented to the sun one hour later than the one preceding it. When it was noon on any meridian it would be one hour after noon, one o'clock, on the meridian next east of it, and one hour before noon, eleven o'clock, on the next meridian west of it. Going eastward the time would be one hour later, going westward one hour earlier at each of the twenty-four meridians. As the circumference of a circle is divided into  $360^{\circ}$ , the distance between each pair of twenty-four equidistant meridians is  $15^{\circ}$ .

The longitude of a place tells us how many degrees east or west of Greenwich it is. The longitude of Mount Etna is  $15^{\circ}$  E. That is a concise way of saying that Mount Etna is on a meridian which is  $15^{\circ}$  to the east of that which runs through Greenwich, a meridian that confronts the sun one hour before that on which Greenwich is situated. The time on the slope of Mount Etna is one hour ahead of Greenwich time. The longitude of Alexandria is very nearly  $30^{\circ}$  E. If this were its exact longitude the difference of longitude between it and Greenwich would be  $30^{\circ}$ , between it and Mount Etna  $15^{\circ}$ , and, correspondingly, its time would be two hours ahead of that of Greenwich and one hour ahead of that of Mount Etna. At seven

o'clock in the evening at Greenwich it would be eight at Mount Etna and nine at Alexandria.

When two places are both east or both west of Greenwich their difference of longitude is found by subtraction. Exercise 1. Find the difference of longitude between the places where longitudes are  $15^{\circ}$  E.,  $45^{\circ}$  E.,  $54^{\circ} 30'$  E.,  $98^{\circ} 45'$  E.,  $154^{\circ} 30'$  E.,  $178^{\circ} 15'$  E. Observe that there are fifteen differences to find.

If one place be east of Greenwich and another west of it, it is plain that the difference of longitude is the sum of the longitudes given.

Exercise 2. Find the difference of longitude between  $13^{\circ}$  E.,  $28^{\circ}$  W.,  $14^{\circ} 15'$  E.,  $37^{\circ} 30'$  W.,  $48^{\circ} 45'$  E.,  $75^{\circ} 15'$  W.,  $100^{\circ} 30'$  E. Here there are twenty-one differences to find.

When the differences of longitude of two places as found by addition exceeds  $180^{\circ}$ , they approach one another on the other side of the earth, and their difference of longitude must be corrected by subtracting the amount from  $360^{\circ}$ .

Exercise 3. Find the differences of longitude between  $87^{\circ} 14'$  E.,  $105^{\circ} 47'$  W.,  $94^{\circ} 53'$  E.,  $126^{\circ} 17'$  W.,  $103^{\circ} 29'$  E.,  $140^{\circ} 33'$  W.,  $119^{\circ} 48'$  E.,  $150^{\circ} 16'$  W.,  $134^{\circ} 25'$  E.,  $162^{\circ} 31'$  W.,  $159^{\circ} 43'$  E.,  $170^{\circ} 58'$  W.,  $165^{\circ} 14'$  E.,  $178^{\circ} 40'$  E.

The difference of longitude between two places expressed in degrees, divided by fifteen, will give the difference of time expressed in hours, because the equidistant meridians which are crossed in succession by the sun at intervals of an hour are as shown above  $15^{\circ}$  apart. Thus if the difference of longitude of two places be  $90^{\circ}$ , the difference of time will be six hours; if the difference of longitude be  $37^{\circ} 15'$ , the difference of time will be two hours twenty-nine minutes.

It will help in the calculation to remember that each degree of difference of longitude corresponds to four minutes in time, and each minute of difference in longitude corresponds to four seconds in time.

Exercise 4. Reduce all the differences of longitude in the above examples to differences of time.

Exercise 5. Find the differences of time between New York, Montreal, Rio Janeiro, Havana, Valparaiso, San Francisco, Victoria, Yokohama, Peking, Calcutta, Adelaide, Cape Town, St. Petersburg, Paris.

Exercise 6. At each of the places enumerated in the foregoing example, what time is it, when it is twenty minutes past four in the morning at Berlin?

--MACHINE methods of teaching can only make machine scholars. They sap the vitality of teachers and pupils alike. And yet method is indispensable to all success; but only living method, and that in the hands of the man who has assimilated it, made it his own, put his own life into it.--*W. B. Jacobs.*

--The people who are complaining that society is suffering from "over education" do not themselves appear to be afflicted with the complaint.--*Learning by Doing.*

--REMINDERS FOR TEACHERS.--Statements by Mr. J. Liberty Tadd. A good teacher is of more consequence than good tools.

Some teachers think more of the curriculum than of the child.

Many children are forced to spend so much energy on *mental* processes that they have not sufficient left for physical and nervous construction and repair.

It is a very wicked thing to make kindergarten children use the fine muscles of the hand--to use the fingers before the bones and muscles are there. It leads to nervousness and other troubles.

Some stupid drawing books say that lines must be drawn from top to bottom or from right to left. They should be drawn in every direction with both hands with equal facility.

Rulers are given to children in school to prevent their getting the right thing. The Greeks never used rulers.

The school is forming the *sitting* habit among children--an indisposition to act.

Children's superabundant energy should be consumed in making combined skilful and delicate movements, thus energizing the brain.

Carving in tough oak is admirable disciplinary work. It develops perseverance, and endurance as well as mechanical skill.

The fewer the tools used the better the workman.

There is only one way to know form. That is by making it, not merely drawing it. The child should model in clay.

To get good work we must have good ideas.

It is only the most stupid kind of people who think that the living forms must *pose* before them to enable them to grasp the shape. If a bird bends its neck while the drawing is being made it is still the same bird and neck. With very little encouragement children become able to grasp form and reproduce it even when the model is moving.

In real manual training the muscles and the mind must work in harmony.

Drawing and manual training when properly taught are ways of getting ideas at *first* hand and giving ideas at first hand.

Drawing is an universal tongue. It enables one to understand the message that is printed in every natural, normal thing, that is stamped with everlasting lines on each side of every leaf and blade of grass, that is twisted into the architecture of every shell, and that shines in the hues of every crystal—a message of beauty, of proportion, of grace and of fitness.

Rubbers should never be used in drawing. The habit must be formed of putting down lines to *stay*. This gives freedom and accuracy.

Children should learn to draw as automatically as they learn to write. This is the only way in which thought can be freely expressed through drawing.

Every child should have five minutes a day drawing on the black-board to gain freedom of movement.

Try to get the child to enter into the beauty of simple forms as a horse-chestnut leaf, a daisy, a shell or the wing of a bird.

In modelling fruit and vegetable forms have the real things from which to model.

Never mind if the first efforts at mechanical work are rough and crude. Practice will make perfect.

—WHAT TEXT-BOOKS SHOULD BE USED IN SCIENCE TEACHING?—In discussing this question, Francis W. Parker says :—“The whole history of science is strewn with the wrecks of theories. It is true that no scientist ever worked in vain, that even ‘our failures are a prophecy,’ but the principal truth acquired in the study of the science of the past goes to prove the weakness and incompleteness of inadequate observations. The most important lesson

taught by this continual surrender of generalizations is that the theories of to-day are simply tentative; that although progress in science has been marvellous in its outcome, still the human race is but upon the threshold of the discovery of new truths, which will no doubt put in abeyance many if not all of the modern conclusions." The distinguished head of a Scottish University is quoted as having said that a text-book upon science more than ten years old cannot be profitably used by university students; this statement but echoes the opinion of all scientists. All text-books upon science, then, which do not present the latest inductions and generalizations are to be relegated to the history of the evolution of science.

### GOT IT DONE.

#### *London Tit-Bits.*

An intelligent looking boy walked into a grocer's shop the other day, and reading from a paper, said:

"I want six pounds of sugar at  $2\frac{1}{4}$ d a pound."

"Yes," said the shopman, "that will be one and three half-pence."

"Eleven pounds of rice at  $1\frac{1}{2}$ d a pound."

"One and four pence half-penny," commented the grocer.

"Four pounds of tea at 8d a pound."

"Six and eight."

And so he continued. "Five pounds of coffee at 1s 10d, seven tins of milk at  $5\frac{1}{2}$ d, four tins of tomatoes at  $6\frac{1}{2}$ d, eight tins of sardines at 1s  $1\frac{1}{2}$ d."

The shopman made out the bill and handed it to the lad, saying: "Did your mother send the money or does she want them entered?"

"My mother didn't send me at all," said the boy, seizing hold of the bill. "It's my arithmetic lesson, and I had to get it done somehow."

The above clipping from the *Ottawa Evening Journal*, may be of interest to those teachers, if there are any such amongst the readers of the RECORD, who still vainly try to educate children by assigning them home lessons for their mothers, elder brothers and sisters, or some other persons to do. When home lessons were more in vogue than at present, many parents, or other relatives and friends of

little school children, were wont to spend no small share of their evenings during the school year in performing tasks of no greater intellectual pleasure than that of the grocer in the anecdote. It was the teacher's duty to assign these tasks one day and, perhaps, to examine them the next. The child's share was to carry to and fro the paper on which the exercises were written.

(Query: Should the two last of the foregoing sentences be written only in the *past* time?) J. A. D.

—SOME QUESTIONS TO INTEREST CHILDREN IN THE LAKES OF THE DOMINION.—How many children have ever been on one of these lakes? Which one? (Never mind how small it was.) Could you see the banks all around you? Could you go from one bank to the other by swimming? How did you go from your home to this lake? What fish did you see in the lake? Why did you go on the lake? Are there any large boats on the lake? From what point do the boats begin to run, where do they stop? Is the country flat or hilly through which you pass? How could you go from the lake you were on to the nearest one mentioned in your lesson? (This applies in the case where the child has only been on a small lake not mentioned in the lesson.) Through what sort of country did you pass? (A map showing the physical features of the Dominion is necessary.) Of what value are the lakes to us? The fisheries of the Great Lakes are among the most extensive in the world. The chief catches are herring, white fish and salmon-trout. The Dominion Government has recently placed millions of spawn in these lakes. The waters of the Rainy River District support important and extensive fisheries. The Lake of the Woods is an important centre of the fishing industry, sturgeon abounds there. Lakes are most important means of travel where the country has not been opened up by railways.

—IT is a good plan, before having a lesson read, to hold a conversation with the children, so worded as to compel them to use the new words in the reading lesson.



TABULAR STATEMENT IN CONNECTION WITH THE JUNE EXAMINATIONS OF 1900, (ACADEMIES.)

NAMES OF ACADEMIES.	Grand Total Marks.		Percentage.		Pupils in										Mks for Equipment															
	Enrolled.	Presented.	Enrolled.	Presented.	Grade I Ac.		Grade II Ac.		Grade III Ac.		Lat.	Grk.	Frch.	Eng.		Geom.	Alg.	Arith.												
					Passed.	Failed.	Passed.	Failed.	Passed.	Failed.									Passed.	Failed.										
Aylmer .....	43	26	6	2	12	0	12	5	3	2	5	3	2	4	0	4	5	20	...	15	11	13	12	3	10	18	8	862		
Bedford .....	36	18	6	12	9	1	8	8	5	3	...	...	...	1	0	1	6	0	...	10	8	14	3	4	5	13	5	799		
Coaticook .....	27	18	15	3	7	7	0	2	2	0	5	4	1	4	2	2	8	5	...	14	4	16	0	7	4	16	2	1042		
Compton Ladies' College .....	33	13	11	2	5	3	2	2	0	4	4	4	0	2	2	0	10	0	...	12	1	11	2	7	1	13	0	985		
Cookshire .....	68	43	33	10	18	12	6	13	12	1	10	7	3	2	2	0	7	2	0	13	9	33	10	23	2	39	4	989		
Cowansville .....	70	19	13	6	7	5	2	5	4	1	+	3	1	3	1	2	13	6	5	1	17	2	16	6	6	18	1	960		
Danville .....	73	45	44	1	15	15	0	17	17	0	3	3	0	10	9	1	35	4	...	33	1	42	3	20	9	44	1	993		
Dunham Ladies' College .....	48	25	18	7	3	3	0	7	7	0	8	7	1	7	1	6	14	6	0	1	20	5	23	2	9	5	20	5	1985	
Granby .....	67	27	26	1	9	8	1	10	10	0	5	5	0	3	3	0	5	0	...	26	1	25	2	11	2	27	0	943		
Huntingdon .....	145	69	61	8	15	14	1	29	27	2	18	13	5	7	7	0	57	11	6	3	51	8	67	2	33	21	63	6	1053	
Inverness .....	35	12	9	3	5	4	1	2	2	0	2	1	1	3	2	1	1	2	...	10	2	10	2	5	2	10	1	812		
Knowlton .....	83	42	35	7	10	9	1	14	14	0	12	12	0	6	0	6	16	5	...	37	5	35	7	30	2	35	7	941		
Lachute .....	69	52	39	13	15	7	8	10	10	0	18	17	1	9	5	4	35	10	7	0	39	13	45	7	23	13	48	4	1034	
Lennoxville .....	46	17	8	9	9	5	4	4	3	1	3	0	3	1	0	1	4	8	...	13	4	11	6	4	4	8	9	13	4	807
Ormsdown .....	49	36	29	7	13	12	1	7	7	0	10	7	3	6	3	3	15	8	...	34	2	29	1	15	7	27	9	7	879	
St. Francis College .....	60	43	34	6	12	12	0	11	9	2	11	8	3	9	5	4	14	14	1	1	36	7	37	6	13	8	32	10	7	915
St. Jobus .....	33	9	7	2	4	4	0	3	3	0	1	0	1	1	0	1	3	1	...	9	0	8	1	1	1	9	0	659		
Shawville .....	61	37	27	10	10	10	0	10	9	1	11	8	3	6	0	6	19	11	3	4	37	6	33	3	19	8	28	9	902	
Sherbrooke .....	112	59	51	8	15	13	2	19	19	0	13	11	2	12	8	4	28	8	...	57	2	50	3	28	11	52	6	1022		
Stanstead W. College .....	43	35	32	3	3	3	0	8	8	0	18	17	1	6	4	2	14	2	1	0	33	2	34	1	31	1	31	4	1040	
Sutton .....	66	17	5	12	5	0	5	5	3	2	2	1	1	5	1	4	3	5	...	7	10	13	3	3	9	7	12	5	800	
Three Rivers .....	42	16	4	12	11	2	9	1	0	1	4	2	2	...	...	...	3	7	...	13	3	5	11	0	4	6	10	12	4	814
Valleyfield .....	41	28	25	3	11	10	1	10	9	1	4	4	0	3	2	1	15	0	2	0	27	1	26	2	15	0	26	2	1026	
Waterloo .....	112	45	34	11	15	11	4	14	12	2	10	8	2	6	3	3	18	4	...	42	3	37	8	20	8	40	5	36	9	973



## Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to the Editor of the *Educational Record*, Quebec, P. Q.]

### LITERARY ITEMS.

D. C. Heath & Co., publishers, Boston, have just published a GERMAN READER for beginners, by Professor Huss, of Princeton. Its special feature is an introduction containing an untechnical account of the main laws for tracing the relationship between German and English, together with exercises (made up wholly of cognates) for practice on the same. The reader proper is selected on the principle that easy reading is preferable to extracts rapidly increasing in difficulty, and that it is better to pass as soon as possible from a book labelled "Reader" to independent bits of literature now available in inexpensive and convenient form.

D. C. Heath & Co., Publishers, Boston. "Heath's Home and School Classics." These books are admirable in design, the printing clear and large, and the illustrations attractive and educative. They would be excellent for school libraries and for collateral reading in schools. We have just received in this series:

THE WONDERFUL CHAIR AND THE TALES IT TOLD.—Edited with introduction and notes by M. V. O'Shea, Professor of Education in the University of Wisconsin. In two parts. Illustrated by Clara E. Atwood after Mrs. Seymour Lucas. 96 pages each. 10 cents each.

JACKANAPES.—By Juliana Horatio Ewing. With introduction by W. P. Trent, Professor of English at the University of the South. Illustrated by Josephine E. Bruce. 64 pages. 10 cents.

GOODY TWO SHOES.—Attributed to Oliver Goldsmith. Edited by Charles Welsh, author of "Notes on the History of Children's Books," "A Life of John Newbery," etc. Illustrations after the original edition by M. L. Peabody. 64 pages. 10 cents.

HAMERTON'S CHAPTER ON ANIMALS—DOGS, CATS, AND HORSES.—By Philip G. Hamerton. Introduction by W. P. Trent, Professor of English in the University of the

South. With illustrations after Veyrassat, Van Muyden, Landseer, Rosa Bonheur, etc., by E. H. Saunders and D. Munro. 96 pages. 15 cents.

SHAKESPEARE'S THE TEMPEST.—No. 1 of The Beginner's Shakespeare. Edited by Sarah Willard Hiestand. Illustrations after Retzsch, portrait by Chandos. 110 pages. 15 cents.

The editors of the first thirty-six books in this series are : Edward Everett Hale, Mary A. Livermore, Thomas M. Balliet, George H. Browne, W. Elliot Griffis, Sarah Willard Hiestand, Elizabeth Stuart Phelps Ward, W. P. Trent, M. V. O'Shea, Charles Welsh, Charles F. Dole.

The texts of the books in the series are complete, with only such changes as are necessary to fit them for home and school reading.

LONGMAN'S FRENCH READERS—*Histoire d'Animaux* (Ber-teushaw.)—This book contains excellent practical directions with regard to pronunciation, bright and interesting stories in conversational style, profusely illustrated. The exercises are well devised to teach composition and style, having an abundance of practical matter based on the reading, each piece emphasizing an important rule of French composition.

ELEMENTARY FRENCH UNSEENS.—This is a good collection of extracts from standard writers, graded with care as to difficulty of style. It might be used with great profit as collateral reading. S. C.

The Copp, Clark Co., Toronto. Wm. Briggs. A CANADIAN HISTORY FOR BOYS AND GIRLS.—The writer of this little work, Miss Weaver, is the author of a number of popular historical tales, "The Rabbi's Sons," "Prince Rupert's Namesake," "Soldiers of Liberty," and others—was one of those who competed when a prize was offered by the History Committee, acting in conjunction with the Provincial Governments, for the best work on the subject. Miss Weaver's history was very highly approved by a number of those who read the original manuscripts then submitted. Since that time she has re-written the book, shortening and simplifying it to adapt it for use in the History classes of the Public Schools.

Miss Weaver has sought, in a style simple and clear, yet

graceful and easy, to describe the great features of our history fully and vividly, and, at the same time, has avoided the not uncommon error of introducing unimportant details which should have no place in a book of this kind.

The arrangement of the subject, topically, is very good.

MacMillan & Co., London and New York. THE AENEID OF VIRGIL.—T. E. Page, M.A. This 1900 edition of Virgil contains many and valuable critical notes on books VII. to XII.

### Correspondence

*To the Editor of the EDUCATIONAL RECORD :*

Will some one please suggest a familiar air suitable for the Battle Song ?

Unsheath the sword my heroes,  
Unfurl the flag on high,  
Freedom has been trampled on,  
Soldiers, do or die.

Please print a few easy drills or exercises suitable for an ungraded school.

From

A BACK WOODS TEACHER.

The drills or exercises asked for will be published next month. Musical authorities confess themselves unable to suggest a popular air suitable to the above lines. The lines are too short and the accent unusual.—*Ed.*



THE  
EDUCATIONAL RECORD  
OF THE  
PROVINCE OF QUEBEC.

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No. 12.

DECEMBER, 1900.

VOL. XX.

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**Articles : Original and Selected.**

ADDRESS OF WELCOME—CONVENTION OF PROTESTANT TEACHERS OF THE PROVINCE OF QUEBEC.

Rev. W. I. SHAW, LL.D., D.C.L., Chairman of the Protestant Committee of the Council of Public Instruction.

To excel under great difficulties is one of the greatest of virtues. I highly admire the feeling of the young Queen of Holland, Wilhelmina, like in many respects to our own Gracious Sovereign at her accession in 1837, Wilhelmina, queen of a noble race, notwithstanding their basely degenerate descendants in South Africa, when at her coronation two years ago she said she prayed God that Holland might be as great as it is possible for a small nation to be ; so we earnestly desire our Protestant educational system in Quebec may be as great and good as it is possible for our Protestant minority of 200,000 to make it. So in the name of the Protestant Committee of the Council of Public Instruction, the chief administrative authority of our Protestant educational interests in this Province, I welcome you in your annual convention now and here assembled. I greet your honoured President, the Principal of our great university, who ever since his coming to Canada has thrown himself most zealously into the work of advancing the interest of our schools, and I welcome the hundreds of

teachers from all parts of our Province, as they have met to spend these three days in pleasant educational fellowship.

First, I have much satisfaction in greeting you in view of the fact that the great work you represent is growing. We have to-day 103 more teachers employed than we had five years ago, and of our 1,417 teachers only 64 are now without diplomas, and in a few years under our new regulations every teacher will have had a professional training at our Normal School, of whose work we have so much reason to be proud, a condition of things such as is not found in the most of the United States. Even in the matter of salaries there is a perceptible advance in the average, though there is still cause here for humiliation. The lowest average is that of women in Elementary Schools, \$183, which is \$23 higher than five years ago. The highest is that of men in the Superior Schools, \$854, which is \$163 higher than five years ago. If the measure of the interest of a thrifty community in education is the compensation paid to its teachers, I know not where to find much occasion for pride—not even in Ontario with its splendid school system, not even in Massachusetts, nor New-York, for in all these choicest parts of our Continent educationally, there are still hundreds of places where the people are mean and the salaries meaner, and average salaries generally even in better States and Provinces, are not any more than the compensation paid to common laborers. In these things there is some improvement in Quebec, but we must still agitate for further improvement, 1st, by way of increased legislative grants; 2nd, in school boards, where they are able to do better, and 3rd, and especially and most loudly among the people themselves, who are generally contented with the disgraceful condition I have described. Still there is some improvement being made in the various parts of our system and work, and because of this improvement I have pleasure now in greeting you.

Again I have satisfaction in welcoming you, because you have come together to stimulate each other in one of the noblest of professions. Your business is *to produce the highest type of Christian citizenship*, not by sectarian instruction, but in part by ethical teaching based upon a devout recognition of God and the grand verities of our Christian faith, the great principles of honour, justice, veracity, kindness, honesty and patriotism. Says Milton: "The

end of all education is to repair the ruin of the soul, to know God aright, and out of that knowledge to love Him and to imitate Him." I recognize, of course, the need of practical training in such knowledge as shall be valuable in after life, but having said that much, I must demur to the idea that the teacher's whole work is confined to what is of practical utility. So far as I can interpret the universe, it has in it more beauty than utility, though by the wisdom of the Creator it shows a wonderful combination of both. I do not wish that our scholars should become mere dreamers, but I resist the imperious demand of the commercial spirit of our times, which would confine our work to what is called the 3 R's. I wish that our scholars should appreciate what is beautiful in nature, in art and in literature. I am glad that nature study is attracting increased attention among educationists, and I entertain the hope that it may soon have a more prominent place in our courses of study, to improve the taste, to impart elementary scientific knowledge and to beget reverence for the Creator. The opening of a rose may be to a child the parting of the veil of God's temple and its fragrance the very incense of devotion. Slow, sleepy, indulgent Elis may not readily understand that in such studies the child Samuel has heard the very voice of God. I am more than ever convinced that the highest purpose of our schools will be met when it produces the combination so much to be desired, of *morality, culture and intelligence*. You, my fellow-teachers, are familiar with the three exercises to which you wish to bring your scholars: observation, reflection and expression. Let these activities be directed properly, and the result will be expression not merely in correct and elegant language, but also in honorable deeds and beautiful characters. We welcome you, teachers, because of the high dignity of your office, which even an angel might covet.

Again I have satisfaction in greeting you, because I have sympathy with you in the difficulties of your profession. For example here is a difficulty not uncommon, though by no means the most trying. I doubt not you all have a most commendable ambition to improve yourselves and your work. I know the dilemma you are sometimes in. I think I can read your thoughts. Shall I be progressive and aim at new methods and emphasize some important

phase of my work and then be pronounced a faddist and a crank, or shall I quietly and patiently go through my daily routine with monotonous fidelity and then be called dull and non-progressive? What will school boards say, what will parents think about this matter? So many a teacher is in a strait betwixt two. My advice is aim first at plodding, but cheerful and hopeful fidelity, and then do not be afraid to launch out, when after reading, and much thought and conference with more experienced teachers, you discover some improvement of method. *The methods of education are not stereotyped for eternity.* I will sympathize with every one of you that is ambitious to secure some improvement, provided you first win the credentials of a patient and successful toiler in daily work, and show, by a proper use of the professional literature within your reach, that you are ambitious to improve. *No lawyer, no doctor, no theologian can live and thrive, merely on his old college curriculum.* The excellent instruction you received at our Normal School is but an initiation into studies of child life and of literature in pedagogy, whose fields of enquiry are unlimited, and probably no one would impress that upon you more forcibly than the learned Principal of the Normal School, whom we all delight to honour. Similar to the difficulty of this dilemma is that coming from the inconsistencies of public criticism. In the same week you will hear complaints that you teach so little and that you teach so much, the enquiry, why do they not teach as much as in some other favored place named, and at the same time the complaint against loading the child's arms with school books and his brain with an overwhelming mass of instruction. Some would have the school-room a mere play room, where under bright, cheerful influence a little knowledge now and again may be distilled and salutary moral influences may be exerted. Others demand a return to the fabled period of their youth when a school was conducted with the utmost monastic severity, and so you must run for ever the gauntlet of this inconsistency of public opinion. But greater than the difficulties I have described and more direct and immediate are the painful difficulties caused by disorderly children, for whose faults those very parents are to be censured, who most severely censure you—and the narrowness of school boards and the meanness of their pay—and the



apathy of the public, and the disappointment you sometimes experience in seeing one whom you regard as inferior in training and experience promoted over your heads—and the lonely, tearful hours of weariness and discouragement embittered by blows you feel you do not deserve. There are enough difficulties to dishearten nine-tenths of you if you allow them to do so. But I trust you have wisdom and moral strength to come out of the dark shades of discontent into the bright warm sunshine of courage and good-will. I know your difficulties, and knowing them I greet you the more cordially as you assemble in this interesting annual gathering.

PRESIDENTIAL ADDRESS—CONVENTION OF PROTESTANT TEACHERS OF THE PROVINCE OF QUEBEC.—(*Concluded.*)

DR. PETERSON, OCTOBER 1900.

Recognizing the difference that exists in the gifts and capacities and special aptitudes of our students, we have introduced the elective system into the universities; our high schools, especially on this continent, have long shown a distinct tendency to depart from the old ideal of a general education without professional anticipations; and now the further demand is made that professional preparation shall be begun even in the elementary school, where consideration should—it is urged—at once be given to the final purposes of the individual in practical life. It is not pretended that the little people themselves know what they want to turn to in later years; but their parents ought to know, and their country has need of men, and women too, who are NOT to be teachers, or preachers, or doctors, or lawyers, but who are to form the new class of workmen called up by the changed conditions which have arisen in the organization of industrial society. Must we then take it as proved that because of the need for specialization that is created by that division of labour which is now so marked a feature of modern life, professional education must be begun at the earliest possible stage, even at the expense of general training? and that the penalty of disregarding the demand thus made will be the inevitable defeat of the individual in the struggle for

existence which day by day becomes ever keener and more keen because of the great and growing complexity of modern life? Is the end of education to obtain something which may as speedily as possible be turned to practical and profitable use? Surely the general education which modern enthusiasts for special branches are apt to decry is something more than a vague possession, which may be disparaged as useless, because it cannot be turned to immediate practical advantage. Rather is it part of the indispensable equipment of those who are to take rank as responsible citizens in free and self-governing communities. The German view has much to recommend it,—that the higher the level on which the professional specializing begins, the more effectual it is. Hear again Professor Munsterberg: “We are not only professional wage-earners: we live for our friends and our nation: we face social and political, moral and religious problems: we are in contact with nature and science, with art and literature: we shape our town and our time, and all that is common to everyone,—to the banker and the manufacturer, to the minister and the teacher, to the lawyer and the physician. The technique of our profession, then, appears only as a small variation of the large back ground of work in which we all share: and if the education must be adapted to our later life, all these problems demand a uniform education for the members of the same social community. The division of labour lies on the outside. We are specialists in our handiwork, but our heart work is uniform, and the demand for individualized education emphasizes the small differences of our tasks, and ignores the great similarities.”

It is at all events a comfort and consolation that no scheme of what may be called Technical Elementary Education — no scheme that has been seriously put forward—attempts to eliminate the study of good literature altogether from the school programme. That form of schooling, no matter what it may have been, which fails to instil and implant a taste for good reading, has in great part failed to achieve its end. Such a taste, once acquired, goes far to inspire and direct all later intellectual life, and to qualify its possessor to enjoy his leisure as well as his work. It is indeed a fatal theory that what is great in literature must be beyond the reach of the average mind. Rather is it the case that the

teacher has no more potent aid to rely on in his work than the inspiring influence of beautiful thoughts expressed in beautiful language. Some of you know what importance I attach to the study and repetition of poetry in all forms of a school. But we must take care that it shall be real poetry,—the poetry which gladdens and enobles life, lifting us through “ thoughts that breathe and words that burn ” to a higher plane of thought and feeling than that on which we habitually stand. Matthew Arnold used to maintain that the acquisition of good poetry is “ a discipline which works deeper than any other discipline in the range of our school studies ; more than any other, too, it works of itself.” “ Perhaps it is some suggestiveness of thought, or some stirring of emotion, or some quickening of imagination, or some music for the ear, some pattern of beauty in language, which refuses to be analysed and which sinks into the consciousness, there to effect an inward change.”—Professor Dowden. Certainly nothing could be more just and discriminating than the canons which Arnold laid down, in one of his school reports, for the choice of poetry for young readers: “ That the poetry chosen should have real beauties of expression and feeling, that these beauties should be such as the children’s hearts and minds can lay hold of, and that a distinct point or centre of beauty and interest should come within the limits of the passage learnt ; all these ” he says “ are conditions to be insisted on.”

Let us then hold fast to the conviction that the curriculum of every school, no matter what new-fangled notions it may advocate, ought to comprise—doubtless among many other things—“ some acquaintance with good literature, and the learning by heart of choice passages from the best authors.” This at least is one of the faculties which ought not to be allowed to run to waste, through absence of opportunity and of the right means of cultivation. We do not want to have another Darwin, holding the world with his marvellous generalisations in the realm of science, and yet lamenting, towards the close of his life, the loss he had sustained by the gradual elimination of his faculty of appreciation for what is best in poetry : “ If I had to live my life over again,” he says “ I would have made a rule to read some poetry and listen to some music at least once every week, for perhaps the parts of my brain now atrophied would then have been kept active through use. The loss

of these tastes is a loss of happiness, and may possibly be injurious to the intellect, and more probably to the moral character by enfeebling the emotional part of our nature."

A keen appreciation of the value of such studies need not in any way interfere with approval of another departure which is being made in our Canadian schools this session,— in a quite opposite direction. I am sure it will be appropriate if at this convention we record our gratitude to Sir William C. Macdonald for the great generosity by which he has enabled our energetic friend, Professor James W. Robertson, Commissioner of Agriculture, to make an experiment on a large scale in the way of introducing Manual Training into our Public Schools. No advocate of literary training would claim that literary education forms the whole of education. We want to educate the whole child, not a part of him only, and simple manual work, unconnected with any of the occupations to be followed in after life, is very helpful, as has been said. The object of Manual Training has been very properly defined as ["not so much any one trade as the combination of qualities which will enable him to turn with facility from one occupation to another," in accordance with the changing customs of industrial society, in developing tactical skill and general "handiness."] One of our most eminent citizens always insists in conversation that the true end of education is to "teach people what to do with their hands and their feet," and though the definition may itself be too narrow, it shows that its author has felt the need of supplementing the existing school training, in which the purely intellectual faculties are too exclusively cultivated. For after all manual training can never take the whole place of intellectual discipline. The judgment and memory must still count for something. Mental culture is the most essential of school aims. Manual Training will play a worthy part if, by training hand and eye, it develops some mental faculties that would otherwise not be called into full play,—and if it should be found to be actually helpful in producing more skilled artisans by means of the foundations laid at school. Professor Robertson looks for great results from the institution of the classes, in the benefits of which I am glad to say that Montreal is to have a share. His expectation is that the training now to be given may help to make children more contented with the occupations in which bodily labour plays an important part, and may

even help to stop the influx of people who want to leave rural homes for cities and clerical and professional pursuits. The same hopeful view is taken of the subject in England by Sir Joshua Fitch, though he would be one of the last to emphasize too strongly the value of manual exercise or to make too great claims for it, especially where it is not duly co-ordinated with the discipline which aims at mental culture. "A legitimate argument," says Dr. Fitch "in favour of more hand-work in schools may be found in the fact that by it we may, if it is wisely managed, overcome the frequent and increasing distaste of many young people for manual labour. In progressive countries there is often a vague notion that such labour is in some way servile and undignified, and less respectable than employments of another kind ..... [How are we to awaken a true respect for the dignity of labour?]" Mainly ..... by associating manual work with intellectual work: by recognizing in our systems of education that all art, even the humblest, rests ultimately on a basis of science, and that hand-work, when guided and controlled by knowledge becomes ennobled and takes a high rank among the liberal employments of life, even among the pursuits of a gentleman."

So much for the curriculum. If I have said more on this subject than about the training of teachers, it is because I remember having discoursed on this latter theme at some length before an audience of the teachers of Montreal. It might be difficult to say more on this head without making invidious comparisons and perhaps unduly depressing some of my audience. But it is a duty to say (with President Eliot) that young persons "who take up teaching as a temporary expedient are unsatisfactory material. The schools need the life work of highly-trained and experienced teachers." It is to the credit of the Protestant Committee, in this connection, that they are endeavouring to secure some degree of continuity in the schools by giving favourable terms to those of them who succeed in retaining their teachers for a period of at least three years. It is when we compare ourselves with other nations that we become most deeply conscious of our shortcomings and imperfections. The proportion of male teachers in our schools is abnormally low—certainly as compared with Germany; and this fact might be shown to be significant of much. Then as to qualifications. Professor Münsterberg tells us that from his

ninth year he had no teacher, in any subject who had not completed three years' work in the graduate school": and you will better realize what this means when you recall the fact that the leaving certificate which gives the right of entrance into a German university is about on a level with an ordinary college B.A. on this continent. Thus it is that in Germany the most elementary teaching is given by men who are experts in their own special department and who never require hastily to learn one day what they must teach the next,—men too who have the inspiring enthusiasm for their subject which springs from profound scholarly interest and knowledge. Some people take a very narrow view of the range of attainments required for teaching in elementary schools. If the circumstances of a country prevent it from doing better, we must acquiesce: but let us not forbear to state what we believe would be better. I had a good deal of correspondence with the Scottish Universities' Commission on this subject, and the minutes of evidence have just been published in a Blue Book: and even in that country of educational light and leading, there is a more or less sorrowful acceptance of the fact that it is useless to speak of a university education—even in part—for any more than the merest handful of those who are to become elementary teachers. My own idea would be to make every aspirant in this Province for a teacher's certificate of any grade qualify first by attendance at university classes for two whole sessions, *i. e.*, up to the Intermediate Examination. But that is unfortunately not possible under existing conditions.

I have left myself very little time to touch on a few practical points, in regard to each of which I desire to make a very brief reference.

First, then our University Entrance Examinations, held in June and September. It is the fashion, now-a-days, to decry examinations, but we have yet to find an adequate substitute for them; a time may come when it will be enough for the principal of a Quebec school to say that so and so is fit to enter the University, but I venture to doubt whether that time has yet arrived. We know, of course, that there is a great part of your work that cannot be measured by examinations. Your results in the matter of forming taste and character, in inspiring a love for good books, and in inciting to self-improvement, cannot be adequately tested in this way. Examiners can only

measure what is measurable. But it is well understood that those results which are non-measurable are "generally secured incidentally and most effectively in those schools in which the intellectual level is highest, and in which work of the ordinary educational type is most honestly and systematically done." And after all, that part of education which "takes the form of direct instruction, and is capable of being tested by individual examination is, though not the highest part, yet a very substantial factor in the education of the child." The conduct of the A. A. examinations is to be henceforward vested exclusively in McGill University, and it will be the duty of all concerned to see that they are conducted with care and efficiency. We must maintain a uniform standard, and we must guarantee sound work. The questions set must be well fitted to test a sound education, and must not encourage cramming or "mere information." I hope the time may come when such examinations may be conducted, in the main, on unprescribed work. The Report of the Education Committee of the General Medical Council of Great Britain, recently issued, contains recommendations to the effect that, in classics and modern languages, questions on prescribed books should form not more than a third of the papers, and that at least a half of the marks should be allotted to "unseen" translations and prose composition. The practice of setting language papers on unprescribed work, mainly, has been attended with excellent results wherever it has been introduced. There can be little doubt that it adds to the efficiency of preliminary examinations: "It relieves the competent teacher from the burden of special preparation of individual pupils in different books prescribed for various examinations, to the detriment of the general education of his classes, and it prevents the incompetent teacher from achieving results by wrong methods."

Next, I had intended to touch on the work of the Art for Schools Association in England, but as Mr. S. F. Robins has undertaken to speak of "The Adornment of the School Room," it will be well not to trench on his subject. I shall only say that I hope the Protestant Committee may find it possible to do something towards this desirable end. Edward Thring, of Uppingham, whose life has lately been written by a Canadian Headmaster whom we all honour,—Geo. R. Parkin—held that it was "doing honour to les-

sons" to surround them with as many dignified and beautiful accessories as possible. He knew, too, that "picture-decoration may be made to serve as an unconscious lesson in good taste," but it helps to stir the imagination, and at the same time gives the scholar "a store of pleasant memories for the enrichment of his after life."

And now, ladies and gentlemen, a few words by way of conclusion. I am glad that the teachers of the Province of Quebec cultivate, equally with their fellow-teachers elsewhere, the valuable opportunities of mutual intercourse that are afforded by meetings such as these. They are full, I am sure, of stimulus and encouragement to each and all of you, and they do much to develop that corporate spirit, that consciousness of brotherly unity, which is so essential to good feeling and mutual improvement. It is true that we labour under the disadvantage in Canada of not having any national organization of education. Education is with us a provincial and not a federal obligation. There is no such thing as free trade in education throughout the Dominion; in some provinces, indeed, it is a highly protected industry. I think we have good reason to doubt whether this policy of protection is really helpful to educational interests. It is not altogether a good thing to have teachers all of one type, unless that type should happen—and the chances are much against it—to be a really ideal one. The teaching profession in Ontario, for example, is confined entirely to Ontario people; among the 300 or 400 graduates at work in its High Schools and Collegiate Institutes there is only one graduate of McGill—the rest are all Ontario. Whether this is a good thing for Ontario, I shall not undertake to say; but one thing I do say, and that is that this is not a hopeful way of building up the educational interests of a nation.

But while you are thus deprived of the dignity and prestige of meeting as national representatives of the teaching profession, you can each do all that in you lies to magnify your office, and to go on advancing in status and influence by continuing to deserve the confidence and support of the community in the midst of which your work is carried on. Remember that the next generation belongs to your pupils. They are, along with you, about to enter on a new century, which will see many changes. Prepare them worthily to play their part in whatever may be before them. I do not



need to remind you that it is not merely through the set lesson that you are able to reach them. Your highest function, after all, is not to pour more or less useful information into their minds, but broadly to educate them, and to give them the power of applying intelligently what they know. Training is as important as teaching. Continue then to take a broad view of your work and your duties. You have unrivalled opportunities for the formation of character—for inculcating in your pupils the sense of duty and responsibility, the instincts of reverence and obedience, the habits of civility, courtesy and truthfulness. That is an important part of your work, of which, I am sure, you will not allow yourselves to lose sight. In words that were used long centuries ago, it may be said to-day that the greatest and highest end and aim of education (as of all good government) is “to make virtuous and good citizens, to secure the happiness arising from blamelessness of life, to lead to the perfection of man’s social and moral nature, and to encourage those great and noble deeds which dignify and adorn a country.”

### Correspondence.

The following gymnastic exercises should be held in a well ventilated room. They should be changed for others in about a month and a half.—V. M. Holmström.

### SCHOOL GYMNASTICS.

#### I. Fundamental position taken at the command—“Attention.”

Heels together, feet at an angle of  $90^{\circ}$ , knees straight, hips carried backward, chest forward and well expanded, shoulders held back and down, head erect, chin drawn in, arms along the sides, palms flat on outside of thigh and drawn slightly backward, weight of body carried well forward on the balls of the feet.

#### II. Close standing position taken at the command—“feet close”—“feet open.”

From position No. 1, the feet are turned straight forward, their insides touching. When changing, the balls of the feet are raised, not scraped on the floor.

- III. Wing standing position (standings with hands on hips) position command "hips firm" — "position." From I the hands grasp the middle of the waist, fingers in front, thumbs behind, palms resting on hips, elbows slightly backward.
- IV. Bend standing position command— "Arms upward bend" — "downward stretch." From I, forearms are slightly bent until hands, with bent wrists and fingers, are at the sides of shoulders, elbows kept down, not drawn back.
- V. Wing standing, double heel elevation commands— "hips firm" — "heels lift" — "sink" — "position." The first movement is rapid, the second slow.

*(To be continued.)*

### Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION,

QUEBEC, September 28th, 1900.

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

Present :—The Rev. Wm. I. Shaw, LL.D., D.C.L., President ; George L. Masten, Esq. ; Professor A. W. Kneland, M.A., B.C.L. ; the Right Rev. A. H. Dunn, D.D., Lord Bishop of Quebec ; Samuel Finley, Esq. ; H. B. Ames, Esq., B.A. ; Principal Wm. Peterson, M.A., LL.D. ; W. S. MacLaren, Esq. ; W. J. Watts, Esq., Q.C., M.P.P. ; Gavin J. Walker, Esq. ; C. L. Cotton, Esq., M.D., M.P.P. ; the Rev. E. I. Rexford, B.A. ; Principal S. P. Robins, LL.D., D.C.L. ; John Whyte, Esq. ; James Dunbar, Q.C., D.C.L. ; E. W. Arthy, Esq.

An apology from Justice Lynch for enforced absence was read.

Prayer was offered by the Reverend Dr. Shaw.

The Chairman feelingly alluded to the dark cloud of sorrow under which the Committee met in view of the death of the Hon. F. Marchand, Premier of the Province, and submitted the following resolution, which was seconded by the Lord Bishop of Quebec, and unanimously carried :

*Resolved*,—That we hereby record our expression of profound grief in view of the recent death of our honored and beloved Premier, the late Hon. F. G. Marchand. We meet at this time with a consciousness of deep sadness, because of the fact that our Province has lost one of its most worthy and esteemed statesmen, a man whose political career was without blemish, and who served his country with diligence, ability, fidelity and honour. We record with satisfaction the fact that in matters affecting education he showed a most broad minded spirit and every respect for the rights and interests of the Protestant minority, so by his words and example inculcating the spirit of harmony which must be maintained in this Province as a guarantee of its peace and prosperity.

“We beg to assure Madame Marchand, and his family, of our deepest sympathy with them in their sad bereavement, while we know that the darkness of their sorrow is relieved by the assurance and certain hope afforded by our common Christian faith, in which the departed so consistently lived and died.”

It was ordered that a copy of the above be sent to Madame Marchand.

Moved by Rev. Elson I. Rexford, seconded by the Lord Bishop of Quebec, and unanimously resolved:—

“That this Committee desires to place on record its deep sense of the loss which the cause of education in this Province has sustained in the death of the late Venerable Archdeacon Lindsay, M.A., who for many years was an honored member of this Committee. Connected with public educational work in this Province from its first organization, he watched with peculiar interest the gradual development of an educational system, in connection with which he had rendered valuable service.

“That this Committee desires to express its high appreciation of his sterling qualities as a Christian gentleman, who while holding definite opinions of his own, had a generous regard for the rights and opinions of others, and to convey to the members of the family an expression of sincere sympathy with them in their bereavement.”

The minutes of the last two meetings were read and confirmed, and the Secretary reported upon the state of business arising therefrom.

The application for the raising of Magog Model School to the rank of an Academy was considered, after which it was unanimously resolved "That the request of the Magog Model School, to be elevated to the Academy grade, be not now entertained, in view of the fact that this school has not fulfilled the conditions required of academies by this Committee."

The annual report of the Inspector of Superior Schools was read, received and referred to a sub-committee consisting of Rev. Dr. Shaw, Dr. Robins and Rev. E. I. Rexford, who were requested to have it printed in whole or in part for distribution.

A memorial from Bishop's College in reference to the distribution of the superior education funds, was submitted.

The report of the Sub-Committee on the distribution of Superior Education Funds was submitted and adopted in the following form:—

Your sub-committee begs to report that it held two sessions yesterday for the purpose of examining the tabulated returns of the June examinations prepared by the Inspector of superior schools and of arranging a scheme for the distribution of grants for submission to this Committee. The following members were present at both sessions, viz:— Rev. Dr. Shaw, Alderman H. B. Ames, Superintendent E. W. Arthy and Elson I. Rexford. Your sub-committee also had the valuable assistance of the Secretary of the Department and of the Inspector of superior schools. The latter reported that he had prepared the estimates and tabulated returns strictly in accordance with the instructions issued for his guidance. The work of your sub-committee was greatly facilitated by the convenient form and systematic arrangement of these returns. In its deliberations your sub-committee took cognizance of a memorial from the authorities of the University of bishop's college, and was pleased to be able to recommend compliance with the prayer of the petition.

Your sub-committee had under its consideration several special cases, and in this connection desires to recommend (1) that the school boards at Aylmer, Three Rivers, Bedford, St. John's, Como and Mystic be informed that these schools will require to present more satisfactory returns if the grants are to be continued; (2) that the schools at Ber-

thier be placed on the special list for this year and that the authorities be informed that in future the grant will be less than the amount raised in the municipality by taxation for school purposes ; (3) that the special grant hitherto given to Haldimand be transferred to Gaspé Basin for the future ; and (4) that the school at Hull receive the same grant as last year.

The Secretary of the Department reported the amounts available for distribution as follows :—

Marriage License Fees less \$200 for management.....	\$6,543 00
Interest on Marriage License Fund.....	1,400 00
Interest on Jesuits' Estate Grant.....	2,518 44
Share of Legislative Grant..	9,333 32
	<hr/>
Total revenue.....	\$19,794 76
Permanent charges.....	1,850 00
	<hr/>
	\$17,944 76

Your sub-committee recommends (1) that one-half of the Marriage License Fees be distributed among the elementary schools of poor municipalities ; and (2) that the other half be given to institutions of superior education, and that the grants to the two universities be the same as last year, namely :—

McGill University.....	\$2,075 00
University of Bishop's College.....	1,125 00
	<hr/>
	\$3,200 00

From the report of the Inspector of superior schools it appears that there are twenty-two academies and three special schools entitled to rank on the academy list. Your sub-committee recommends that the first fifteen academies and the three special schools receive a basal grant of two hundred dollars each, and that the basal grant of the last seven be one hundred and fifty dollars each.

Your sub-committee recommends that the forty model schools reported receive a basal grant of fifty dollars each, and that Paspébiac, New Richmond, Gaspé Basin, Chicoutimi, Berthier be placed on the special list of model schools with a grant of one hundred dollars each, Hull with a grant of one hundred and seven dollars, and Arundel and Fort Coulonge with a grant of fifty dollars each.

In distributing the equipment grant a maximum of 1,100 marks is assigned for the points taken into consideration for this grant by the Inspector of superior schools. Your sub-committee recommends that schools gaining 1,000 marks receive \$50, 900 marks \$40, 800 marks \$25, and 700 marks \$15. Your sub-committee recommends that the amount available for bonus grants, after providing for the basal and the equipment grants be distributed in two sections, as follows:—In the case of the first fifteen academies, one section in proportion to the grand total of marks, taking one hundred and fifty dollars as the maximum grant, and one section in proportion to the average percentage, taking forty dollars for perfect percentage. In the case of the model schools, a similar plan is recommended, taking fifty dollars and ten dollars for the two sections.

In accordance with the suggestion of the Inspector of superior schools your sub-committee recommends that in future special credit be given to schools retaining their teachers for three years.

The following is a summary of the grants in accordance with the foregoing recommendations :—

Universities .....	\$3,200 00
Academies :	
Basal grants.. .....	\$4,050 00
Bonus grants.....	1,695 00
Equipment grants ...	795 00
Special grants.....	600 00
Total..... ..	————— 7,140 00
Model Schools.	
Basal grants.....	\$1,950 00
Bonus grants.....	365 00
Equipment grants.....	1,230 00
Special grants.....	707 00
Total.. .....	————— 4,252 00
Poor Municipalities .....	3,271 50
Total amount distributed....	————— \$17,863 50
Amount available for distribution.....	17,944 76
	—————
Unexpended balance .....	\$ 81 26
	—————

A detailed statement of the distribution in reference to each school is given in a tabulated statement presented herewith, copies of which have been prepared for each member of the Committee.

Respectfully submitted.

Signed on behalf of the sub-committee.

ELSON I. REXFORD,  
Secretary.

WILLIAM I. SHAW,  
Chairman.

Moved by Rev. Elson I. Rexford, seconded by Alderman Ames, and

*Resolved*,—That the list of grants now submitted by the sub-committee on grants be adopted and submitted for the approval of the Lieutenant Governor in Council.

#### ACADEMIES.

	Grants.	Bonus.	Eq. Grant.	Total.
Huntingdon .....	\$200	\$185	\$50	\$435
Sherbrooke.....	200	171	50	421
Lachute.....	200	147	50	397
Stanstead.....	200	128	50	378
Waterloo.....	200	113	40	353
Danville.....	200	116	40	356
Knowlton.....	200	113	40	353
St. Francis.....	200	109	40	349
Cookshire .....	200	110	40	350
Shawville.....	200	107	40	347
Ormstown.....	200	94	25	319
Valleyfield.....	200	93	50	343
Granby.....	200	86	40	326
Coaticook.....	200	64	50	314
Cowansville .....	200	59	40	299
Aylmer .....	150	.....	25	175
Lennoxville .....	150	.....	25	175
Three Rivers.....	150	.....	25	175

	Grants.	Bonus.	Eq. Grant.	Total.
Bedford. ....	\$150	.....	\$25	\$175
Inverness.....	150	.....	25	175
Sutton.....	150	.....	25	175
St. Johns.....	150	.....	.....	150
	<hr/>	<hr/>	<hr/>	<hr/>
	\$4,050	\$1,695	\$795	\$6,540

## SPECIAL ACADEMIES.

Compton Ladies' College.....	\$200
Dunham Ladies' College.....	200
Girls' High School, Quebec .....	200

## MODEL SCHOOLS.

	Grants.	Bonus.	Eq. Grant.	Total.
St. Lambert .....	\$50	\$48	\$40	\$138
Clarenceville.....	50	36	40	126
Sawyerville .....	50	34	40	124
Mansonville.....	50	32	25	107
Montreal W.....	50	29	40	119
Farnham.....	50	28	40	118
Portage du Fort.....	50	27	25	102
Gould.....	50	29	40	119
Bury.....	50	25	40	115
Buckingham.....	50	26	25	101
Scotstown.....	50	.....	40	90
St. Sylvester.....	50	25	25	100
Hatley.....	50	26	25	101
Barnston .....	50	.....	40	90
Hemmingford.....	50	.....	15	65
Stanbridge East.....	50	.....	40	90
Kinnear's Mills.....	50	.. ..	25	75
Lacolle.. .....	50	.....	15	65
Clarendon.....	50	.....	25	75
Compton .....	50	.....	40	90
Magog.....	50	.....	25	75
Frelighsburg .....	50	.....	40	90
Ulverton.....	50	.....	25	75
Leeds.....	50	.....	40	90
Lachine.....	50	.....	40	90
Windsor Mills... ..	50	.....	25	75



	Grants.	Bonus.	Eq. Grant.	Total.
St. Andrews.....	\$50	.....	\$25	\$75
Fairmount.....	50	.....	40	90
Levis.....	50	.....	40	90
St. Hyacinthe.....	50	.....	40	90
Bishop's Crossing....	50	.....	25	75
South Durham.....	50	.....	40	90
Megantic.. ..	50	.....	15	65
East Angus.....	50	.....	25	75
Mystic.....	50	.....	25	75
Rawdon.....	50	.....	25	75
Como.....	50	.....	25	75
Waterville.....	50	.....	40	90
Marbleton.....	50	.....	25	75
	<hr/>	<hr/>	<hr/>	<hr/>
	\$1,950	\$365	\$1,230	\$3,545

## SPECIAL MODEL SCHOOLS.

Paspebiac.....	\$100
New Richmond .....	100
Gaspé Basin.....	100
Chicoutimi.....	100
Berthier.....	100
Arundel.....	50
Hull.....	107
Fort Coulonge.....	50

The Rev. E. I. Rexford introduced his motion regarding the extension of the course of study in superior schools. After discussion the question was referred to a sub-committee with the request that a tentative course of study be prepared for consideration at the November meeting. The sub-committee consists of the Rev. E. I. Rexford, convener; Dr. Cotton, Mr. Masten, Prof. Kneeland and Mr. Arthy.

On application of Principal Peterson, it was resolved to contribute \$500.00 towards the expenses of the A.A. examinations.

The Secretary read a report regarding the opening of manual training classes in Waterloo and Knowlton Academies and in McGill Normal School under the McDonald benefaction. The Secretary was instructed to convey to Sir Wm. McDonald an expression of the committee's ap-

preciation of the value to education and to the country of such work as he has been the means of extending.

The Secretary read a report concerning school decoration and placed upon the table certain publishers' catalogues. Dr. Peterson was requested to select a number of pictures for the Secretary to order as samples from the Art for Schools Association.

A sub-committee was appointed consisting of Mr. Arthy, Dr. Robins, Dr. Cotton and Mr. Maclaren to report upon the question of preparing a regulation under which diplomas or admission to the Normal School may be refused to candidates who suffer under such physical defects as seriously to diminish their usefulness as teachers.

Moved by Prof. Kneeland, seconded by Dr. Robins and

*Resolved*,—That the report of the Inspector of superior schools concerning academy work in model schools along with the petition of Mr. McBurney and others, be referred to a sub-committee consisting of Dr. Robins, Mr. Arthy and the mover (convener), for a report to be presented at the February meeting of this Committee, and that this sub-committee be also requested at the same time to report upon the question of the conditions under which schools may assume the status of superior schools.

Petitions from various (3) local branches of the W.C.T.U. were read, and a sub-committee consisting of Dr. Shaw, Mr. Rexford and Alderman Ames was requested to draw up a statement for transmission to interested persons in order to show the position of the Protestant Committee in regard to the teaching of temperance and hygiene in our schools.

It was resolved that hereafter all applications to this Committee for diplomas be submitted by the Secretary to the Central Board of Examiners for report before submission to this Committee.

The Superintendent submitted the annual reports of the Inspectors of common schools, which were laid upon the table.

A letter from Mr. Honeyman, respecting his salary as temporary headmaster of the Boys' Model School, was read, when it was resolved, that he should receive salary for eight months in all.

Inspector Gilman's account for \$21.80 was accepted for special expenses connected with teachers' conferences.

The Secretary reported that he had received for deposit to the credit of the Committee the sum of \$2,185.02 as the balance due for Protestant education to January 1st, 1900, on the \$50,000 grant. Prof. Kneeland and Messrs. Walker, Whyte and Maclaren were appointed as a sub-committee to submit suggestions for the expenditure of this sum of money.

Mr. Arthy submitted a report on behalf of the supervisors of the June examinations, which was received and adopted.

The report on charts for the teaching of morals was presented by the Chairman and adopted.

The sub-committee on "Flag Day" submitted a report which was received and referred to Dr. Peterson, Alderman Ames, Dr. Robins and Mr. Arthy, in order to give the matter further consideration.

The sub-committee on Text-Books reported progress.

The Hon. Mr. Justice Lynch presented his resignation as member of the Committee, because of his inability to give the necessary time for the performance of his duties as such. After it was known that Judge Lynch's decision was final, the resignation was accepted with regret.

By unanimous resolution the Hon. H. Thos. Duffy, B.A., Q.C., M.P.P., was elected to fill the vacancy.

It was decided to postpone the election of an additional associate member till a subsequent meeting.

The Secretary reported the number of diplomas issued, and the number of admissions to the Normal School, during the past year.

It having been pointed out that the A.A. course of study had been modified since its approval by the Committee at the May meeting, Principal Peterson said that the A.A. Board would set optional papers where necessary, especially in Books I. and II. of Cæsar's Gallic Wars.

The Superintendent of Public Instruction submitted to the Committee all correspondence with the Rev. T. B. Jeakins and with the Hon. the Attorney-General of the Province since the issue of the Superintendent's judgment in the Waterloo investigation. This correspondence was

read, as was also a letter from Mr. Jeakins to the Committee. On motion of Dr. Dunbar, seconded by Mr. MacLaren, it was unanimously resolved that Mr. Jeakins be informed that his letters disclose absolutely no reason for re-opening the investigation.

Moved by Prof. Kneeland, seconded by Mr. Masten, that the Protestant Inspectors of elementary and superior schools be required henceforth during the month of April, annually, to send to the Secretary of the Protestant Committee of the Council of Public Instruction a statement showing (a) the name in full of all teachers employed during the scholastic year in their inspectorates; (b) the diploma held by each teacher; (c) the Board or Normal School granting such diploma; (d) the number of years each teacher has taught since receiving his diploma, and (e) the number of years which each has taught continuously in his present position.

A letter from Inspector Kerr having been read respecting the division of the Gaspé district of inspection, it was resolved that the County of Bonaventure form the western district and the County of Gaspé the eastern district. The Secretary was instructed to ask the approval of the Lieutenant-Governor in Council according to law.

Certain text-books, which were submitted by Mr. Briggs and Mr. Renouf, were referred to the text-book sub-committee for report.

The rough minutes were read, and the meeting adjourned to the last Friday of November, unless called earlier by the Chairman.

G. W. PARMELEE,

Secretary.

## NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 12th of September, 1900, to appoint the Reverend John Macrae Sutherland, of New Carlisle, school inspector for the new district of Gaspé, comprising the county of Bonaventure, less the townships of Cox, Hope and Port Daniel, and the Reverend Isaac Newton Kerr, of Shigawake, also school inspector for that

part of the district of Gaspé, comprising the county of Gaspé and the townships of Cox, Hope and Port Daniel, in the county of Bonaventure.

*Appointment of School Commissioners.*

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 10th of October, 1900, to make the following appointments, to wit :

*School Commissioners.*

County of Gaspé, Grande Grève.—Mr. James Price, to replace Mr. John Robert, whose term of office has expired.

County of Ottawa, Cantley.—Messrs. Thomas Barrett and Peter Lynatt continued in office, their term of office having expired.

County of Témiscouata, St. Eusèbe de Cabano.—Messrs. Joseph Morneau, son of Joseph ; Prime Martin, Louis Bossé, Prudent Corbin and Ludger Sénéchal. New municipality.

*Erection of a New School Municipality.*

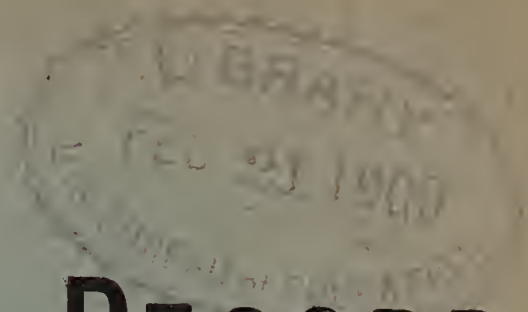
His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 10th of October, 1900, to erect into a separate school municipality, under the name of "Saint Michel No. 10," in the county of Yamaska, the following territory, to wit : from No. 650 to No. 693 inclusive ; also Nos. 695, 542 and 543, of the cadastre of the parish of Saint Michel d'Yamaska. This territory as yet not forming part of any school municipality.

This erection shall come into force on the 1st of July next, 1901.

*Changing Name of School Municipality.*

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 13th of November, 1900, to substitute the name of "Sainte Marie de Saint-Polycarpe" to that of "Bourbonnais," in the county of Soulanges, for the school municipality, erected by order in council of the 23rd April, 1898, bearing the No. 229.





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
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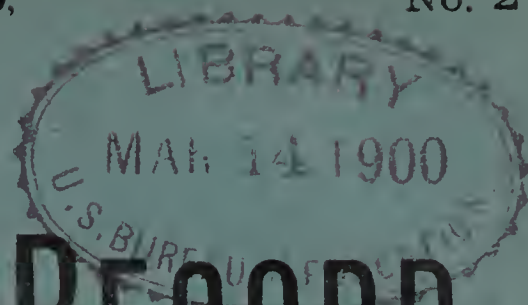
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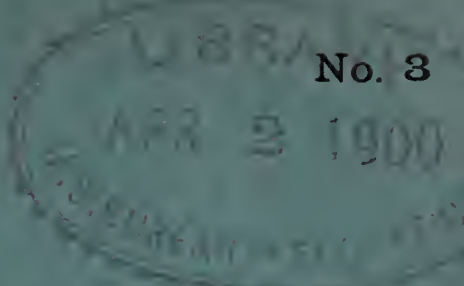
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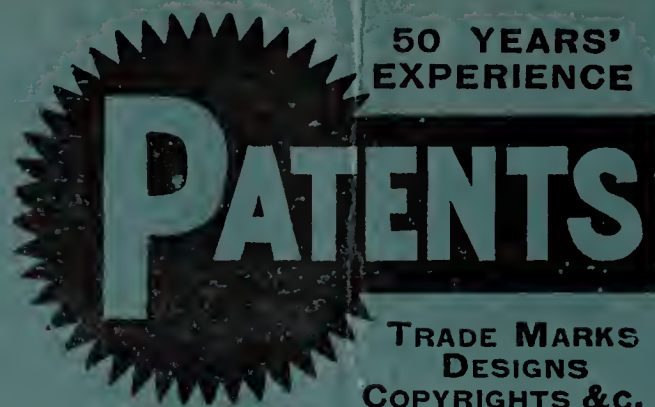
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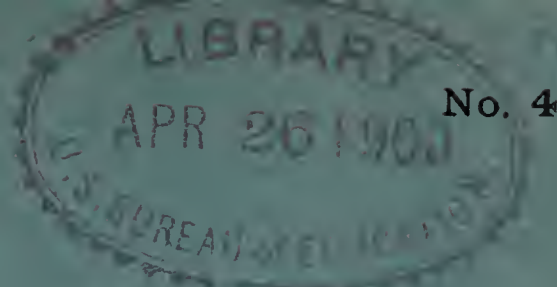
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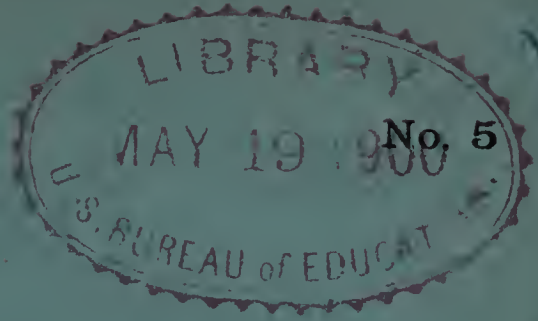
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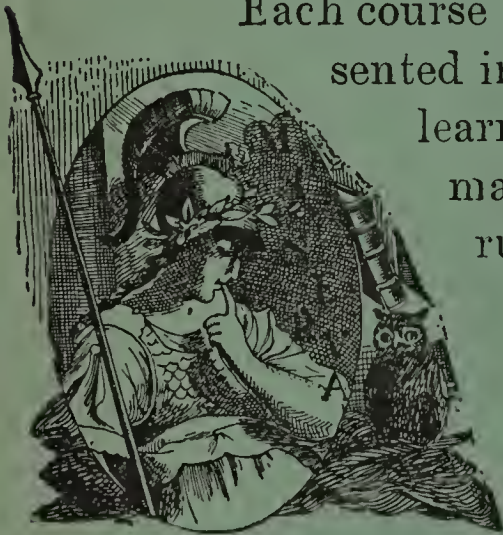
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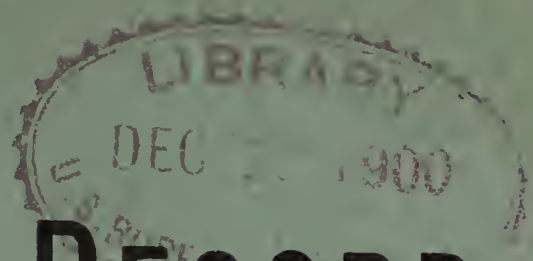
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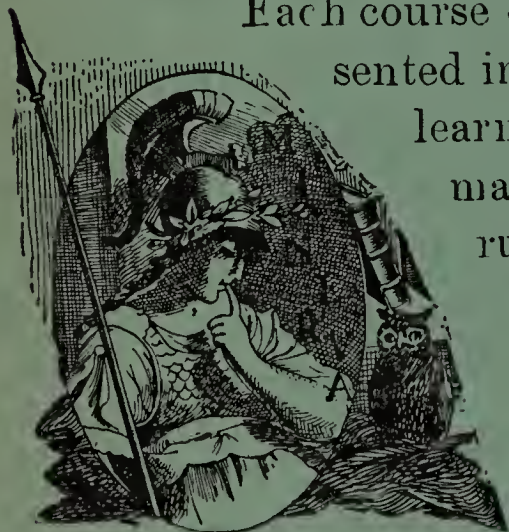
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