









DEPARTMENT OF  
HEALTH, EDUCATION, AND WELFARE

DEC 1 0 1956

LIE: .../



33

10

103  
Six

THE

EDUCATIONAL RECORD

OF THE

PROVINCE OF QUEBEC.

19

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

VOL. XXI.

JANUARY TO DECEMBER,

1901.

QUEBEC

THE CANADA STAMP COMPANY

1901.





87/7/16

# TABLE OF CONTENTS.

---

	PAGE.
Articles : Original and Selected :	
Nature Study in Elementary Schools.....	1
Physical Training in Country Schools .....	47
Long Live the King.....	51
Then and Now. A Retrospect of the Century's Educational Growth.....	54
True Education.....	56
The Ideal School.....	79
Her Late Majesty's Teachers.....	109
A Caution to Theorists .....	151
The Need of Scholars.....	154
The Last Journey.....	155
Is there a Science of Education.....	181
The Secret of Nature Study.....	182
The Purpose and Value of Manual Training in Schools .....	184
Dominion School Courses in Mathematics.....	209
Some Results of Teaching History.....	247
Study out of School Hours.....	277
Professional Reading for Teachers.....	309
Books Received and Reviewed..... 46, 107, 147, 179,	268
Correspondence .....	269
Current Events...15, 66, 97, 128, 161, 201, 222, 256, 283,	321
Football vs. Education.....	16
The Triennial Dominion Educational Association..	67
State Simplification of French Syntax .....	98
A Sanitary School.....	99
The Presumption of Brains.....	100
Science in Agriculture .....	101
Swiss Bird Protection.....	131
Professor Thatcher and his Slang....	132
The Place of Science in Education.....	135
A Practical Demonstration of Cooking in School..	161
Dominion Educational Association..... 202,	256
Physical Training.....	203
Technical Education .....	205
How to Dress .....	225
The Anti-Cigarette Crusade.....	226

Current Events:—*Continued.*

The Provincial Association of Protestant Teachers .....	256, 284
Babylonian Library Discovered. ....	258
Germans in Modelling Clay.....	259
Codex Metellianus of Cicero.....	283
The Metric System and International Commerce..	322
Athletics.....	324
Editorial Notes and Comments.....	8, 60, 94, 119, 188, 215, 252, 279
Address by The Hon. S. H. Blake .....	9
The Practicabilities of Education.....	12
Our Queen.....	61
Wanted, a Teacher .....	63
Cooking in School.....	64
Hygiene in School.....	94
Trained Teachers in England and Wales.....	119
Technical Schools.....	122
Examinations.....	188
Empire Day.....	190
A Gap in English Education.....	190
The Meeting of the Dominion Educational Association .....	216
The British Dental Association .....	220
A Sweeping Blunder in Modern Education.....	220
The Visit of the Duke and Duchess of Cornwall and York .....	252
The Teaching of English Literature.....	253
The Berlin Congress on Tuberculosis.....	255
The Convention of 1901.....	279
Educational Experiments... 92, 118, 156, 213, 247, 277,	316
Educational Experiment for the Dominion.....	213
Gardening.....	93
Model Lessons.....	18, 56
An Elementary Lesson in the Principles of Grammar.....	86
A Lesson in General Geography.....	88
A Model Lesson in Canadian History.....	125
An Observation Lesson.....	228
The Story of the Nutmeg Trees.....	230
The Founding of Montreal.....	260
Natural Features and Commercial Life.....	286

TABLE OF CONTENTS.

	PAGE.
Mental Fatigue of Pupils.....	156
Official Department :	
Quarterly Meeting of Protestant Committee... 68, 163,	270, 298.
Annual Report of Inspector of Superior Schools.....	74
Notices from the Official Gazette.....	77, 148, 237
Resolution of Protestant Committee <i>re</i> the late Rev.	
Abbé Verreau.....	208
Teachers' Pension Fund Statement.....	276.
Practical Hints and Examination Papers :	
A Mathematical Problem.....	330
Changes in the Map.....	337
Chinese Geographical Names.....	28
Facts, not Fancy.....	26
Faulty Pronunciation.....	114
From my Note Book.....	41
Exercises in English.....	265
Make Something Stick... ..	208.
Necessity for Book Knowledge.....	142
Principal Cities of the World.....	31
Reminders to Teachers ... 22, 102, 137, 231, 264,	325
Reproduction Stories..... 38, 103, 104,	105
Seat Work .....	327
Studying a Poem.....	142
The Nature and use of Problems in Arithmetical	
Teaching.....	140
The Sayings of Teachers and Children.....	35
Patchwork.....	123
Pension Fund Statement.....	276
Provincial Association of Protestant Teachers.....	157, 194
Scientific Child Study.....	118
Sloyd .....	123.
Some Results of Teaching History.....	247
Superior Schools, Directory of.....	293
Tabular Statements, June Examinations.....	331, 332
What our Teachers Say.....	138, 291



THE  
EDUCATIONAL RECORD  
OF THE  
PROVINCE OF QUEBEC.

---

No. 1.

JANUARY, 1901.

VOL. XXI.

---

18633  
**Articles: Original and Selected.**

NATURE STUDY IN ELEMENTARY SCHOOLS.\*

CARRIE M. DERICK, M.A.

Although, to the majority of teachers, a "practical talk" is of more use than a discussion of theories of education, it is difficult to make suggestions as to methods or courses of study which will admit of general application. Therefore, the following remarks are offered with diffidence, but in hope that they may prove of some assistance to teachers who are trying to harmonize unfavourable conditions with modern ideas.

So long as it was held that for the many nothing could be better than submission to authority and the imitation of good models, studies were valued only because they furnished means of discipline or ensured familiarity with the best literature. Experience showed, however, the futility of the study of forms which embodied ideas having little in common with the experience of children. Then came a demand for a so-called practical education, the imparting of information which could be directly applied in the work of later life. At the same time, the belief that knowledge is gained through the senses turned attention towards studies which would especially develop the perceptive faculties, and "observation lessons" were regarded as the most effective means of training immature minds. But it was soon

---

\* A summary of an address given before the Provincial Association of Protestant Teachers, Montreal, October, 1900.

found that subjects taught from a purely utilitarian standpoint lack educational value, and that the teaching of mere series of facts about the material world is equally inadequate. Failure resulted from every attempt to arouse interest in any subject without appealing to the reason and imagination of children; therefore, the older methods of nature-study fell into disrepute. So long as the natural sciences were thought lacking in "culture value," many good teachers opposed their introduction into elementary and secondary schools. There was a tendency to revert to the standards of a time, when reading, writing, and arithmetic were the only subjects taught to little children, when a study of symbols was considered more educative than the investigation of things symbolized, and thought was believed to be of less importance than the manner of expressing it.

But studies of the mental life of children combined with the results of careful experiments have induced modern teachers to readjust their ideas, though retaining many gained from each of the older schools of thought. All subjects are still valued in proportion to the mental discipline they afford; but, it is believed that the whole of a child's nature must be brought into harmony with its environment and adapted to the requirements of a complex civilization. The primary importance of an accurate knowledge of the mother tongue is recognized, familiarity with great writers is considered necessary, some knowledge of the history of the race is believed essential, and it is thought that the artistic, emotional, and ethical sides of a child's nature should be developed. But, it is also granted that thoughts worth expressing must come before expression, and material for thought must precede thinking. Although every subject furnishes mental food to the mature mind, it is otherwise with children. To them, all lessons become dead and deadening unless closely related to their experiences. During the first years of life, children are engaged in acquiring familiarity with the material world, and are full of curiosity about natural phenomena and living beings. Hence it is, that nature-study proves a fruitful subject in elementary schools, giving interest and vitality to all the work.

To some, it may seem impossible to find room for anything new in a curriculum which is already overcrowded;

but it can easily be accomplished by readjustment and correlation. The amount of time and energy given to arithmetic could be lessened with profit; grammar and spelling should be taught in connection with other subjects and not as separate branches of study; and a subject furnishing the material for thought should be made the centre, about which all others are grouped in constantly widening concentric circles.

There is some difference of opinion as to the subject which should occupy the central position; but the majority of teachers prefer geography because of the ease with which it may be connected with history, literature, and the natural sciences. When rightly taught, elementary geography and nature-study are practically the same. Both include a study of familiar phenomena and objects, lessons upon clouds, dew, rain, hail, snow, winds, rocks, minerals, hills and valleys, brooks and ponds, plants and animals, the sun, the moon, and the stars.

Methods of basing the work of the school upon such lessons will occur to every one. An excursion or some natural object or phenomenon observed at the school would furnish material for study. Simple sentences used by the children and written upon the blackboard might constitute the first reading, writing and language lessons. An appropriate song could be learned, a suitable story or myth told, a poem or prose description read, and an illustrative drawing made. A few examples of nature-lessons which have been taken from the work of successful teachers may be of interest.

The first day a preparatory teacher met her class, the usual preliminaries led to a discussion as to which child was the tallest. Measurements were made, and the fact that all were taller than the year before was stated. "Children grow" was then written upon the blackboard. The cause of growth was next sought, and soon "Children eat" was written below the first sentence. When asked what other things grow, the children answered plants, and said it must be because they eat, but none of them knew the nature of plant-food. They were left in doubt. The next day, however, an excursion was made to a neighbouring field, and, in a short time, the children decided that plants must get some food material from the soil. Returning to the school, several new sentences were added to those

previously written and were read and copied. Songs, stories, and poems all emphasized the idea of growth. Other lessons followed in natural sequence. At the end of six weeks printed copies of the sentences used in that time were given to the children and were read easily.

No better subject, for the first day of school-work can be chosen than "the Sun." First would come a talk about its apparent form, its position, its rising in the east and setting in the west, and the benefits derived from it. A song, such as "Good-morning, Merry Sunshine," could be learned; one of Hans Andersen's stories or Longfellow's "A Day of Sunshine" should be read; and a weather-record might be begun. Later might follow several lessons upon the clouds, their forms, causes, motions, uses, and the weather indicated by different kinds. Poems, such as Mrs. Browning's "The House of Clouds," and "The Cloud," by Shelley, would make appropriate readings; the story of Apollo's white oxen would prove of interest; and drawings of the various forms of clouds would fix the impressions made by the lessons. A study of the motion of the clouds would probably lead to a talk about the wind. In this connection, use might be made of stories of Mercury, the Wind God, of Æsop's fable of the North Wind and the Sun, and of Stevenson's "Wind Song," from "A Child's Garden of Verse."

There is still more room for variety in work with older children, who can read and write at least a little. The changing seasons afford an endless amount of material. In the winter, which may seem an unfavourable time for nature-study, a long series of suggestive lessons could be given upon the evergreen trees. If possible, walks should be taken to pine-groves, branches of several kinds of pine with the leaves and cones might be gathered by the children, and portions of stems could be obtained from wood-yards. A study of the form and branching of the trees, the size of the trunks, the colour and texture of bark and wood, the needle-shaped leaves, the form, size, and position of the cones, the habitat and distribution of the trees, and a comparison with other conifers would occupy several days. Selections from the reading-books might be supplemented by Longfellow's "Hemlock Tree," extracts from Hiawatha, Andersen's story of "The Fir Tree," and "The Law of the Wood," by Mrs. Gatty. From these



sources could be drawn material for drawing and language lessons. And, what is unusual, the pines could be utilized in simple arithmetic lessons. The white pine with five leaves in each cluster, the red pine with two, and the pitch-pine with three or four might illustrate all possible combinations of these numbers.

At first, the objects studied and the order in which they are considered matters little. Young children should be chiefly occupied in becoming familiar with and interested in their surroundings; later, the knowledge gained can be systematized and gaps filled. Gradually, nature-study will be combined with industrial, commercial, and political geography, and the literature of the world will be drawn upon for legends, poems, stories of great men, descriptions of peoples and places. The fauna and flora of each new locality considered will be compared with familiar forms, pictures often supplying the place of living examples. Not only will objects be drawn and language lessons illustrated, but maps showing the distribution of animals and plants, weather maps and historical maps may be made. History, as easily as literature, may be correlated with geography, if a beginning is made with the personal experiences of the children and the life of the community, and natural steps lead to the consideration of relations more distant in time and place. Arithmetic seems to stand apart, for it is necessarily taught by means of type-forms. But it can be combined to some extent with nature-study, giving definite ideas of quantity, size, and the relation of parts.

It may be said that a course of study such as that indicated would require graded schools, libraries, museums, and a perfectly flexible curriculum. As to the last, it has been proved that the added interest given to reading, writing, and language lessons, by making the children's own experiences the foundation of each, will enable a teacher to do much more than the prescribed amount of work within a term. The difficulties of the teacher of an ungraded country school are, however, great; but, surely they would be lessened by such a combination of subjects as that suggested. In an elementary school, much of the work of different grades could be done in unison. The same short excursions, objects of interest, stories, poems, and descriptions could be made the basis of lessons given to several classes; but, more finished draw-

ings, more elaborate maps, longer language lessons, and more difficult reading would be done by the older than by the younger pupils. The trials of the country-teacher may be great, but the opportunities are greater. An unlimited amount of material for nature-lessons is always at hand, the children are closely associated with the objects studied, and the world may be constantly viewed in the process of making.

But, if nature-study is to be a living centre from which other subjects draw much of their vitality, careful and earnest preparation must be made by the teacher. Book lessons are worse than useless, and oral teaching must take their place. Nothing should be told which the children can discover for themselves; and the scheme of work should be sufficiently flexible to admit of the discussion of subjects which unexpectedly but naturally present themselves. Relations of cause and effect and the biological relations of animals and plants should be considered rather than mere resemblances and differences, which are comparatively uninteresting; and accuracy should never be sacrificed for the sake of simplicity. It is true that method can never take the place of knowledge; therefore teachers should read good, modern books trusting only to final authorities, and, when possible, confirming even these by personal investigation. An extensive acquaintance with science is unnecessary; for thorough reading, careful observations, and enthusiasm will enable a teacher to guide children in their work, studying with them and often confessing ignorance, as must the most learned.

The results cannot fail to be better than those obtained by the monotonous, mechanical methods of teaching which formerly prevailed. Not only will children acquire the quickness and accuracy in observation, the painstaking habits, and the love of nature once supposed to result from "object lessons," but they will gain greater facility in the use of their mother tongue; the habit of definition will create a horror of vague or meaningless terms, and clear thoughts will naturally be expressed in clear language. As the truest appreciation of great literary works is felt when the ideas involved are related to the reader's experiences, a love of good literature will be developed. The same is true of drawing and other modes of expression, the thought is all that gives vitality to the form. Both a knowledge of

facts and the ability to use them, placing each truth in proper relation with others, will follow from such training. The imagination will not be neglected, but even that side of it which enables one to appreciate the visions of great scientists will be developed.

Nature-study cannot fail to give that impulse to virtue which comes from knowing a thing well, "a state which results from direct contact with nature's laws and facts, and from feeling that they are inevitable." The attempt to discover and to do for himself will start the child in the right way upon his struggle against wrong and his fight for truth. Not only will he find unity among his ideas, meaning in his own life; but he will perceive a general plan underlying all phenomena, and new beauty in a universe, where law prevails and cause and effect are indissolubly united. Lastly, he will be taught that judgment must be suspended until the facts of the case are known, and that reason and not authority should be the basis of opinion and belief.

#### BOOKS WHICH WOULD BE USEFUL TO THE TEACHERS OF ELEMENTARY SCHOOLS.

Atkinson .....	Elementary Botany.
Bailey .....	Lessons with Plants.
Blanchan .....	Nature's Garden.
Buckley .....	The Fairy Land of Science.
" .....	Life and Her Children.
" .....	Winners in Life's Race.
Burroughs .....	Birds and Poets, etc.
Burt.....	Little Nature Studies from Bur- roughs (Vol. I).
Chapman.....	Bird-life.
" .....	Hand-book of Birds of Eastern North America.
" .....	Four-footed Animals.
Coulter .....	Plant Relations.
Dana .....	Plants and their children.
Frye .....	First Steps in Geography (Brooks and Brook Basins, etc.)
Ganong.....	The Teaching Botanist.
Gibson .....	Sharp Eyes, etc.
Hicks and Locke.....	The Prang Primary Course in Art Education.

Howe .....	Systematic Science Teaching.
Kemp .....	A Handbook of Rocks for Use without the Microscope.
MacDougall .....	Plant Physiology.
Newell .....	Outlines of Lessons in Botany.
Poulssohn .....	In the Child's World.
Redway .....	Elementary Physical Geography.
Redway and Hinman...	Natural Geographies.
Shaler.....	Outline of the Earth's History.
“ .....	The Story of our Continent.
Weed .....	Life Histories of American Insects.
Wilson .....	Nature Study in Elementary Schools.
Wright .....	Bird-craft.
Wright and Coues.....	Citizen-bird.
The Quarterly Bulletin of the American Bureau of Geography.	

N. B.—Excellent language lessons based upon nature-work might easily be given, following a similar method to that suggested in “The Mother Tongue” by Arnold and Kittredge.

### Editorial Notes and Comments.

—THE Editors of “The Record” wish the teachers of the Province a very happy and prosperous New Year. The most satisfying happiness is that which comes from work well and faithfully done.

—IF we would only be content with trying to do the best possible in our own peculiar sphere, how rapid would be our progress. Much valuable time is often lost in a criticism of the work of other teachers—work whose difficulties and trials can only be appreciated by those who know the real state of affairs. All told, in relation to Protestant education in this Province, we are only 200,000 in number and a much scattered 200,000. How necessary is it that we pull heartily together to advance the cause of education which lies so near our hearts. We may not see eye to eye in this matter, but we must strive earnestly to recognize the great ends of education, and not keep our thoughts narrowed down to a few petty details. Those of us who believe that we have solved the educational prob-

lem should show the truth of the solution by actual test in our own locality. We may say to ourselves as the final test, "Is this part of the province sending out the highest types of manhood and womanhood?" Let us pull together with a will. We are all members of one body. An injury to one part is an injury to the whole. A criticism that is wise, kindly and founded on fact, no matter how severe it may be, is valuable not only to those immediately concerned in it, but to those who read it, while the criticism that is mere name calling or preposterous exaggeration is the sort that reacts upon the critics. It is the kind that is sometimes described as "kicking." Now Dr. Taylor, of Emporia, Kansas, has a word of warning to such critics when he says: "A horse cannot kick and pull at the same time. Neither can a teacher. He may imagine that he can spend his strength in fault-finding, but one day he wakes up and finds himself a long distance behind the procession. There used to be a man in Kansas who delighted teachers' conventions with his humorous kicks at all sorts of real and imaginary evils in teachers, pupils, school boards, and the public generally. After kicking himself out of several good places, he finally kicked himself out of the state and clear over the mountains. He was a good man in many ways, but having spent his strength in kicking, he had none left for pulling. Stop kicking, my brethren, and PULL."

A RECENT ADDRESS BY THE HON. S. H. BLAKE,  
Q.C., BEFORE THE POLITICAL SCIENCE  
CLUB, TORONTO.

Possibly the noblest ideal of a National University that can be entertained by any mind, is that of one great centre of learning, where, within ample halls, under the guidance of the wisest, most refined and most richly endowed of the race, the sons and daughters of the nation gather, not merely for the acquisition of knowledge, but for that wide and free interchange of thought, for that kindling of youthful sympathies and for that generous emulation in worthy endeavour, which, growing with successive generations of students, issue at length in a grand national character. In a country stretching from the great lakes to the frozen

ocean, and from the Atlantic to the Pacific, and in a generation that has not yet completed the work of shaping the crudities of its first rude organization, such an ideal is not within our immediate grasp. For this reason we may hold the Hon. S. H. Blake excused that in his recent lecture entitled by himself "A Talk on our National University," he made no slightest reference to the desirability or to the remote possibility of such an institution in this rapidly developing northern half of the North American continent;—an institution which, were it but attainable, would weld the fragments, called provinces, into that august whole, which loomed up vast in the dim future before the eyes of those who prophetically named it the Dominion of Canada.

All broad-minded Canadians, however, are both surprised and disappointed that the lecturer, so long and so closely associated with university education, when treating such a subject, should have had no word of kindly appreciation for the work accomplished by other universities than his own, should not even have contented himself with ignoring them, but should have indulged in more than one unworthy sneer. Was it too much to expect that "the solicitor of the University," as he is termed, to such an audience, on such an occasion, would express some hope for such a good understanding among existing universities as, conducing to mutual respect and tending to unity of aim, would at once eliminate whatever may be unseemly in their rivalries, and prepare the way for ultimate confederation of action?

Mr. Blake's conception of a nation is the Province of Ontario, his conception of a national university is the university of Toronto, to which nearly a score of times in his lecture he alludes as the "National University." Now the Province of Ontario is a magnificent province, which sooth to say, has more nearly reached its full development than any of its sister provinces. To them rather than to it belongs the future. It ought not to be necessary to remind Mr. Blake that Ontario, magnificent as it is, is but a part of Canada. The University of Toronto is a fine institution, which has done and is yet doing a great work, but which, neither having attracted the munificence of the wealthy men of its city, nor having won the unreserved confidence of the government of its province, suffers from an ill.

deserved penury. Mr. Blake regrets that "our students" "drift to the east." He evidently dreads the growing strength of an institution known to most of us as Queen's University of Kingston, but which with something less of courtesy than becomes a member of the Senate of the University of Toronto, he designates "the Presbyterian College at Kingston." But no such surpassing excellence as can be claimed for the Toronto University, still less its past opulence of mismanaged endowment, or its present narrowness of resources, can establish a right to be considered "Our National University." Besides, it is impossible to admit that Mr. Blake, by the wisdom of his course in making a direct attack on President Loudon, whose recent outspoken criticisms of state education in Ontario, are evidently distasteful to the authorities, or by his polite treatment of sister institutions, has acquired the right to designate his own provincial institution "The National University."

In the admirable school system of Ontario, albeit over-governed and too narrowly organized, many things are taught, and some are well taught; but if the grace of modest bearing and restrained statement were appreciated, and that crowning excellence of refined manners, the ability generously to recognize the worth of others, were sufficiently inculcated, such an address as that of Mr. Blake would have been received by such a society as the Political Science Club, with the frigid politeness due to a speaker who has misused his opportunity. We write more in sorrow than in anger. The lecture is less serious in itself than as a symptom of a narrow sectional feeling. Most unhappily, as recent events have clearly shown, the greatest obstacle to the development of a truly national sentiment in this Dominion is the supercilious self-sufficiency of a few prominent men in Ontario.

We extract from the *'Varsity*, the Toronto University organ, a letter which expresses the feeling of more than one of its readers regarding Mr. Blake's ill-considered address:—

7th December, 1900.

*To the Editor of the 'Varsity:*

SIR,—I have just read, in your issue for the current week, the address recently delivered by Hon. S. H. Blake

Q.C., on the "Ideal of our National University." In other articles inserted in the same number—by such contributors as Mr. Goldwin Smith, Principal Caven, and Principal Sheraton—the reference is not to the "National," but to the "Provincial" University.

This verbal discrepancy leads me to invite your readers to ponder the true inwardness of Mr. Blake's statement that "while the University of Toronto has of graduates teaching in High Schools 283, Trinity College has 13, and *McGill has 1.*"

The italics are mine. Let all possible credit be given to the solitary McGill man, who has succeeded in forcing his way into the fastnesses which the Ontario Education Department guards so jealously from foreign intrusion. The other McGill graduates are probably more profitably employed in other operations. But is there not some inconsistency on the part of Mr. Blake? Is it open to him, or to any one else, to speak in one and the same breath of a "National" University and to plume himself on what is obviously a mark of the narrowest provincialism?

Yours faithfully,

"MCGILL."

—THE Teachers' Lecture Course for this winter consists of four Bickmore illustrated lectures: "Alaska and the Klondike", "The Yellowstone", "Hawaii", and "Birds", two lectures on educational topics "Practicalities in Education" and "Old and New Ways of Teaching History"; one literary subject: "The Prose Writers of Canada," and one distinctively Canadian problem: "Forestry in Canada."

—THE first lecture of the Teachers' Lecture Course, delivered by Prof. A. B. Hart, of Harvard University, set before teachers the great educational demands of the day. Facts, not fancies, are demanded of education and educational institutions. This is an age of hurrying actualities and material inventions. Hence many of the American institutions of learning are bringing to the front commercial and business courses. Some tangible results are expected from colleges and schools. This is a period of great things; the greatest railways, the biggest buildings, the largest ships. The theorists and dreamers have had their day.



The world is now plentifully supplied with theories. What is wanted from the schools is that children shall be fitted to take their place in a practical and material world. The schools and colleges must prepare pupils to meet the demands that will be made of them. In this age of fact and hard headed materialists, these demands are three in number, namely: first, that people shall know something; secondly, that they shall be able to do something, and thirdly, that they shall accumulate something—save. The benefactors of the university, and the tax payers who support the public schools have the right to demand that the present day education give this learning and this training. The twentieth century demands of the colleges experts in their line of work. The hero of the people is the man who touches the most closely the everyday life of the people. The three most talked of men of the present day, omitting military leaders are, in order, Tesla, Edison and Marconi—men who have dabbled in “electrical fluid.” The schools, too, must provide that which is valuable and practical, or they will be swept aside and others appointed to take their places.

Some of the practicalities of education were enumerated. The fundamental work of the school is training the memory. The changed methods of education have brought about the disastrous result that to some extent people are losing the power of remembering distinctly. That a man may have knowledge, he must remember, and that he may have valuable knowledge, he must remember that which is worth while. Facts that are worth remembering are associated with other facts and are well established. Darwin first formally promulgated the principle that facts should be established before they are accepted.

The educated man is not he who can tell you what he has eaten for dinner forty years back, but he who can apply his knowledge to obtain valuable results. There is no power in mere information. To be able to use a fact is all important. So the child should not simply learn facts, but learn how to learn facts and how to use them. That the child goes to school not only to learn, but also to learn how to learn, is the trend of the present great reform movement in education. Manual training is valuable, because it helps to transform facts into performance. The classics are valuable because they help us to use our own language and

to use our minds generally. The test of the money value of education is whether it does or does not enable a man to cope more intelligently with the problems of the time.

The great advantage of education comes from the power it gives us of taking long views. Prof. Hart deplored the passing away of Aristotles, Gladstones and Lowells—men familiar with the knowledge of their time.

The great end of education is the production of men and women who shall contribute something to the state. The greatest source<sup>s</sup> of a country's wealth is in the minds of its great men, not in its forests or mines or lakes or wheat fields.

The last practicality and the most important from the point of view of the speaker was the training of the imagination. The great fault in the school systems of the North American Continent is lack of imaginative training. For increasing the power of enjoyment of life, and, when wisely directed, of promoting success in the affairs of life the imagination stands without a rival. Is not the imagination the stock-in-trade of most professional men? This is so of the electrician, the musician, the doctor, the lawyer, the inventor, the statesman. It shows the lawyer and the politician what is in other men's minds and the inventor how his machine will operate when complete.

Lastly, these ideas form the practical bases for the attainment of the eternal and unseen—the highest which we can attain.

—“THE Coming of the Kilogram.” a plea for the adoption of the metric system of weights and measures, is the title of a recently published work by H. O. Arnold Foster. Whatever of good the coming of the kilogram may bring, it will deprive us of numbers in the tables that lend themselves readily to the obtaining of fractional parts of quantities. Ten has only the factors 2 and 5, while twelve has 4 and 3, 6 and 2, 2 and 2 and 3. Thus we may have halves, thirds, fourths, sixths and multiples of these.

—AT a recent meeting of the Teachers' Association in connection with McGill Normal School, interesting and helpful papers on the English of the third, fourth, fifth, sixth and seventh years of school were read by Misses Stewart, Forsyth, Kruse and Cox, and Mr. Ives, B.A., respectively.

The stupendous task of teaching children to speak English correctly, who never hear English spoken correctly except at school, was referred to.

The value of supplemental reading as an aid to good English, was brought out in several papers.

In composition it was shown that thought should precede writing, not writing thought.

The pen moves quickly when the mind is full of ideas. So a talk on the subject of the composition might advantageously precede the composition exercise.

Very young children can be taught to appreciate to some extent the literary merit of an author, if their sympathies are enlisted in the author's life and times, and in the subject on which he is writing.

Talks on current events were suggested as useful aids to breaking up the monotony of children's letter-writing.

If the statements respecting the standing in formal grammar of pupils entering the High School were based on sufficient data, it would appear that either we must get better methods of teaching "formal" grammar or defer the teaching of the subject until a later period in the school course, when the minds of pupils will be better able to grasp the difficulties of the subject. The parrot-like conning of definitions and rules will never meet the difficulty.

### Current Events.

—CHILDREN under twelve years of age found on the streets of Havana during school hours are arrested by the police. Mayor Rodriguez intends to have the school laws strictly enforced.

—MAJOR-General Baden-Powell is a strict abstainer from tobacco. An anti-cigarette league, bearing his name, has been formed among English boys. A roll containing 100,000 names of boys between twelve and eighteen years will be given him as a Christmas present.—*Our Times*.

—THE first lesson for a mule-trainer, says a writer in an agricultural journal, is to learn to govern himself. Strike out "mule-trainer" and insert "public school-teacher," and the statement is equally true and far more important.—*Youth's Companion*.

—PREMIER Roblin announces his intention of introducing at the next session of the Manitoba Legislature an act to make the attendance at school of children between the ages of six and fourteen compulsory.

—THE lady teachers of Toronto are agitating for increased salaries. Teachers now get \$324 a year at starting, with an increase of \$24 a year, until the maximum of \$360 per annum is reached. They contend that it is impossible to live properly on \$324 a year, and they want the initial salary at a higher figure, and after that an increase of \$25 a year until they are receiving \$850.

So long as they do as good work as male teachers they think that they should be as well paid.

—DR. Hamilton has been installed as Chancellor of Bishop's College, Lennoxville, in place of Dr. Heneker. Bishop Dunn, on behalf of the corporation, presented Dr. Heneker's picture to the University and at the same time paid a high tribute to the value of the services rendered by Dr. Heneker to Bishop's College.

—A NEW YORK paper says, speaking of the United States:—The money spent upon our public schools at present is equal to the combined outlay for public education of Great Britain, France and Germany. In 1897, 409,193 teachers were employed, of whom only one-third were men. Twenty-one per cent. of the total population, and seventy per cent. of the children of school age were registered in the public schools. The public school children now comprise about nine-tenths of all who go to school.

—THE Olympian games, a revival of the athletic sports of the Greeks of 2,000 years ago, are to be held in the United States in 1904.

—RUSSIA has adopted the metric system of weights and measures.

—PROF. Sargent, of Harvard, has invented a gymnastic machine which, he says, will exercise every muscle of the body. We shall soon be able to take our necessary exercise without exertion, by merely sitting down on this machine.

### FOOT-BALL VS. EDUCATION.

J. C. Hanna, Principal of the Oak Park High School, believes the paramount issue with him and his pupils is edu-

cation. The pupils, and many of their parents, seem to believe it is foot-ball. The difference of opinion has resulted in strained relations between the two forces.

The condition is due to the great rivalry between the High Schools of Austin and Oak Park over foot-ball. The Oak Park boys consider their team the best, and were, as they believed, about to demonstrate it last Saturday, when the last game of the season with the Austin boys was played. Before the day of the game Principal Hanna found that the low standing of the three best players of the school team made them ineligible to play. The boys pleaded for a relaxation of the rule. Mr. Hanna was obdurate and the game came off without the delinquent three. The result was a serious defeat for the Oak Park team. The blow to the pride of the school was keen and some of the students are in a state of rebellion against the Principal. Instead of giving the head of the school their support many of the parents are siding with their children, and the path of Mr. Hanna is not a smooth one.

It would seem proper that the parents of these pupils, who have invested so much money and whose pride is their educational plant, should rate ephemeral success in foot-ball subsidiary to educational results, and that instead of augmenting the feelings of the pupils against their Principal the mothers and fathers should give him their most cordial endorsement and earnest support.—*The Philadelphia Teacher*.

—It is proposed at McGill University to establish an Alma Mater Society to manage the affairs of the students as a whole. The idea took form through the general dissatisfaction with theatre night, and the plan by which it was always held on the evening of sports' day, without any consideration of the quality of the plays that happened to be here on that date. The custom was an old-established one, and as long as the committee in charge of the affair was elected merely temporarily, and represented five different faculties, rather than one university, it was hard to get it altered. With the concurrence of the authorities, the faculties have elected representatives, who, with the advice of Principal Peterson, are now drawing up a constitution of a university society to manage matters which affect the whole student body. When completed, the draft will be submitted to the faculties, and, if adopted, the Alma Mater Society will be formed.—*The Witness*.

—THE United States Government is so well satisfied with the success of the effort to bring the Cuban teachers into touch with their educational system, that it now proposes to bring some Filipinos to the United States to receive an English education.

—MR. John D. Rockefeller has again donated a large sum to the University of Chicago, \$1,000,000 as an endowment fund, and \$500,000 to be drawn upon for immediate needs.

—AT the last quarterly meeting of the Executive Committee of Dunham Ladies' College, a very satisfactory financial report was submitted by the bursar. Although five hundred dollars were expended in improving the college property, a substantial balance yet remains on hand. The attendance numbers 41 resident and 19 day pupils.

### Model Lessons.

#### I. A LESSON IN ARITHMETIC ON "STOCKS."

BY MISS E. BINMORE, M.A., SENIOR SCHOOL, MONTREAL.

Perhaps we might occasionally, with advantage, vary the general hints upon teaching a subject by particular suggestions as to one definite portion thereof. As Secondary Schools are less numerous than Primary Schools, and are in charge of the more experienced teachers only, we naturally find less attention devoted to their work in educational articles. Such attention is often of great assistance. Consequently I venture to address this to the minority of my fellow-teachers, whom it concerns directly, trusting others may find it also suggestive and helpful.

Personally I have only lately, after many fruitless efforts, begun to feel satisfied I am able to give even a minority of my classes an insight into, and interest in stocks. A few days ago one of the girls told me her predecessors had advised her to wait till she reached stocks, and she would know how difficult arithmetic was. However, she thought, stocks the easiest thing she had yet learned in arithmetic. A test paper from the whole class averaged about 80 p. c. (as against a customary 40-50 p. c.) showing that the chorus of assent to her remark was not empty boasting.

The first point is to make the subject a living one.

It is a point gained when a pupil prefers not to give his answer, because it is absurd.

Because stocks are sure to fluctuate at such times, I chose to start the subject just after the general election of November 7. We prepared for the first lesson by my asking every pupil to cut out all the stock reports, from whatever paper his father took at home, for the week beginning November 5. November 10 was entirely devoted to scanning these lists, and seeing a series of fictitious men through each day's sales. We found their losses, and entered into reasons affecting rise and fall in the price of stocks, *e. g.*, war, overstock, supply and demand, strikes, change of tariff, etc. We observed that most stocks were in \$100 shares, except mining stocks, which were in \$1.00 shares. Then followed a discussion on risks attending both cheap stocks and those paying high per cent. I gave them, and drew from them, several stocks whose value had immensely increased, (*e. g.*, New River, London, Eng., Water-works,) and decreased, (*e. g.*, Banque du Peuple,)

Seeing how many days passed wherein certain stocks never changed hands, we deduced the use of brokers, and discussed their usual amount of commission, with some explanation why it was so high for mining stocks. We observed incidentally why brokerage was important in *speculative* stocks only, because in those purchased for *investment* they occur only once in many years. From our lists we found the highest premiums paid, and greatest discounts in price of stock. Here I described to them an hour I spent once in the Bradford, Pa., Oil Exchange, during a phenomenal change in price of oil. As the men grew more excited they shrieked, threw off their coats, shouted and gesticulated. Immense sums of money changed hands, and many brokers were ruined.

This occupied several lessons, and scores of examples were given for mental work only—care being taken to make the figures within the mental grasp of the pupils. To counteract the human tendency to speculation, I told them of my first investment in stocks. I held my stock several years without receiving any interest, sold it for 50 p.c. of its cost, and went on a trip to New York with the proceeds.

Here I showed them that all stock examples fell under a few general heads, and that others were modifications of

these. Hoping these heads may be useful to others I give them below:—

1. A large group are profit and loss per share ; *e.g.*

(a) What did I pay for 5 p.c.'s if they yield  $4\frac{1}{2}$  p.c. on my investment ?

(b) Which is the better investment 3 p.c.'s @ 90 or  $3\frac{1}{4}$  p.c.'s @ par ?

2. Income given.

(a) What did I invest in 3 p.c.'s @ 90 to get an income of \$135 ?

(b) What did I pay for  $3\frac{1}{2}$  p.c.'s if an investment of \$5,000 gave me an income of \$75 ?

3. Amount of stock given.

(a) What did I pay for 3 p.c.'s if \$5,000 brought \$4,800 ?

(b) Find change of income in transferring \$3,000 from 3 p.c.'s @ 90 to  $3\frac{1}{2}$  p.c.'s @ 5 p.c. premium.

4. Income demanded.

(a) What income do I derive from \$5,000 3 p.c. stock @ 90 ?

( $\bar{t}$ ) What income do I derive from \$5,000 invested in 3 p.c. @ 90.

So far the examples had been chiefly mental.

The next step was to spend several days in matches, sometimes boys versus girls, often in sides chosen by rank alternately. In the latter case if the number be odd, the extra member went to the side which lost in the last match. This is the first time pencils were used systematically.

To ensure honesty no one is allowed to count for his side who works, speaks or exposes his answer face upward upon his desk. A mark is given to the first one right, and the answer is taken as soon as all of either side are standing. Each question is worked with fresh numbers till half the whole room is right, when another form of question is used.

The next step is to take the text-book, (we use Part IV. of Mr. Arthy's) and read the examples in rotation, each child reading and explaining one. As far as possible he works out his example mentally. Then an example is assigned to each member of the class to work in his scribbler, the more abstruse ones being assigned to several. As he thinks he has the solution each pupils rises, and I look at his work. If correct he has the privilege of putting it



(with its *number* at the upper left-hand side) upon the blackboard. All who have the same examples are at once assigned others. About four pupils fill my blackboard space, when the whole class is called to attention. About two minutes is given to comparing with the book and answering questions, when the whole is erased, and a fresh group sent to the blackboard. The home work of the next day is usually all the examples worked that day upon the blackboard.

This may seem a long road, but I have found short cuts to difficult work seldom pay. We all know the advantage of repetition as an old proverb says, "The longest way round is often the shortest way home."

## II. GEOGRAPHY.

### The Continent of Africa.

1. Our relation to Africa. Current news of Africa. Read *Current History*, *The Outlook*, *The Great Round World*, etc. Relation of other countries to Africa.

2. Location: Direction from us. Distance. How to get there. Time necessary. Its location with regard to other continents.

3. Size: Shape, length, width, area, coastline, average height compared with other continents. Effect of these features on the history of the country.

4. Surface: Model in sand the mountains, plateaus, rivers, lakes, and plains. Compare with other continents.

5. Character: Locate desert regions. Locate regions of greatest rainfall and monsoons. Locate highest and lowest average temperature. Where is the sun at noon to-day in North Africa? In South Africa? (Correct the judgment of climate by use of Longman's Atlas.)

6. Locate forests. Locate the animal life of the continent.

7. The people: Their life and industries. The natives. The principal cities. Where are the possessions of the chief powers?

Draw relief map of the continent. Draw or paint typical landscapes, characteristic occupations and types of people.

CHILDREN'S READING: McCabe, *Our Young Folks in Africa*; Kingston, *In the Wilds of Africa*; Manning, *The*

*Land of the Pharaohs*; Scribner's *Geographical Reader*; Heawood, *Geography of Africa*; Knox, *Boy Travellers in Egypt*; Longmans, *School Geography*; Young Folks' *Cyclopedia of Persons and Places*.

#### REFERENCES.

Reclus, *Bird's-eye View*: *Encyclopedia Britannica*; Stanford, *Compendium of Africa*; Reclus, *The Earth and Its Inhabitants*; Brown, *Countries of the World: Africa*; Vincent, *Actual Africa*; Guyot, *Earth and Man*; Ratzel, *History of Mankind*, Vol. II; Stanley, *Through the Dark Continent*; Stanley, *The Congo*; Keltie, *Stanley's Letters*; Hinman, *Physical Geography*; Keipert, *Manual of Ancient Geography*; Macturk, *Africa*; Marsh, *Earth as Modified by Human Action*; Ritter, *Comparative Geography*.

The Chicago Institute Courses of Study.

### Practical Hints and Examination Papers.

#### REMINDERS TO TEACHERS.

To reach the heart of a boy:

1. Study his parentage and home influences.
2. Observe closely his likes and dislikes, aptitudes, temper, companions, reading.
3. Converse often with him in a friendly way.
4. Ask as to his purposes and ambitions.
5. Lend him books.
6. Interest yourself in his sports.
7. Speak to him of the lessons in the lives of good men.—

*The Moderator*.

It is not a question of how many years a teacher has taught; some teachers have taught 50 years, and are young; some have taught five years, and are superannuated.—*Supt. Jno. H. Willets, New York*.

There are unsympathetic people who have a way of making children feel ashamed of their ignorance, and rather than be laughed at, a sensitive child will pretend to know.—*Sarah Grand in The Beth Book*.

That teacher will always be in good company who makes her life full of good deeds and rich in good thoughts.

—Most valuable lessons on geography may be obtained from *good* wall maps. These exercises give the child skill in observation, in drawing inferences, in expression of thought through description, etc. Read the map, interpret the map with the child.

—“Temperature in school-rooms should never be permitted to go under sixty-five degrees or over seventy-six degrees F.

“When the outside temperature will permit, windows should be raised at recesses for ten minutes. At close of school each day all windows should be raised for one hour, unless rain or snow prevents.

“Sun should be permitted to shine in the school-rooms as much as possible, providing it does not shine in the eyes or on the work of the children.

“Children should be discouraged from eating candy at recess.

“Teachers should forbid spitting on the floors.

“Children should be required to put on their overgarments during recesses in cold weather. They should be urged to go into the open air during recesses.

“When a child appears with soiled skin, a note should be sent home to parents calling attention to the fact.”

The above are some of the hygienic rules of the Philadelphia Board of Education.

—THE TEACHING OF MENTAL ARITHMETIC.—The majority of teachers will agree that in respect to many children, “Mental Arithmetic” is not a name to conjure with in the school-room. There are some children for whom this subject has a fascination, but the number is not as large as we should like it to be. Why is this the case? Is it important that we have mental arithmetic in the school course? If so, how can we obtain the results we desire? We may take the second question first, as the answer to the first question is developed in our consideration of the second and third points.

Is there any need for mental arithmetic in the school curriculum? A few years ago slates and pencils were the universal instruments for recording the work done in the school room. These, because of their clumsiness, the noise they made and their uncleanness, have been superseded by the handier, almost noiseless and more sanitary scribblers and lead pencils. In relation to arithmetic we have had

a new feature introduced within the last few years. This is the arithmetic note-book or slips of paper with examples set down in good large type. The advantages gained by the use of these note-books or slips are many. The books themselves are an admirable object lesson in neatness, order and economy of time. They afford well arranged and well-graded seat work, and are therefore especially valuable in country schools where several classes must be kept profitably employed at the same time by one teacher. They afford an abundance of work for the quick children. In this connection it may be said that children who do correctly their stint of work in the school hours should not be required to do home work. The quick child cannot work as many hours as the slow child. The slips have an advantage over the note-books in that they are fresh and uncrumpled for each day's work, being kept by the teacher. They are devices to save time and eyesight—both of the teacher and the pupil. The pupil is required only to record the results, not to write down the example. But this saving of time is only obtained with reference to the particular examples set down in the books or on the slips. They do not aid the child in regard to the problems that meet him in every day life—the problems of business and of social life, but are confined to the lessening of his mechanical work during the school hours. Now there is a means of recording arithmetical work that is noiseless, swift as lightning, perfectly healthful and that is always ready for use. This is the recording upon the tablet of the mind. The child who has been taught to work mentally has a most useful tool for solving readily the problems of life. He does not need to carry with him slate or book and pencil. He has a tablet that is always clean (self-cleaning), makes no noise, and that takes impressions rapidly without the need of ink or lead or slate pencil. We have mental arithmetic in the school course that the child may be enabled to dispense with note-books, etc., for the problems of every day life, and may learn to work with rapidity and at the same time with accuracy. In the usual way of conducting an exercise in mental arithmetic (that is allowing the child to have his pencil in hand only for the moment necessary to record the result he has obtained), the pupil knows that the answer put down cannot be altered. So he works accurately. He knows also that the answer must be given at a

definite moment, so he works with speed that he may not be left without an answer when the moment comes for writing it down. The rapidity and accuracy of work thus ensured are most valuable for review purposes. The work of previous years may be gone over very rapidly with mental work. Mental arithmetic gives a grasp of the work that is an admirable preparation for the work of the next grade. It also sets the whole mind on the alert. It wakens up the sleepy and prods healthfully the idle boy. Slow and lazy children dislike mental arithmetic. But there is another and quite as important a side to this question. The power of grasping all the conditions of a question at once and keeping these conditions before the mind while showing the relation of the parts of the problem to one another, and to the whole, and at the same time of eliminating non-essentials from the question, is most valuable, not only in relation to arithmetic, but in regard to all the affairs of life. It is this power that distinguishes leaders from led in all departments of life. The question in mental arithmetic is given but once. The child must keep before his mind the whole question, as well as the parts of the question, while getting the answer. But when the problem is on paper before him he may potter away at it as long as he likes. This tends to dissipation of thought, while we see that mental arithmetic is a most powerful aid to concentration of thought and grasp of affairs. Having seen the value of mental arithmetic we are brought now to the third question: how can we most effectively teach the subject?

The ability to work arithmetic mentally does not come by inspiration, but is the result of definite discipline towards this end. Is this power obtained at too great cost of time and labour? To answer this question we must see what further work is required, when the child is familiar with written arithmetic, to enable him to work mentally. All that is required is the ability to transfer to the mind clearly and distinctly and keep before it that which has been upon the slate or book or blackboard. Here we must distinguish between the arithmetic that deals with number pure and simple and that which is in the form of problem, *i.e.*, where the numbers bear no relation to the things about the child and where they do bear such relation. To illustrate this point let us consider the first great division of number for teaching purposes—the numbers

from one to ten. And that we may still further concentrate our thought upon the subject under consideration let us confine our attention to the number five. The child is ready for mental work in regard to this number as soon as he knows that this arrangement of dots is five :: . He may now be told to close his eyes and see the dots in a similar position in the dark. He has been prepared for this picturing on the mind by many exercises not connected with arithmetic, as when the teacher holds an object for an instant before the child, then takes it away, and asks him to see it in the dark, having closed his eyes for this purpose. While the child has his eyes closed the teacher rubs the dots from the board, or if blocks, chestnuts or other objects were displayed, they may be removed. To find out whether the child has pictured correctly, allow him to try to place the picture upon the board, or arrange the blocks, etc., similarly. These five dots may be arranged in other ways by the child and a similar process be gone through. Then comes the analysis of the number into parts as :|·: three and two, :(-): four and one, etc. These also are to be referred to the tablet of the mind. And finally such questions as these are asked, the child having been told to see five dots in the dark: Two dots and three dots, make how many dots? If I take two dots from five dots how many are left? Picture five chestnuts. Four chestnuts taken from five chestnuts leave how many, etc.?

Mental arithmetic then is the last step reached on the arithmetical ladder.

#### FACTS, NOT FANCY.--*The Open Court.*

There is a vicious habit now in vogue in the kindergarten, which superadds to the facts of nature the imagination of fairy tales. If you wish your children to acquire a sound conception of reality and a sense for genuine poetry, you had better avoid this pseudo-fiction of the nursery, which only distorts and detracts from her intrinsic beauty. Facts as they are, are in themselves sufficiently poetical and need not the false glitter of a fairy-tale imitation. This idea of carrying the romance of the fairy-tale into the realm of science only revives and strengthens the old metaphysicism which personifies abstractions, and is apt later on to mystify the young mind. Thus we read in

Arabella B. Buckley's "Fairyland of Science," a book which otherwise contains many good things, such sentences as these :

"Can you see in your imagination fairy Cohesion ever ready to lock atoms together when they draw very near to each other : or fairy Gravitation dragging rain-drops down to the earth : or the fairy of Crystallization building up the snow-flakes in the clouds ?..... Do you care to know how another strange fairy, Electricity, flings the lightning across the sky and causes the rumbling thunder ?..... And have you any curiosity about Chemical action, which works such wonders in air, and land, and sea ? If you have any wish to know and make friends of these invisible forces, the next question is :

"How are you to enter the fairy-land of science ?

"There is but one way. Like the knight or peasant in the fairy-tales you must open your eyes. There is no lack of objects, everything around you will tell some history if touched with the fairy wand of imagination..... The fire in the grate, the lamp by the bedside, the water in the tumbler, the fly on the ceiling above, the flower in the vase on the table, anything, everything, has its history, and can reveal to us nature's invisible fairies."

This is not the right way of making science poetical. The facts of nature are in themselves beautiful and need not the mythology of fairies created by a personification of scientific abstractions, the erroneously so-called forces of nature. The metaphysical assumption of forces which are supposed to work all the miracles of natural phenomena is the source of much confusion, and should be carefully guarded against. If any personification be needed for the sake of imparting an additional interest to the stories of nature, speak of the actual things as living creatures. Speak of the water-drop as expanding into vapour, as condensing in the cold air into a snow-crystal, as falling upon the ground, as melting in the warm sun and running down hill, but do not people the child's mind with the fairies of crystallization, gravitation, cohesion, electricity and chemism. Teach children to see truth and beauty in the facts themselves, not in imaginary goblins and fairies. Make them watch the phenomena of nature and point out to them that all things are astir with activity and aglow

with an eager disposition to do one thing or another according to circumstances.

### CHINESE GEOGRAPHICAL NAMES.

Chifu (Chee-foo) is one of the treaty ports, the only open port between the mouths of the Yang-tse and Pei-ho. It has the most suitable climate for Europeans of any of the Chinese ports, and is visited as a sanitarium by persons from the southern ports. It is close to Wei-hai-Wei (way-ee-hah-ee-way-ee) on the northern extremity of the Shantung peninsula.

Chekiang (chee-kee-ahng) means central sea. It is the province containing San-mun; which is wanted by Italy.

Chihli (chee-lee) is the northernmost province, and contains the city of Peking.

Kiang-Tsu (kee-ahng-tsoo) is the northern sea-province, containing Shanghai (shahng-hah-ee.)

Niu-Chwang (nee-oo-chwahng) is a flourishing port where the British have special commercial privileges. It is the chief seaport of Manchuria, and is 190 miles north of Port Arthur. The Russians have laid out a new town three miles above Niu-Chwang for the terminus of their new railway.

The Pei-ho (pay-ee-hoh), or north river, rises beyond the great wall, and flowing past Peking and Tien-Tsin (tee-yen'-tsin) debouches into the Gulf of Liao-Tung (lee-a-oo-toong), the last eight miles of its course being through mud flats. At its mouth are the Taku forts.

Peking (pee-king), the northern capital of China since 1260, is a very old, evil-smelling town, standing in the middle of an extensive plain twelve miles north of Tung-Chow on the Pei-ho and 160 miles from the sea. It is surrounded by walls sixty feet wide, and is entered through strong gates, all of which are closed at night. Here is the palace, and here are the legations. The populace is anti-foreign with an intensity which is barely conceivable. The estimated population is 1,300,000.

Port Arthur is now the Russian naval base in the East. It was leased to Russia in 1898, with the adjacent seas and territory to the north, the whole forming the province of Kwang-Tung (kwahng-toong.) Port Arthur is reserved as a naval port for Russian and Chinese warships, and closed



to other nations. By Russian efforts it has become a very powerful and important base.

Shanghai is the largest and most important of the Chinese treaty ports. It is situated twelve miles from the mouth of a branch of the Yang-tse-Kiang, in the province of Kiang-Tsu. The population is nearly 400,000 including over 3,000 foreigners. It was declared a treaty port open to the world in 1843. The British Government established the supreme consular court of appeals for all China and Japan at Shanghai.

Shan-Tung (shahn-toong) is a province bordering on the gulf of Pi-chi-li (pee-chee-lee) to the south. Contains Kiao-Chou (kee-ah-oo'-chow) and Wei-hai-wei.

The Taku (tah'koo) forts are situated at the mouth of the Pei-ho and consist of three main forts, the North, South and New. At the time when they were captured by the allied forces of England and France in 1860 they mounted about 300 guns. Behind the forts there extends for twenty miles inland an intricate system of moats. Defended by modern artillery and skilful artillerists, they would be practically impregnable. They were taken by the allied forces on June 17 :

—TROUBLESOME PUPILS AND HOW I DEALT WITH THEM was one of the subjects of the *Leisure Hour* Eisteddfod or Prize Essay Competition. A few extracts from the best papers are reproduced below.

“ Kindness is the next shaft in the quiver. By the ordinary boy a teacher is looked upon in very much the same light as a policeman ; and for the master to show kindness is to completely turn, outflank, and neutralise his whole line of defence, and to assail him where he expected no attack. Take an unruly lad, as I am free to confess I have done, and punish him, and what is the result ? He cries quits and continues as before, more cunningly and clandestinely, perhaps, if you are looking, but still as before, especially if your back is turned. He has sinned ; you have punished him ; the accounts balance, and the position is much the same as it was. He is the same boy. He will trick you, defy you, disobey you as much as he dare ; but rebuke him kindly but firmly, make an early opportunity of rendering him a service, show him you are really anxious for his welfare, and the effects are far different. You have

gained immeasurably, the boy is worsted, and, in his heart of hearts, acknowledges his inferiority; your position is stronger, the pupil is under an obligation, and, after perhaps a few more doses of the same treatment, will be transformed and do what is required, not for fear of the cane, but for your sake—surely a better state of things. You have touched his heart, his motives, and made an impression that will live with him when an ‘old boy.’ The master who has helped a boy in his ‘construe,’ shown him how to ‘cut,’ or bowl an ‘off-break’ ball, or send in a ‘screw shot,’ will not, if he is of any use in a class-room at all, be much troubled by that particular young gentleman. For love is a stronger force than tyranny, and strikes at the very root of the matter. It purifies the spring, and the stream must inevitably become clear. Such a system may require more care at first than the muscular force one; but not only are the results far better, the wear and tear of the master’s nerves are far less. To have constant contentions with the pupils, to have to be always on the alert to scold, to punish, to secure the recognition of authority, is most fatiguing work. It is a tread-mill existence. It is purgatory for the teacher, or worse, whatever it is to the scholar. Coercion is a wasteful policy.”

“The most troublesome pupil I ever had was one in whom I unconsciously aroused a feeling of antagonism. Perhaps I offended her without knowing it, or perhaps my very personality roused her enmity. She was stubborn and proud with me, and her devices to annoy me were many and various. I always seemed to rub her up the wrong way and to make matters worse instead of better. One day as I took my solitary stroll around the grounds before going to afternoon preparation, I came suddenly upon my rebellious pupil. She was standing by the side of her little flower garden with the tears trickling slowly down her face. She had sowed seeds, and hoed and watered diligently, and now the rabbits had eaten off all the young green shoots. She was a big girl to be seen crying, and I expected her to make an ugly retreat, or to buckle on her armour as usual at sight of me, and prepare for war. But grief had softened her, and I had a magnificent opportunity for showing her how wrongly she had treated me, and how sinful had been her behaviour. Instead, we walked round the woodland path together, and

I found myself talking of the garden at the old home which was ours no longer; talking of the yewtree walk, the grass paths and the mossy banks, and the old wall covered with roses. And I told her of the orchard with its blossoms in the spring, and how the foxgloves grew up tall and fairy-like, with hundreds of poppies at their feet, and how the forget-me-not was bluer than anywhere else, and the mignonette smelt sweeter, and how we used to stroll down the garden path in the summer twilight and see the tall white lilies shining out of the gloom, and a thousand other reminiscences of the days that are gone.

“The bell rang before I had half finished, and away went my antagonist without a word. ‘Another lost opportunity, another failure,’ I thought. But it was one of those mysterious failures, out of which spring success, for the child was nice to me from that day, and we grew to like each other well. However I cannot explain or recommend my treatment of her.”

—PERHAPS the lesson on cities is the most uninteresting one to your students of Geography. Why? Possibly because you have never set yourself deliberately to find out what a child ought to know about a city. Possibly because you have never lived in a city and therefore know very little about its life. Possibly because you think the name of the city and the position of the city the only important facts in respect to it. Will the accompanying suggestions, taken from the *Teachers' World* be of use to you?

## PRINCIPAL CITIES OF THE WORLD.

By using the following outline pupils may arrange information concerning the principal cities of the world in an orderly fashion, and be able to intelligently compare one city with another. Encourage them to make collections of all the pictures they can find referring to these cities:

### I.—Location.

1. In country.
2. Part of country.
3. Natural advantage of location.

### II.—Importance.

For what especially noted?

## III.--Size.

1. Population.
2. Area.
3. Compared with other cities in the same country or in other countries.

## IV.--History.

When and by whom settled?

## V.--Plan of the city.

1. General outline of the city as a whole.
2. Arrangement of streets.
3. Business section.
4. Home section, rich, poor.

## VI.--Important sights of the city.

## VII.--General facts.

1. Methods of transportation.
2. Methods of lighting.
3. Water supply.
4. Sewerage.
5. Cleaning of streets.
6. Churches.
7. Libraries.
8. Schools.

—PRODUCTION maps have proved of inestimable value in my work, and with care they can be made artistic and attractive.

I had production maps of North America made first, United States next, then our native state, and home county; lastly, foreign maps.

I announce Monday morning that we will make a production map, say of the United States, on the following Friday, after we have studied the states in sections thoroughly. Interest and zeal is awakened, and all during the week I am receiving wheat, red, yellow, and white corn, oats, cotton, tobacco, gold and silver foil from tobacco, bits of sheep hide and wool, orange peel, leather, small sticks split (for the lumber states), coal broken fine, iron particles almost dust from the blacksmith; raisins, sugar, salt, small bundles of grass for the grazing section, silk and cotton thread and scraps for the manufacturing

section, so that by Friday everything is at hand, and we are ready for work.

With the map drawn on stout manila paper, and good mucilage, we begin work geographically, in sections. Each pupil is expected to be prepared to put in any state and its productions correctly, and I have found them so prepared every time.

We talk about the climate and give reasons why it affects the productions ; rivers, and why they affect manufacturing and commerce of sections ; minerals, and their location.

The map completed, we place wooden strips on the top and bottom, put in the oceans with ordinary laundry bluing, and when all is thoroughly dry, usually in twenty-four hours, our work is ready to be hung upon the wall.

I have found this work the most attractive, instructive, and beneficial that I have undertaken along new lines.

On one occasion, the pupils remained an hour after school, without their noon lunch, so interested were they in the work.—*Fannie L. Leverette in the Teachers' Institute.*

—WORK IN ETHICS. AN ACTUAL INCIDENT.—There was one pupil in Miss Beebe's class who puzzled her ; Roger was a smart boy and could manage fractions better than any other of the pupils ; he seemed to have a good understanding. He was not lazy, nor troublesome, but he was not doing well—that was plain. He came into the class without any preparation, day after day.

“How many have their examples?” the teacher would ask. “I've got four,” Roger might sometimes say ; oftener he would not say anything.

“Why didn't you prepare yours ?”

“I had a good deal to do ;” or “I hadn't time.”

This troubled Miss Beebe ; Roger was in the Sunday school ; his parents were intelligent and cultured ; but his teacher felt he was not under her influence ; that he was neglecting duty and getting into a habit of it and not at all uneasy about it now ; there was a time—a month ago—when he acted ashamed to say he was not prepared, but he had passed that stage.

Miss Beebe was a thoughtful teacher ; Roger “managed to get along,” for he had activity and brain power and worked diligently in school ; but she wanted to have him employ his school time in other ways ; he needed to do his

drawing there especially. But the worst thing was the habit of neglecting duty. What could she do?

She asked the A and B classes (to the latter Roger belonged) to take slips of paper and pencils.

"Merchants always once a year take an account of stock, that is, put down on paper, a list of the things they have; then they know whether they have made any gain. It is a good thing for all of us to do this with reference to our mental stock. We ought to be more truthful, earnest, and industrious than we were six months ago. Let us take account of stock. Put down on your paper your name, your age, the date; then put down at the left hand side, leaving a margin of half an inch, these words: Courage, Truthfulness, Industry, Politeness, Helpfulness, Attention to Duty, Knowledge-Seeking, Good Name, Honor, Respect for Authority.

"Now I will explain these words to you. They are moral qualities. By courage I mean that you can face things that cowards run away from; you need courage to be truthful sometimes. By truthfulness, I mean not only that you say what is true but that you act it. If I say to one, 'Study your spelling lesson,' and he says, 'I am studying it,' he is not truthful if his mind is not on it.

(In a similar way she explained the other terms *briefly*.)

"Now I want you to put figures opposite each of these words; if you think you are really as courageous as you ought to be put 10; if only half as much, put 5; if you have no courage, put 0. I want you to think over this matter. You are not to try to know what others write; it is of no consequence to you what others think about themselves. I shall not speak of the figures to any one; it is a private and confidential communication. I wish to know what *you* think of yourselves."

The papers were taken up by the teacher and put in her desk, and nothing was said for two days. Then Miss Beebe said:

"I have not yet looked at the estimates you handed me the other day. If you want to change the figures, you may make out a new one; you may, if you choose, write me a letter explaining the figures."

This brought out several notes, especially from the girls. On examining the paper Roger handed in, Miss Beebe found, as she expected, that Roger had marked himself up

pretty well. "Attention to Duty, 9." Now she felt she had a basis for a conversation; before she did this she told a series of stories illustrating each of the virtues in the list, calling for similar examples of their own observation.

She felt she had now ploughed up the field pretty well and then came a talk with Roger. She did not seek to convict him of sin, but to set him to self-examination. She felt she must get him to ask at every act, "Is this right?" The "estimate" was an analysis of the right. The result was that Roger admitted he was neglecting duty. No promise was exacted of him as to amendment, for that, as an experienced teacher, she knew would be useless; it was not amendment she sought so much as a quickened conscience. Roger thought his attention to duty should be marked about 3.

A week passed and Roger was carefully watched. Yes, there were signs of improvement. Only once had he come unprepared in arithmetic. Miss Beebe called him to her and, smiling, said: "You have done better than 3, Roger, this week." The progress he made was by no means rapid, but he was on the road, and that was what the teacher sought.

—CHARLES Dudley Warner has said "to teach a child how to read and not what to read is to put a dangerous weapon into his hand."

—THERE are many men with natures so small that, if there is anything in transmigration, they will probably appear as microbes.

## THE SAYINGS OF TEACHERS AND CHILDREN.

—THE ONE TO BE PITIED.—The lesson was from the prodigal son, and the teacher was dwelling on the character of the elder brother. "But amidst all the rejoicing," he said, "there was one to whom the preparation of the feast brought no joy, to whom the prodigal's return gave no pleasure, but only bitterness; one who did not approve of the feast being held, and who had no wish to attend it. Now can any of you tell me who this was?" There was a breathless silence, followed by a vigorous cracking of thumbs, and then from a dozen sympathetic little geniuses came the chorus: "Please, sir, it was the fatted calf!"

A little girl drew a dog and cat on her slate, and said to her mother, "A cat oughtn't to have but four legs; but I drew her with six, so she could run away from the dog."—*Ex.*

—UNIDENTIFIED.—The writer's mother relates an incident which occurred when she was but a child, when large families were not rare. One night her mother was called to the door by urgent rappings. On opening she was greeted by a neighbour's son, of perhaps seven years, who said: "Ma'd like you to come over to our house. One of us is dead."—*Current Literature.*

—A STUDENT recently asked the President of Oberlin College if he could not take a shorter course than that prescribed by the institution. "Oh, yes," was the reply, "but that depends upon what you want to make of yourself. When God wants to make an oak he takes a hundred years, but when he wants to make a squash he takes six months."—*Ex.*

—A HARVARD professor, dining at the Parker House, ordered a bottle of hock, saying, "Here, waiter, bring me a bottle of hock,—hic, haec, hoc!" The waiter, who had been to college, smiled, but never stirred. "What are you standing there for?" exclaimed the professor. "Didn't I order some hock?" "Yes, sir," replied the waiter. "You ordered it, but afterwards declined it."—*Exchange.*

—THE following incident occurred in a school during the present week: A teacher was questioning a class on the meaning of the word "brittle," and obtained the answer, "Things easily broken." Examples of such things were asked for, cups, slates, chalk, etc., being given. I noticed one boy of about eight years particularly eager to answer, therefore questioned him, and to my utter surprise received the answer, "The Ten Commandments."—*Current Literature.*

—THE late Professor Cohn, the famous botanist of Breslau, thus opened his course of lectures on botany: "The four chief constituents of plants are, carbon, C; oxygen, O; hydrogen, H; and nitrogen, N." Then writing down these four letters, with apparent carelessness, on the blackboard —COHN—he smiled, observing: "It is clear I ought to know something about botany."—*Argonaut.*



—MAGISTRATE Bartlet, of Windsor, tells a good story that has just been wafted over from Scotland. One day recently the medical students of Edinburgh University, on entering the lecture-room found on the blackboard the announcement that their professor had been appointed physician to the Queen. One of the students wrote underneath, "God save the Queen."

—TEACHER—Willy, please give me a sentence in which the verbs "to set" and "to sit" are correctly used.

Willy (after a brief deliberation)—Great Britain is a country on which the sun never sets and on which no other country ever sits.

—TEACHER—"What do you know about the early Christians?" Tommy—"Our girl is one of 'em. She gets up in the morning and goes to church before breakfast."—*Indianapolis Journal*.

—BOY—"Papa, where's Atoms?" Papa—"Athens, you mean, my child." Boy—"No, papa; Atoms—the place where people are blown to." Answer postponed.

—A SERIOUS IMPLICATION.—Dr. Macnamara, a noted ex-teacher of England, once asked a boy in a rural school the definition of the word "pilgrim." "A pilgrim," answered the boy, "is a man who travels from place to place." "I do that," said the inspector. "Am I a pilgrim?" The answer came: "No sir; a pilgrim is a good man."—*Current Events*.

—A LADY was teaching her little girl one day, how to spell. She used a pictorial primer, and over each word was the accompanying illustration. Polly glibly spelled "o-x, ox," and "b-o-x, box," and the mother thought she was making "very rapid progress," perhaps even too rapid. So she put her hand over the picture, and then asked: "Polly, what does o-x spell?" "Ox," answered Polly nimbly. "How do you know that it spells ox?" "Seed his tail!" she responded.

—IT was a French musician of the old school who, having listened to a performance of the more modern style, said, "Autrefois on jouait fort bien : maintenant on jou bien fort!"—*Transcript*.

—DOCTOR (to Gilbert, aged four)—“Put your tongue out, dear.” Little Gilbert protruded the tip of his tongue. Doctor—“No, no; put it right out.” The little fellow shook his head weakly, and the tears gathered in his eyes. “I can’t doctor; it’s fastened to me.”—*Tit-Bits*.

—THE late Charles H. Spurgeon distinguished himself in school by a continuous session on the “dunce-bench” throughout one cold winter. The bench happened to be next to the stove. At last the teacher suspected “’possum tactics” and had all the seats reversed, bringing the bench next to the door. Spurgeon at once rose to the head of the class.

—A LADY once asked Rowland Hill if he would examine her son, as she felt sure he had some special talents for the ministry, although they were hidden. The preacher examined him, and then wrote to the mother: “Madam, I have shaken the napkin; but I cannot find the talent”  
*Selected.*

—HE DIDN’T REALLY MEAN IT.—“Good-bye, Professor,” said the sweet girl graduate; “I shall always remember you kindly, for to you I am indebted for all I know.” “Say no more,” replied the professor, “say no more. Such a trifle is not worthy of a thought, I assure you.”—*Chicago News*.

—THE following is a remark of Sydney Smith, made on hearing a little girl read who persisted in reading “partridges” for patriarchs.” Said the great wit, “She is determined on making game of the patriarchs.” A prominent writer declares this to be the most perfect pun he had ever heard.—*Ex.*

## REPRODUCTION STORIES

—AN HISTORIC DOG—Lothbroke was a Danish prince (the father, by the way, of Humber and Hubba whose names always come as a boon and a blessing to the child-student of history), who, having one day put to sea in a small craft with only his dog for a crew, was blown by a storm upon the coast of Norfolk. Edmund who was a mighty hunter, was at that time King of the East Angles, and he received the distinguished castaway with honour, and “perceiving his singular dexterity and activity in hunting and hawking, bore him particular favour.” This made Berick the king’s falconer so jealous, that one day when

they were out hawking alone together he killed the prince and concealed the corpse. But Lothbroke's dog remained by the body, only leaving it now and again to go to the court, "fawning upon the King and dismally entreating him to follow." This at the last the King did, accompanied by his wicked falconer, and the faithful hound led him to the body of Lothbroke, and, having thus revealed the murder, at once attacked the murderer Berick.

"Inquisition was made, and by circumstance of words and other suspicions, Berick, the King's falconer, was pronounced to be the murderer." By Edmund's orders he was set adrift in the same boat that had brought Lothbroke to England, and as it happened, the wind blew it back again to Denmark, where it was at once recognized by the natives, and its occupant put to the torture. To save his life, Berick denounced King Edmund as Lothbroke's murderer, "and this"—says Wanlay in his 'Wonders of the little World'—"was the first occasion of the Danes' invasion of this land.

If children at school had interesting "facts" like these told them, they would learn history much more pleasantly and quickly than they do. After hearing the story of Lothbroke's dog once, only once, no child I fancy would fail to answer the question, "why did the Danes invade Britain?"—*Bernard Jones, in Good Words.*

—AS BRAVE AS MICE.—Some little mice lived in the unfinished attic of a house.

There they could dance and frolic, or run races down the walls.

As this attic was used for a storeroom, the mice could find snug little places in which to make their nests, and also plenty of rags, from which they could get threads to line them.

They had one trouble, for in the same house was a cat—"A very wicked cat, too," they said.

One night they had a meeting, where they talked about their trouble.

They all said, "Something must be done." There were Black-eye, Brown-back, Gray-paw, and ever so many more.

"We are not safe anywhere," said Gray-paw. "If I go to the pantry to nibble the cheese or to get a few crumbs of bread, the cat is sure to come too. She watches every hole that we make. If we gnaw the wood, she hears it."

“Really, I am afraid to do anything, or go anywhere.”

“What can we do?” asked little Black-eye. “Shall we make strange noises and frighten her away? Or shall we all jump at her and bite her, so she will be glad to let us alone?”

“Oh, no!” said Gray-paw; “she is so large and bold that we can neither frighten nor hurt her. But I have thought of something which will let us know when she is near. If we can put a bell on her neck, it will ring if she moves. When the bell rings we shall hear it, and know just where she is. Then she cannot get her paws on our backs.”

“Oh, yes!” cried all at once. “That is just what we will do. We will bell the cat! Hurra! the mice will bell the cat.”

Brown-back, a very thoughtful little mouse, said, “I think that is a very fine thing to do, but who will put the bell on her neck? I can’t, for I have so much to do.”

Gray-paw said that he could not, because his foot was sore.

“Black-eye, will you bell the cat?” asked Brown-back.

“Really, I should like to try it, Brown-back, but my eyes are weak. I cannot see well to-day.”

At last Brown-back said, “Is there a mouse here that will try?”

All was still; not a word was spoken.

By-and-by Brown-back said, “What shall we do? No one seems willing to hang the bell on the cat’s neck.”

“Go home to our nests,” cried all, “and just keep out of the way of that wicked cat.”—*The Canadian Teacher*.

—A STORY FOR THE TRAINING OF THE IMAGINATION.—  
From the following heads make a connected story:

Roy Shaw, a country boy—heard much about a great city near his home—visits it—delighted with every thing—meets a courteous stranger—the stranger undertakes to show him the city—the stranger makes out that they are related—asks him for the loan of fifty dollars—gives him a cheque for twice the sum as security—Roy hands him over the money at once—the stranger suddenly disappears—Roy endeavors to cash the check—finds out that it is valueless—sadder and wiser.—*The Canadian Teacher*.

## FROM MY NOTE-BOOK.

About twenty years ago Charles C—— graduated from College and I followed the next year. I had observed him carefully from the moment I entered the school. He was my ideal of a young fellow. When I spoke my valedictory he was present, and afterwards congratulated me ; a strong friendship sprang up between us. I found he had decided to be a teacher ; possibly that led to my choosing the same occupation.

We corresponded ; I remember the first letter ; it was full of high thoughts and noble ideals : “Life is greater than our occupation ; we must employ every means to realize our ideals ; too few of us understand that a mechanical way of teaching (or preaching, for that matter) is a hollow mockery ; we must attain and keep a spiritual elevation ; there is no standing still, it is either moving forward or backward.”

Every letter contained something that beckoned me onward and upward. He became principal of an academy ; the salary was small, but, as he remarked, the opportunities for usefulness were great. Here I visited him and drank inspiration. I had been asked to join with another young man in the hardware business. I applied to C—— for advice. “If you love to be useful to others then stay in the school-room ; you will not make money, but you will have the enjoyment Peter, Paul, and Timothy and the vast army of their followers had. If you want money go into the mercantile business. As for me, I am here to stay ; I delight to see children grow.”

I went back to my school-room and have never regretted that I chose to be a teacher. I have craved for money at times very much, for I have wanted to buy a horse, or a house, or go to Europe, etc , but I have learned to be content. The young man who wanted me to join him in hardware became wealthy, but has had his troubles. I met him two years ago ; he said, “Lucky dog, you have no worry ; you don't have as much to trouble you as I do. I am simply scraping together to pay for things I don't want.”

It has been my effort to teach so that the truths of life would sink into the souls of the children to comfort and strengthen them in the trials they must meet. I had a girl pupil in those early days who watched me most intently. She became a teacher. She passed through the saddest of

trials; was married, lost husband, father, mother, and three children, and returned to teaching. She wrote me a letter saying, "I learned a great deal more at —— than was in the text-books; I learned, how, I cannot say, to bear up under troubles and sorrows. I can look back even calmly: I can look forward hopefully. I cannot thank you enough for the lessons you taught."

I never obtruded moral lessons. We read "Evangeline" in the highest class. We learned Gray's matchless "Elegy," and Keat's sonnet, "The Poetry of Earth is Never Dead." We read the Psalms of David and other portions of the Bible. I was satisfied simply to have them interested, and leave the results to the working of their own minds.

The other letters from my friend C—— were pitched on an equally high key. Does anyone expect me to say that as a proof of his success he was appointed to the superintendency of the schools at —— with a fine salary? Is that "success" in teaching? I have received some copies of a paper called *Success*; in it Jay Gould, Andrew Carnegie, etc., are "successful" people. Is that the correct view to take? I think not. In my eye one of the most successful men in the world was my friend C——. I wish I could mention his name. If I outlive him I should like to raise a monument, and on it inscribe his virtues; but that would be useless; his monument is in the hearts of a thousand men and women in active life.

We must, as teachers, be more contented and willing to take an obscure position where the possession of riches and display are pronounced success. Every honest clerk, every honest labouring man is a success, and this we must tell the boys. In a school where I was an assistant, the principal told the boys, one morning, that a former pupil named F——, was the possessor of a million dollars made in Wall street. He hinted that it was the result of coming to that school. I asked: "Was he the most promising boy in his class?" "No, rather lazy." "And what has become of the promising boy?" "He is a travelling salesman." Then the principal spoke up: "That is right, boys, there is a lottery in life; Mr. F—— has made a great deal of money; P—— has not made much; there are but few here who will make much money, possibly none will. But you can enjoy life and be self-respecting men if you use the shovel. I would not have any boy say: 'My aim shall be to get

rich.' Aim to live honorably, intelligently, industriously, and helpfully, money or no money."

Thank God there are many thousands of teachers like C—— in this land! "May their tribe increase."

L. C. F., in *The Teachers' Institute*.

UNCATALOGUED BOOKS BELONGING TO THE PROVINCIAL  
ASSOCIATION OF PROTESTANT TEACHERS.

- Tarbell's Lessons in Language, Book I.  
 " " " " Book II.  
 " " " " Teachers' Manual.  
 The Mother Tongue, Arnold & Kittredge., Vols. I. and II.  
 Speer's Primary Arithmetic.  
 " Elementary "  
 " Advanced "  
 One set of Speer's Number Blocks.  
 Evolution of Plants, Campbell.  
 Groom's Botany.  
 Plant Relations, Coulter.  
 Atkinson's Elementary Botany.  
 Eye Spy, Gibson.  
 Sharp Eyes, "  
 Systematic Science Teaching, Howe.  
 Little Nature Studies, Burroughs, Vols. I. and II.  
 Nature Study in Elementary Schools, Nilson Reader I.  
 " " " " " " II.  
 " " " " " " Teachers' Manual,  
 Playtime and Seedtime, Parker.  
 On the Farm. "  
 Uncle Robert's Visit, "  
 Harold's First Discoveries, J. N. Troeger.  
 " Rambles, " " "  
 Nature Study by Months, Boyden.  
 Studies in Education, Earle Barnes.  
 A Series of Ten Numbers.  
 The Study of a Sand Pile, Stanley Hall.  
 A " of Dolls. " "  
 Contents of Children's Minds, " "  
 Psychology of Childhood, Tracy.  
 Study of the Child, Taylor.  
 Method of Mind Training, Aiken.

- Animals at Work and Play, Cornish.  
 Four-Footed Americans, Wright.  
 Lessons in Elementary Astronomy, Proctor.  
 Natural Elementary Geography, Redway & Hinman.  
 " Advanced " " "  
 Four of the Physical Geography and "Geology of Canada,  
 Dawson.  
 Physical Geography, Redway.  
 Bulletin of the American Bureau of Geography, published  
 quarterly.  
 Lakes of North America, Russell.  
 Glaciers " " "  
 Hans Andersen's Fairy Tales.  
 Grimm's Fairy Tales.  
 One hundred Perry Pictures.

### Correspondence

#### GYMNASTIC EXERCISES.

(Concluded.)

- VI. Wing standing, trunk backward flexion. Commands—  
 —"hips firm"—"trunk forward bend"—"upward  
 stretch"—"position".  
 The body is bent forward, back caved in, head up,  
 knees straight.
- VII. Facing  $45^{\circ}$  Command—"right face" or "left or  
 right turn".  
 Left face—turn on the left heel and support the  
 motion with the ball of the right foot, then place  
 right foot besides the left foot, heels together, right  
 face—vice versa.
- VIII. Wing, close standing, trunk rotation. Commands—  
 "hips firm"—"feet close"—"trunk to the left  
 turn"—"to the right turn"—"forward turn".  
 The trunk is rotated to the side named, head al-  
 lowed to turn with the body.
- IX. Double arm extension sideways. Commands—"arms  
 sideways stretch, "one"—"two"—"position".  
 On "one", take position No. IV, on "two" stretch  
 the arms quickly to a horizontal position, elbows and  
 wrists stretched, palms turned down.



X. Wing, stride standing position. Commands — “ hips firm ”, “ left foot sideways place ” — “ position ”.

Feet should be about twice their own length apart.

XI. Head rotation. Commands—“ head to the left turn ”, “ to the right turn ”—“ forward turn ”.

Move head but not the shoulders.

XII. Wing standing, double knee flexion. Commands—“ heels lift ” — “ knees bend ” — “ knees stretch.” — “ heels sink ”.

When knees are bent the body should go down in a vertical line, not bent forward.

“ Baron Possi’s Handbook of School Gymnastics ” gives full directions and many illustrations of movements, also one hundred progressive tables of exercises, and should be in the hands of every teacher attempting to teach gymnastics, and particularly those without training. Price 50 cts. — *V. M. Holmström.*

We have been asked by two teachers to solve the following problem :

A boy on counting his marbles 3 at a time, or 4 at a time, or 5 at a time, has always one marble over ; but on counting them 7 at a time he has none over. What is the least number of marbles he can have ?

In the first place it may be remarked that the above question is not within the grasp of children. It can be solved by them by a process of “ trial and error ” in a more or less systematic way. But this method has no value educationally. It is not used in arithmetic except in those cases that come within the limits of the multiplication table. Questions of this nature should be relegated to the sphere of “ fancy gymnastics.”

Solutions :

1st. The L. C. M. of 3, 4 and 5 is 60. The number 61 would therefore leave a remainder of 1 when divided by 3, 4 or 5. As each sixty is exactly divisible by 3, 4 or 5, 60 and 61 would leave 1 remainder. If sixties be added to 61 until a number divisible by 7 is obtained, the sum will be the required number ;  $61 + 60 + 60 + 60 + 60 = 301$ . Because each sixty when divided by 7 leaves a re-

remainder of 4, 5 sixties may be considered as leaving a remainder of 20. The 61 will leave another one remainder, in all 21, which is itself divisible by 7; therefore the whole number 280 and 21 or 301 is divisible by 7. It is evident from this that we are seeking the sum of a series of which the first term is 61, the common difference 60 and the number of terms, 5, calculable.

2nd. The following method requires least trial:

The number is divisible by 7, but when divided by 3, 4 or 5 leaves a remainder of 1,  $\therefore$  1 less than the number is a multiple of 60; that is it is a multiple of 6 by some number ending in 0. But this latter number when divided by 7 leaves a remainder of 6,  $\therefore$  7 less than the original number is a multiple of 6 by some number ending in 9. But this multiple of 6 by some number ending in 9 is divisible by 7  $\therefore$  this number ending in 9 is divisible by 7. But the smallest number ending in 9 that is divisible by 7 is 49. Therefore 7 less than the original number is  $6 \times 49 = 294$ , and the original number is  $294 + 7 = 301$ .

### 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 Copp, Clark Company, Toronto, and University Press, Cambridge We have received a copy of Sir Joshua Fitch's latest work, "Educational Aims and Methods." This is a valuable contribution to the science of education especially from the historic point of view. Price \$1.75.

The Copp, Clark Company, Toronto, and Longman's, Green & Co., London. Longman's British Classics contains an edition of Macaulay's Essay on Clive with copious and valuable notes. This fruitful study of English prose would prove valuable for collateral reading in the higher classes of the school.

D. C. Heath & Co., Boston. Home and School Classics. Several new books have been added to this admirable set of children's classics: "Chapters on Animals," by P. G. Hamerton; "Goody Two Shoes," attributed to Oliver Goldsmith; "Jackanapes," by Mrs. Ewing; "The Comedy of the Tempest," Shakespeare.

THE  
EDUCATIONAL RECORD  
OF THE  
PROVINCE OF QUEBEC.

---

No. 2.

FEBRUARY, 1901.

VOL. XXI.

---

**Articles : Original and Selected.**

**PHYSICAL TRAINING IN COUNTRY SCHOOLS.**

MISS ROSA BAKER EDWARDS, INSTRUCTRESS IN PHYSICAL CULTURE,  
MONTREAL.

The importance of physical culture is now being recognized by many of those who, hitherto, have overlooked that branch of education ; and the need is being felt for simple exercises suitable for country schools, where it is difficult or impossible to obtain extensive accommodation and apparatus. Much good work may be done without either, if the teacher be thoroughly in earnest.

The first great point, is for the teacher to realize the immense benefit of physical culture to the mind as well as to the body of the child, by seeing the effect of regular exercise upon a class of well-trained children.

Three objects are to be attained by physical exercise in the school-room : stimulation of the nutritive functions, postural correction, and psychological training, particularly of the will.

When the teacher is fully alive to the importance of the work, the next essential is to practise the chosen exercises herself, until she is sure she has grasped the *use* of each movement. This needs to be done before a *large mirror*, that she may see just how she is representing the exercise to the class. In choosing suitable exercises, care should be taken to select those with some definite aim,—a few move-

ments containing main principles, are better than many elaborations upon one or two principles. Exercises should be graded according to age and ability of pupils, just as those in other subjects are.

An object of great importance is to awaken, in the child, an interest in his own body. Let it be presented to him that the body is given him, a sacred charge from God, to improve, to care for, and to render an account of; and, let him take pride in his muscle, his grace, his carriage, as desirable attributes, which every child, however dull in intellect, may acquire.

The work done in school should be merely a *direction*, for the pupil to carry out at home. No good results can be obtained by a few minutes' school work merely. When the child has acquired the skill to do correctly certain movements, there then arises the consideration of what those movements can do for him, and a large part of his real work then begins. When the child is really interested, he will be quite willing to form the habit of a daily practice, of ten minutes, just before retiring; which will permanently benefit him through life.

The period for physical exercise should be a happy one. Earnestness and effort on the part of the pupil, and an alert and pleasing manner of conducting the lesson on the part of the teacher are necessary.

A few general essentials may be mentioned:—

I. Fresh air in the exercise room. Windows may safely be opened, while children are in motion, marching about the room.

II. If the class is too large to exercise in the aisles between desks, half might exercise, while the others stand along the wall, and help in the singing to keep the time.

III. Rhythmic motion trains the mind with the development of the body. If no instrument is available, the children could sing while exercising, as this also ensures their taking the long deep breaths, so beneficial to the lungs. It is not necessary to use any words, for such singing, but the numbers from one to eight, repeated to any familiar four-pulse measure, keep the time satisfactorily. Such tunes as Yankee Doodle, Tramp the Boys are Marching, John Brown's Body, &c., are suitable.

IV. Deep lateral breathing, extending ribs sideways so as to raise the diaphragm, should be practised frequently. It

expands the chest, strengthens the lungs, and improves the general carriage.

V. The same exercises should not be used throughout the school year. A few, given at a time, and worked upon, till learnt, then others substituted, exercising the same muscles, make variety, and keep up the interest of the children.

Subjoined are a few simple free exercises, which might be advisable, interchanged with many others of a similar nature :—

I. Finger extension :—

Arms down at sides.

Fingers opened wide and shut tight suddenly 4 times, count 8.

Ditto with arms out from shoulders.

“ “ “ “ overhead.

“ “ “ “ in front.

This exercise makes the hand supple, and relaxes the muscles used in writing.

II. Arm extension :—

Arms straight down at side, right and left arm raised alternately, straight overhead and returned to side, elbows stiff (count 8). Both together ditto.

Alternately raised overhead and dropped to side from the back—elbow stiff.

Same with both arms together.

Keep the shoulders square.

This exercises the muscles of the chest, and of the shoulder blades.

III. Shoulder flexion :—

Right and left shoulders flexed backward (taking care that force is not used in returning to position). Ditto both together.

Right and left shoulders circumducted backward, *i.e.*, right round as on a pivot.

Ditto both together.

This strengthens the muscles of the shoulder blades and corrects habitual position.

IV. Charge with arm movements :—

Both fists closed at chest, elbows bent, extended down at side, returned to position, raised overhead with forward charge of right foot and return to first position.

(Bend only foot making charge, keep the other stationary on floor.)

Repeat the same with left foot.

Also similar charges right and left to rear.

This uses the muscles in the arms, thigh, calf and lower back, and so assists an erect position. The effect is lost if the trunk itself is bent forward.

V. Arm extension and thrusts:—

Arms across chest, hands spread horizontally as in swimming, extended in front and out to sides on line with shoulders and return to chest, wait on fourth beat and repeat exercise.

This opens the chest and assists the spine to correct the standing position.

VI. Both fists closed at chest and thrust down together to side, same out from shoulders, up overhead, and out in front, opening fingers at each thrust.

For the muscles of the arms, and increased flow of circulation away from the centre of the body.

VII. Heads:—

Bend head over to right by flexing neck, and recover, same to left.

This is for the muscles of the neck and accelerates the circulation to and from brain.

Bend head forward and back, alternately.

Specially for correct carriage of the head.

Bend head forward and slowly round from right to left—ditto from left to right.

VIII. Hand twirling:—

Hold arms stiff out at chest (hands spread), twirl one quickly over the other without touching (count 8) reverse direction. Same may be done holding arms overhead.

This is for the relaxation of the wrists and hands.

IX. Body:—

Hands on hips. Same order as heads in No. VIII., bending body over to side, and front and back.

This is for the waist muscles, and those of the back, it also expands the chest on the convex side, and has a strong effect upon circulation and digestion.

## X. Feet:—

(Position, heels together, toes out in all foregoing exercises.)

1. Rise up on toes to 8—remain up count 8—slowly down 8—stand waiting 8.

This is a tension on all the muscles that maintain normal equilibrium, and exercises the muscles of the calves of the legs.

2. Turn right and left ankles outwards alternately—both turned out together.

Rotation of the muscles of ankle and leg. This greatly assists in turning out the toes in walking.

3. Point right toe to corner of room, arching instep, ditto left toe, also same to rear corners, *keeping* body to front, and leaving weight of body resting on the still foot.

This is a balance movement, assisting to erect position and bringing into control the muscles of the thigh and hip.

4. Pull right foot up smartly from knee, ditto left, same alternately.

This is for the muscles at the back of the thigh, and also balances body.

## LONG LIVE THE KING!

(Condensed from the *New York Evening Post*, by World-Wide.)

Albert Edward, Prince of Wales, who now on the death of his mother, ascends the British throne, has been for many years more prominently and constantly before the eye of the English public than any other man of his time. Since the death of his father, indeed, he has fulfilled the greater part of the ornamental and social and many of the official duties which in other conditions would have fallen to the lot of the reigning monarch. These duties, involving a tremendously irksome routine of public meetings of all kinds, the laying of foundation stones, the attendance at innumerable dinners of inexpressible splendor and tediousness, the opening of exhibitions, the reception of delegates about everything from everywhere, etc., etc., he has discharged with unfailing tact and courtesy and the most ex-

emplary patience. These qualities, and the lively interest which he has always exhibited in all the forms of national sport, have won for him a wide popularity, and there is no man in the kingdom who is more sure of vociferous greeting from miscellaneous crowds in any part of the country.

For historical purposes his life, thus far, has been uneventful though busy. He was born in Buckingham Palace on November 9, 1841, and was created Prince of Wales on the following fourth of December. After early education by a group of private tutors he was sent to Edinburgh University for a session and later both to Oxford and Cambridge, when he disported himself largely after the manner of the moneyed undergraduates of the time, his station preventing him from taking a free part in the sports on the river or in the cricket field. It was during his college career that his father caught the chill that soon afterwards proved fatal. In 1860, having already been appointed to a colonelcy in the army, he visited Canada, and thence set out on a tour through the United States, meeting with a reception of which the cordiality and profuse hospitality have never been forgotten by him, and which doubtless laid the foundations of the high esteem in which he has ever since held Americans. After this visit he passed through a course of military instruction in the camp at the Curragh, Kildare, and was promoted to the rank of general, proceeding from that rank, by swift promotions, to the position of Field Marshal. It may be noted here that he holds high military rank, by courtesy, in the German, Austrian, Russian and other armies.

In 1862, with Dean Stanley for a guide, he travelled on the Continent and visited the East, reaching Jerusalem. Upon his return he took his seat in the House of Lords as Duke of Cornwall, and on March 10, 1863, he was married to the Princess Alexandra, eldest daughter of the King of Denmark. In the following year he visited Denmark, Sweden and Russia, and in 1869 he paid visits to Constantinople, Sebastopol, and Athens. The attack of typhoid fever, which nearly ended his life, occurred towards the end of 1871, and in 1872 he returned thanks for his recovery in a notable state service in St. Paul's Cathedral. He became a Free Mason in 1875, and has long occupied the position of Grand Master. In the same year he started



on his memorable trip to India, from which he came home laden with Oriental riches and curiosities. He was President of the British Commissioners at the Paris Exhibition of 1878. In 1885 he made a tour of Ireland, with the Princess, receiving everywhere a most cordial greeting. Four years later he succeeded in founding the Imperial Institute at South Kensington, an enterprise in which he has always displayed the warmest interest. In the autumn of 1894 he went to St. Petersburg to attend the funeral ceremonies of the late Czar, and excited much amazed comment by the freedom with which he moved about, unattended, with the new Czar, in public places. In 1897 he started a movement in behalf of a General Hospital Fund, by which untold suffering has been relieved. As a matter of course he took a leading part in all the public celebrations in honor of the Queen's Jubilee and Diamond Jubilee. An untoward incident in his career was the attempt made last year upon his life, by the young Anarchist, Sipido, at Brussels.

In the days of the Prince's youth there were all sorts of tales afloat concerning his recklessness, his extravagance, and his profligacy. He was compared with George IV., and the temporary fortune of a satirical comic weekly was made by a bold cartoon in which the Prince, as Hamlet, said to his father's Ghost (the figure of the unlamented Florizel), 'Go on, I'll follow thee.' These stories, often exaggerated, or untrue, in the first instance, lost nothing in repetition. His successes in the yachting field with the 'Britannia' are matters of very recent history, and it is known that he has taken the liveliest interest in all the various efforts to recapture the 'America's' cup. He always has been a prominent spectator at university and school contests of every sort, and, as has been said, he owes a great amount of his indisputable popularity to his thoroughly Anglo-Saxon tastes in this respect.

In all the varied circles in which the Prince has moved he has shone pre-eminently by virtue of two rare characteristics, a most gracious courtesy and ready tact. He has inherited, in no small measure, his mother's gift of saying and doing the right thing at the right moment. But he has qualifications much deeper than the externals of social polish. His knowledge of the world and of men is wide and deep. He has been everywhere, seen everything and

everybody. Necessarily, he has associated with many of the most famous men of the day in all departments of life, learned, religious, political, military, and artistic. Without a suspicion of genius, he has plenty of natural intelligence and good common sense, and he has imbibed a vast bulk of information. A good linguist, he is thoroughly acquainted with Continental men and affairs, and his exalted position has kept him, for many years, 'on the inside,' so to speak, of all the most delicate and troublesome questions which vex the soul of the diplomatist. So far as British politics are concerned, he has been very careful to keep on intimate terms with the leading men of all parties, being equally friendly with Lord Salisbury, Disraeli, and Mr. Gladstone. Men who know him say that his sagacity is at least equal to his knowledge and experience, and it is whispered that he has inherited a considerable share of the self-will which was so striking a characteristic of his mother, especially in her youth. What his political preferences will be on some of the leading questions of the day it is difficult to guess. Undoubtedly the atmosphere of Marlborough House has been very different from that which prevailed in the sober precincts of the Queen's Court, but the distinction was social rather than political.

### THEN AND NOW. A RETROSPECT OF THE CENTURY'S EDUCATIONAL GROWTH.

Intellectual darkness brooded over all lands. It is hard now to escape an education; it was many times harder then to acquire one. Free public schools existed only in America, and were almost rudimentary. In England they are a product of the present generation. Everywhere knowledge was dear and hard to come by; everywhere books were scarce and periodicals few; and only the rich could secure for their children more than the outlines of education. Many a town on the prairies has now far better schools than then existed anywhere in the world, and many a high school boy has a broader culture than the university graduate of a hundred years ago.

Masses of people lived and died, and knew nothing of the world about them, the deeds and thoughts and aspira-

tions of other men, the things that redeem human life from the life of the beasts. Newspapers were exceedingly few, and were rather curiosities, strange illustrations of the ingenuity and invention of mankind, than disseminators of intelligence. All were printed on hand presses. The operator pulled a great lever for each impression, and, if he was active and expert, might make sixty or seventy impressions in an hour.

The first newspaper printed on a power press was the *London Times*, in 1814. The process was a rattletrap of queer construction, which pounded out perhaps four hundred impressions an hour; but it was such an immeasurable improvement over previous methods that it was a marvel in its day. Four hundred impressions an hour! The other day they completed at a factory in New York, a machine that can print every hour ninety-six thousand newspapers, folded, cut, and pasted, and no one thought much of it; it was too common. Presses that will print eight, twelve, sixteen, twenty-page papers. Presses that will print newspapers in colors, presses that will print newspapers with reproductions of finer engravings than the mind of artist had dreamed of a hundred years ago — nothing else exhibits with such overwhelming force the country's progress as the comparison of these vast and intricate machines with the poor little press, with its long, awkward lever, on which Franklin printed the *Pennsylvanian*.

Other causes contributed to make the newspaper business precarious a century ago. One was that a great many persons could not read. Another was that the learned political economists who arranged taxation looked upon newspapers as a frivolous luxury, and levied heavy taxes upon white paper and advertisements. More newspapers are printed in a day in one county of Iowa now, than were printed in any day of the year 1800 in all of Great Britain. In 1788 there were in the United States only thirty-seven newspapers, issuing a monthly circulation of thirty-three thousand copies; to-day there are more than twenty-two thousand newspapers, issuing monthly totals of two hundred and fifty million copies.—*The Story of the Nineteenth Century*, "Munsey's Magazine."

## TRUE EDUCATION.

There is, at the present day, a great deal of popular talk about making education "practical," which in most cases means that it should be mostly confined to such instruction as shall enable people to make a competent living. But surely, "life is more than food, and the body than raiment." What are the necessities, or even the material luxuries of life, if life itself be narrow, with no outlook upon the great drama of existence, no interest in the great movements of history? The effort to elevate the so-called lower classes, by trying, through socialism, paternal legislation, and similar questionable means, to secure their material comfort, implies a complete misunderstanding of human nature. Give people, first, large, comprehensive views of life, with the inspiration that comes from them, and material comforts will take care of themselves. One intelligent glimpse of the drama of life will quench all desire for the pleasures of the dice and the prize-ring. In our endeavour to feed men's bodies we starve their souls, and make them hanker after the husks that the swine eat. The most truly practical education is that which imparts the most numerous and the strongest motives to noble action, which creates the most splendid world of thought, love and beneficence in the human soul. Men are weak, sinful and poor because they lack motives, to be otherwise. Let education give them these motives and sin and poverty will vanish from the earth.—*Education as a World Builder. Thomas Davidson.*

**Model Lessons.****A MODEL LESSON IN FRENCH FOR LITTLE ONES**

BY MADAME CORNU, MCGILL NORMAL SCHOOL, MONTREAL.

**THE CALENDAR.**

First attract the attention of the children to the calendar, saying: *Voilà le calendrier, regardez le calendrier.* Point out the names of the days, pronouncing slowly and distinctly: *dimanche, lundi, mardi, mercredi, jeudi, vendredi,*

samedi. Then give each child one of the names of the days, making him repeat the word after you. Then turning a tin or wooden plate on the floor call out one of the days of the week, and the child who has been given that name hurries to catch the plate before it falls. Another way would be for the teacher to call: *Dimanche!* The child bearing that name rises and comes to the middle of the room. He then calls *Lundi*, who places himself beside him, and in his turn calls *Mardi*, and so forth. When the seven names have been called, the teacher says: *Voilà la semaine complète*, and the rest of the class repeat with her: *Voilà la semaine.*

Later on some verbs may be taught in connection with the days of the week: for *Dimanche* have a picture of a church or draw one on the board, and imitating the sound of bells, bim, bam, boom, say: *Dimanche, je vais à l'église.* *Lundi, je lave le linge* (with accompanying gestures). *Mardi, je repasse le linge* (with appropriate gestures.) *Mercredi, je raccommode le linge* (with requisite objects.) *Jeudi, je fais des visites* (bowing and shaking hands.) *Vendredi, je balaye la chambre* (gesture). *Samedi, je vais au marché* (basket on arm).

To teach the names of the months, use the same games as for the days; then make four groups of three children each, representing the seasons. One child in each group must hold some object or picture as attribute of the season his group represents: a bird's nest for spring, un nid d'oiseau pour le printemps; des fleurs pour l'été, des fruits pour l'automne, et pour l'hiver un arbre de Noël, ou une image de Saint Nicolas. Each group must come forward separately, the teacher saying: *Voilà le printemps*, the class repeating the word with her; one group making way for the next. Then the order is given for the twelve children to stand in a line, by calling the names of the months, one by one, the rest of the class always repeating, or one of the groups calling the next one. Finally the teacher says: *Voilà l'année.*

A great many exercises may be given on this topic so as to bring life and interest into the lesson, as well as to ensure a thorough knowledge and a correct use of the words taught.

## A HISTORY LESSON. \*

Mold a map of Charlestown and Boston, showing Bunker Hill, Breed's Hill, ships in the harbor, throw up a redoubt on Breed's Hill. Mark the line of the stone and rail fence. Draw a map showing Boston, Charlestown, Dorchester Heights, Cambridge, the British quarters, the American encampment. Make the scene as real as possible.

Who are these men in the redoubt? How are they dressed? Tell me about their equipments. What kind of guns have they? How are these guns fired? Did you ever see such a gun? Describe the soldier's ammunition. How do they carry bullets? How were the bullets made? How do they carry powder? How do they load their guns? Where did these men come from? Draw a map of the places in which they live. In what kind of houses do they live? Where do they work? Draw one of their houses. Describe the inside of the house. What do they learn? Of what religion are they? How did they get here?

Why did they come? Have they good reasons for coming? What are they? Who are those soldiers landing on the shore? How are they dressed? How do they march? Who leads them? Where do they live? Why are they here? Who sent them? Hadn't the king a right to rule his own country as he pleased? Why not? Who are leading the farmers? Who is Prescott? Putnam? Warren? Stark? See the Americans as they hold their guns steadily over the breastworks until the redcoats come within eight rods. Is it not a terrible thing to kill men? Are the Americans right in firing? What if they had run? What excellent reasons had they for running? What gave them courage? Tell all about the battle. Who commanded the Americans? Who won? Why do the Americans celebrate the day as if it were a victory?

The questions suggest the line of study. Have pupils find the answers by reading, questioning their parents and friends, and by pictures or relics. A library of well-select-

---

\* The War between England and her American colonists. The Battle of Bunker Hill, June 17th, 1775.

ed books should be in every school-house. The city or village library should be used as well as each family collection. Supposing there are only a few books, or, perhaps none at all. Then the teacher must be the history and tell the story, so that it will live in the hearts of the hearers. But the main point is to arouse a genuine and enduring interest in reading history that will project itself beyond the walls of the school-room.

Take time; let the investigation cover weeks if you can keep up the interest. First lead your pupils to live upon the scene; make it so real that they can hear the guns as they thunder from Copp's Hill. Then cover the stage with the actors. Who are they? How do they look? Why are they here? Go with them to their homes.

All true history centres around homes. There you find secret springs of action. What do the people eat? What do they wear? What do they study? What believe? How came they in these homes? Who were their ancestors? Describe a New England farm. Compare it with an English farm.

From Bunker Hill it is but a short step back to Lexington and Concord, to the Tea Party and Boston Massacre; then back to early settlements; to discoveries and the Indians; then forward to the long war.

Make everything real. Form youthful ideals by leading to causes of noble and courageous acts. The pupils get their treasures of facts from all quarters, and bring them into the recitation. Authorities differ. One book makes bigots; many, liberals. When pupils see there is more than one side to a question, when they see how writers of history differ, they will become incredulous of dogmatic statements; they will learn that the grains of truths in history must be found in mountains of chaff. The teacher sedulously avoids dogmatic opinions, listens to all, molds the narrations into shape, gives them body and connection, suggests questions for discussion, holds up really great men and great deeds, is tolerant with enemies, but stamps on mean motives and miserable acts.

What an opportunity to teach language! A whole class is eager to talk because it has found something to say. How easily language may be molded under the white heat of

thinking! A year of such training will banish incorrect language from the school-room. Compare it with the dreary, cold, and dead parsing or analysis, or an exercise in false syntax. When the story is fully in the pupils' minds, and they are all anxious to tell it, give them pens and paper and they will fill sheet after sheet with good English, provided the primary work has been well done. "But we haven't the time to spend on Bunker Hill." "What of the examination"—the examination? Remain on Bunker Hill so long that from the height your pupils can see with clear vision the past and that which led to that glorious morning—and what those brave acts did for mankind—and let the examination take care of itself. It will.

The above lesson by Colonel Francis Parker in the *Teachers' Institute* shows how the historical imagination may be cultivated in children. The story is told from the American standpoint, but that can do no harm as it is intended to give hints on teaching merely. Besides we are all pretty well agreed that if King George III. had possessed the tact of our present beloved King Edward VII. he would never have lost his American possessions.

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

—To our Gracious Sovereign Edward VII. we tender our humble congratulations and loyal support. We may well trust him, for the childish words, so fully realized, of the gentle maiden destined to be Queen, "I will be good," find their echo in the speech of the King on his accession to the throne, ripe in experience and mature of judgment. "In undertaking the heavy load which now devolves upon me, I am fully determined to be a constitutional Sovereign in the strictest sense of the word, and, so long as there is breath in my body, to work for the good and amelioration of my people."

GOD SAVE THE KING!



—OUR Queen is dead. The Queen is dead. The month of January 1901 will long be remembered as a month of world-wide sorrow. What a spectacle ! Flags of all nations fluttering for weeks at half-mast and one-third of the human race mourning the death of the Sovereign ! From continent to continent the wail passes. Australia, India, Canada, South Africa and the islands of the sea echo and re-echo it "Our Mother is dead."

The voice of disputing among the rival States of the world is hushed. Wars and their rumor sink into insignificance, for a good mother, a faithful wife, a great woman, a high-souled Queen has passed from earth.

In the midst of our confusion from rumors, sad facts, emotions, fears, hopes, sentiments we heard ring out the clarion notes of *The Christian Guardian*, "The Queen is alive for evermore" ! God Save the King. We echoed the note and our hearts grew lighter, and the cloud of darkness that had settled on us began slowly to lift. God had saved our Queen. She will reign evermore in the hearts of her people and now is at home in the kingdom of God.

"She reigned by the sheer force of her character, by the loveliness of her disposition and by her hold on the hearts of her subjects," said Lord Salisbury. Her life story is punctuated with noble sentiments : "I will be good ;" "The honor is great, but the responsibility is greater ;" "I will be married as a woman, not as a queen ;" "O, that peace may come."

"A noble woman nobly planned." "That was our Queen," says the Radical Star. "Ah, how loving was the love with which we loved her ! How proud our pride ! How we, her sons and daughters, all over the world, exulted in her as the most priceless possession of our race. How we wore her spotless name as a jewel on the forehead of our Empire ! How we trusted her ! How we acclaimed her with filial cries, when she came among us, with her simple motherly smiles, and her good grey head, bowing benedictions on the children that were her people ! It is hard to think that she will never see us, that we shall never see her more. The thought of all she has been sends an ache through our hearts and fills our eyes with tears, for too well we know that never shall we look upon her like again."

—THE young man graduating from our technical colleges enters upon life with high aims and aspirations. The original investigations carried on at his Alma Mater have given him a desire to put brain-thought into his work. In course of time he finds employment in a large machine shop where a thousand young men are employed. He finds higher specialized work everywhere. He does over and over, day after day, year in and year out, exactly the same routine of work. He sees the other 999 young men similarly employed on other parts of the great work. Many of these young fellows are college graduates too. They compare notes. All are agreed that there is no place for *brain* in large establishments, except at the extreme head, no chance to rise except for one in a thousand. They foresee a life spent in earning barely a living wage and the majority of them lose heart and hope. Small establishments give opportunities to a large number of workmen, large establishments hold out a brilliant prize to the best in a very large number. The development of character cannot be neglected in our schools. We must teach our children to be faithful to duty quite irrespective of reward. We must teach them that, while striving to do the best possible for themselves, they must be content very often with, as their only reward, the knowledge of duty well and faithfully done.

—ARE *teachers* dying out? Are *instructors* all that are left with which our schools are to enter upon the new century. "I have no individuality, no will of my own, no right to initiate, no time for developing character, no time for inculcating little acts of courtesy and respect," says a teacher. So much time is taken up with marks, and with examinations, in season and out of season, examinations every month and a few thrown in at odd times, that the very words I am to use in a lesson and the date on which I am to use them, are laid down by inexorable law, in order that there may be no part of the great machine out of order. I know that I am not developing the best that is in my pupils. I know that the assigning of marks for each lesson takes valuable time that could be better devoted to summing up the lesson, emphasizing the important points in it, memorizing in the form of good English the most important definitions and rules, in drawing important conclusions

and making necessary comparisons. I am face to face with this question, "Is it worth my while to be a teacher, a mere automaton?"

—SINCE writing the above we find that there are others looking for *the teacher* as distinguished from the mere recitation hearer and mark assigner. "The Educational Review" is advertising for the true teacher: Wanted a teacher! Not a recitation post, not a wind-vane, not a water-guage, not a martinet, not a pedant, not a pedagogue—the mere slave to the student; but a teacher, "one who is a combination of heart, and head, and artistic training, and favouring circumstances." One who has that enthusiasm which never calculates its sacrifices, and is willing to endure all things if only good may come. One who loves his work; who throws his whole soul into it; who makes it his constant and beloved companion by day and by night, waking and sleeping; who can therefore see more in his work than can any other, and who therefore finds in it possibilities which bring his whole nature into play; who catches from its very barrenness of outlook an inspiration which quickens the blood in his veins; one who faces its difficulties with an indomitable temper. One who has that genius which someone has happily defined as "an infinite capacity for work growing out of an infinite power of love." One who feels the keenest self-reproach because students fail to advance: who believes that it is largely his own fault if they do not learn. One who can change the shambling and uncertain mental gait of the average student into firm and definite and well-ordered activity. One who can take that nebulous, filmy, quivering mass which a boy's family and friends kindly call his brain, and give it clearness of outline, toughen its fibre, and make it lithe and sinewy. One who tries to clear up a bewildered brain; who has infinite patience and pity for the weak; who will not suffer them to be crowded to the wall; who believes there is more glory in the salvation of one stupid and slow than of the ninety and nine who need not a master. One who can open the mind of a boy without committing statutory burglary. One who understands that a lawless and distintegrated herd of "blasé" young men does not constitute a college. One who can develop the spiritual side of a boy's nature, his character, the man

in him, the man of feeling and emotion which can and will dominate both mind and muscle. One who in all this will do little more after all, than help the lad to help himself; will do it all through him and largely by him. One who can teach the boy how to get life—a far grander thing than to get a living. Above all, one who feels that as a teacher he is a born leader of men, a kingly citizen, and who does not propose to be degraded from his high estate.

—It is vain to speculate upon the changes, scientific, industrial, educational, social, political, national, religious, which the new century will introduce; yet it cannot be doubted that one of the most significant will be the awakening of the orient from its immemorial slumber. Japan, China, India, Persia, Asia Minor stir with new life. What a vista is opened before the imagination by the following paragraph taken from the *Engineering News*: “A bridge over the Bosphorus is talked of, in connection with the German concession, for a railway to Bagdad and the Persian Gulf, by way of the valleys of the Euphrates and Tigris. The proposed crossing is a few miles above Constantinople, at a point where the water passage is only 1700 ft. wide. This point is marked by the famous towers of Rumeli Hissar and Anadoli Hissar. A steel suspension bridge is proposed, high enough to permit the passage of vessels beneath. Its cost is estimated at \$15,000,000, as it is to be fortified and also to be very ornate.”

—In the Girls' Model School Department of the McGill Normal School special emphasis is laid upon cooking and sewing. All girls take sewing as a part of the regular school work, and all girls who reach the senior classes attend the cooking class. We confess to a somewhat different feeling towards “the procession of stew pans and cooking stoves heading towards the school-room” from that expressed by the clever writer of “Parent and Teacher.” There are some excrescences on our school programmes, to be sure, but knowledge of sewing and cooking will always be fundamental subjects in the education of girls. The majority of women are destined to spend much of their lives in these occupations. The happiness of the home depends to a large extent upon the wife and mother understanding the principles of good cooking, and cutting and sewing, whether her position be that of overseer or

worker. The Model School girls learn by practical experience in the kitchen, how to cook meats of all kinds, soups, bread, puddings, rice, vegetables, custards, beans (a specialty), etc,—plain wholesome foods; how to market is taught; economy in the use of food; length of time necessary for the cooking of different foods, so as to make them most easy of assimilation; the combination of foods is also discussed.

Dr. Andrew Wilson, in *The London Illustrated News*, expresses very forcibly the view taken of this question by thinking men when he says :

All the complaints regarding lack of culinary excellence should be bettered—they must be bettered if we are to hold our own as a nation in the universal struggle for existence that prevails. The remedy lies with the women-folk. If “the hand that rocks the cradle rules the world,” it has a companion in the hand that deftly prepares the food of the breadwinners. I would begin by insisting that in every Board School we should have a full instalment of apparatus for teaching cookery to the senior girls. If I were an educational autocrat, endowed with plenary powers, I would decree that no girl should leave school without having been taught plain cookery. Mind you, I say plain cookery. It is all very well for the well-to-do man to insist on his “kickshaws.” He likes them and can pay for them, therefore let him have them. But what is wanted for the nation is universal plain cooking—the boiling of potatoes, the utilisation of yesterday’s remains to form a tasty dish for to-day, and the all-round knowledge that enables the woman to cater cheaply and well for the household, of which she is the head and mother in the truest sense of the term.

If it is pleaded that this universal instruction in the culinary art is impossible in view of educational requirements, I should say, do away with a good deal of the fanciful and the ornamental in education, and let our girls be made house-wives first and cultured women afterwards. How bitter is Herbert Spencer’s invective when, in describing how the ornamental overrides the useful in education, he remarks that it will be small comfort to a mother who has lost her child from the after-effects of scarlet fever to know that she can read Dante in the original. A knowledge of hygiene would have been of priceless value to such a

woman, where the ability to chatter in Italian is only an accomplishment.

We must see also that the teaching of cookery is based and conducted on scientific lines. Begin by teaching the physiology of foods. Show the nature and uses of nitrogenous and non-nitrogenous diet. Give the composition of foods, and pass then to diet-tables, illustrating the combinations of foods to show how economy is evolved by getting out of one food what another lacks. Teach that tea and coffee are not foods, while cocoa is a true food, and thus initiate a needed reform for those who have not too much money to spend on food at all. Show how peas and beans and lentils are highly nutritious vegetables, and how economical dishes may be made thereof. Then pass to the practical work of the cook, and show how the scientific side explains the reasons why you do certain things in cooking and not others. It is, in a word, technical education applied to the preparation of food. I have often wondered why, as a practical nation, we have not made such training universal, and to-day I am still compelled to ask, why?

### Current Events.

—WE observe with pleasure that one school at least in Montreal has a skating rink attached. The boys and girls who take an interest in toboggan slides and ice ponds have less time to devote to sensational and to silly sentimental reading.

—EMPEROR William II. of Germany has issued a decree that the study of the English language is to be made compulsory in the gymnasia, owing to the growing importance attached to the language. It is to displace French as an obligatory study in the upper three classes and is to be placed on a par with the study of Greek. Emphasis is to be laid on the ability of the pupil to speak the modern languages that are taught.—*The School Weekly*.

—AT the beginning of the 19th century English was spoken by about 21,000,000 people, it is now spoken by 130,000,000 people.

—THE National Educational Association of the United States is to hold its next annual meeting at Detroit, July, 8-

12, 1901. An invitation is to be extended to the teachers of the Canadian provinces to help make the coming convention one of international interest.

—ON the 12th of February, 1899, the Duke of Connaught laid the corner stone of the immense dam that is being built across the Nile River at Assouan, 500 miles below Cairo. The work is to cost 100,000,000 francs, but the return that will be made to the Egyptian Government from the fertilization of large tracts of land, now unproductive owing to the long dry seasons, will be ample return for this great outlay. John Aird & Co., of London, are the contractors.

—LORD Rosebery is once more to the front with his charge that Great Britain's secondary education is deficient, unmethodical and not scientific. In a remarkable address, delivered before the Wolverhampton Chamber of Commerce, he arraigns the nation for want of preparation for what he styles "the war of trade," that is being waged between Germany, America, Great Britain and other countries.

In addition to improved scientific education, Lord Rosebery asks that Great Britain advertise herself more, reflect more seriously on the causes of her failures, and that her business men travel more.

—THE triennial meeting of the Dominion Educational Association will be held in the Assembly Hall of the Ottawa Normal School on Wednesday, Thursday and Friday, 14th, 15th and 16th of August next. Let the Province of Quebec be well represented at this important educational gathering. We are helping to weld together the component parts of our great Dominion when we interest ourselves in the most important matters that can concern our Dominion education.

—TEACHERS' classes are being formed in several cities of the Dominion, Montreal, Brockville and Ottawa, for the study of "Manual Training" in schools, under the fostering care of Sir Wm. McDonald. In the city of Ottawa a large number of teachers have already enrolled their names for the course.

—THERE is a book in the McGill College Library that bears an inscription of peculiar interest to us at the present

time. This inscription in the Queen's own handwriting reads :

"Presented to the McGill College Library, Montreal, in memory of a great and good Husband, by His broken-hearted Widow, Victoria, R., 1864." It is bound in cream-colored morocco, with gold ornamentation, and bears on its cover the coat of arms of the Prince Consort, surmounted with his motto, "Treu und Fest," and by a crown.

### Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION,

QUEBEC, November 30th, 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. Kneeland, M.A., B.C.L. ; the Rev. A. T. Love, B.A. ; the Right Rev. A. H. Dunn, D.D., Lord Bishop of Quebec ; H. B. Ames, Esq., B.A. ; Principal Wm. Peterson, M.A., LL.D. ; Gavin J. Walker, Esq. ; the Rev. E. I. Rexford, B.A. ; Principal S. P. Robins, LL.D., D.C.L. ; James Dunbar, Q.C., D.C.L. ; E. W. Arthy, Esq.

Apologies for the the absence of Dr. Cotton and Messrs S. Finley and John Whyte were submitted.

Prayer was offered by the Reverend A. T. Love.

The minutes of last meeting were read, and amplified by inserting the words "at the request of teachers" after the words, "It having been pointed out that the A. A. course of study had been modified." The minutes were then confirmed.

The Secretary read an official letter announcing the reelection of E. W. Arthy, Esq., as teachers' representative upon the Committee for the current year.

Letters from Madame Marchand and Mrs. Lindsay were read in acknowledgment of the resolutions of condolence which were passed at the last meeting.



The report of the sub-committee on the extension of the course of study was read and adopted, and Dr. Peterson was added to the sub-committee. The sub-committee was instructed to prepare a circular letter to school boards, the letter to be sent in the name of the Committee. The report read as follows:—

(1) At the October meeting of the Teachers' Convention a report of a Committee of Head Teachers was received and adopted approving of the general principle of adding another year to the course and recommending that this be done by encouraging pupils to take two years after passing their preliminary examinations before going up for the final A. A. examinations.

(2.) Early in November a circular letter was sent to the Principal of each academy drawing his attention to the action taken by the Protestant Committee and by the Teachers' Association in reference to the extension of the course of study and asking for representations and suggestions. Replies were received from eight academies, all of which approved of the proposed extension to the course.

(3). These eight institutions, together with four academies represented on the Committee of the Teachers' Association, make twelve of our most important academies in favor of the general principle of adding another year to the course, although they differ as to the best way of reaching this result.

(4). Your sub-committee has carefully considered the suggestions received from the Heads of academies and the present requirements of the course of study, and it is of opinion that the best results will be obtained by providing for three Academy Grades after Grade III. Model.

(5). Your sub-committee, therefore, submits the following outline of suggestions for the extension of the course of study, with the request that it be considered and referred back to the sub-committee for further report at the February meeting.

OUTLINES OF SUGGESTIONS FOR EXTENSION OF COURSE  
OF STUDY.

MODEL SCHOOL GRADES.			ACADEMY GRADES.		
I.	II.	III.	I.	II.	III.
			Grade II. Reduced Prelimin.	Grade III. Reduced.	
Scripture English Arith. Geog. History	Scripture English Arith. Geog. History Omit Alg.	Scripture English Arith. Geog. History Less Alg. Omit Euc.	Scripture English Arith. Geog. History Less Alg. Less Euc.	Less Eng. Mensur. Physical Ge History Algebra Loss Euc.	A.A. English A.A. Arith. ography A.A. Alg. A.A. Euc.
French	French Omit Lat.	French Less Lat.	French Less Lat. Greek	French Latin Greek	French A.A. Latin Greek
Science Drawing	Science Drawing	Science Drawing	Science Drawing	Science Drawing	Science Drawing

(Signed),

ELSON I. REXFORD, Convener;  
E. W. ARTHY,  
A. W. KNEELAND,  
G. L. MASTEN.

The Secretary read a report of his visit to the manual training classes of Knowlton Academy, and laid upon the table samples of pictures which had been purchased from the Art for Schools Association.

The sub-committee appointed to prepare a statement concerning the teaching of temperance and hygiene report progress, as did the sub-committee concerning admissions to the Normal School of persons who suffer from physical disabilities, and the sub-committee on the expenditure of the \$2,185.02 received to balance the \$50,000 grant to January 1, 1900. All the sub-committees were continued, and Mr. Arthy was added to the last named sub-committee.

The sub-committee on flag day filed a report which recommended that where flags are provided for the use of schools they be flown on great national holidays, such as King's Birthday, Dominion Day, and Thanksgiving Day; and that they be flown on other days at discretion. As re

gards the publications submitted it was recommended that no action be taken in the matter. The report was adopted.

A letter was read from the School Board of Haldimand, appealing for a continuation of aid from the superior education fund as a special model school. Although the grounds upon which the appeal was based were not submitted as conclusive, the Committee resolved to grant the sum of fifty dollars this year.

A letter was read from Mr. Foster Brown *re* text-books, and after discussion it was moved by Alderman Ames, seconded by Mr. Walker, and

*Resolved*,—“That the question raised by Mr. W. Foster Brown in his letter to this Committee, under date of November 19, 1900, be referred to the Superintendent of Public Instruction with a view of obtaining a legal opinion regarding the same.”

Moved by Mr. Arthy, seconded by Professor Kneeland, and

*Resolved*,—“That all regulations of this Committee in relation to text-books be referred for revision and report to the sub-committee on text-books.”

The sub-committee on text-books reported that it had examined the various books which had been referred to it, and in consequence it recommended the authorization of (1) The Word-building Series, Nos. 1-7, The MacMillan Co., and (2) Elementary Physics and Chemistry, by Gregory & Simons, First Stage. Price 45 cents. The MacMillan Co.

Moved by Professor Kneeland, seconded by the Reverend E. I. Rexford, and

*Resolved*,—“That the report be received and adopted, and that the sub-committee be instructed to examine Halleck's History of English Literature, and report at the February meeting of this Committee.”

The report of the Inspector of Superior Schools was presented, along with a digest prepared by the Chairman. The Secretary was instructed to write to the Commissioners of Aylmer in regard to the Inspector's reference to the academy and its grounds.

The Inspector recommended that prizes for well kept school grounds be granted this year as follows:—

(1). Waterville Model School.....	\$100.00
(2). Gault Institute.....	50.00
(3). Stanstead Wesleyan College .....	25.00
	\$175.00

The recommendation was adopted and the Secretary was instructed to secure the necessary approval of the Lieutenant-Governor in Council.

The question of electing an additional associate member of the Committee to fill the present vacancy was deferred till a fuller meeting.

Moved by Dr. S. P. Robins, seconded by Mr. Masten, and

*Resolved*,—"That in view of the fact that Mr. E. M. Brown, B.A., has passed an examination in French for his second class academy diploma, he be granted an academy diploma, by the Central Board of Examiners, as a graduate in Arts, on compliance with the other necessary conditions."

*Resolved further*,—"That in consideration of the successful careers as teachers of Messrs. Brown and Fuller, they be exempted from the necessity of teaching for forty half-days in the McGill Model Schools in preparation for academy diplomas as graduates."

The report of the Central Board of Examiners upon applications for diplomas was read and adopted.

The Secretary was instructed to write to the Government, asking for an early approval of the resolutions of this Committee passed at the last May meeting in regard to the Normal School arrangements.

The financial statement was received.

#### FINANCIAL STATEMENT OF THE PROTESTANT COMMITTEE.

1900.

##### *Receipts.*

May 17—Balance on hand.....	\$ 1073.45
June 21—Deposit, Government Grant.....	1500.00
Oct. 17—Refund of Balance of \$600, cheque below	155.00
Oct. 17—Unexpended Balances.....	1193.48
Oct. 17—Settlement to January, 1900, of \$50,000 Grant .....	2185.02
	\$6,106.95

1900.	<i>Expenditure.</i>	
May 17—	J. M. Harper, Salary .....	\$ 300.00
May 17—	G. W. Parmelee, Salary .....	62.50
June 14—	Canada Envelope Co., Supplies to Dr. Harper .....	26.73
June 15—	T. J. Moore & Co, Printing and Supplies.	141.45
June 21—	G. W. Parmelee, Salary .....	62.50
June 23—	W. Vaughan, A.A. Examinations .....	137.50
June 23—	F. W. Frith, A. A. Examinations .....	62.50
June 26—	Cheque to pay Assist. Examiners' Fees..	600.00
Aug. 6—	J. M. Harper, Salary .....	300.00
Aug. 27—	Wm. F. Brown, Text-books for Dr. Harper	15.95
Sept. 28—	G. W. Parmelee, Salary .....	62.50
Sept. 28—	Chronicle Printing Co., Tabular State- ments .....	16.00
Oct. 1—	J. M. Harper, Salary .....	300.00
Oct. 17—	G. W. Parmelee, Sec'y. of C. B. E .....	250.00
Oct. 23—	Chronicle Printing Co., Minutes of Meet- ing .....	7.00
Nov. 14—	Art for Schools Association, Pictures, etc.	55.50
Nov. 21—	A. W. Colley, Duties, etc., on Pictures...	13.94
Nov. 29—	Balance on hand as per bank book .....	3692.90
		<u>\$6,106.95</u>

1900.	<i>Special Account.</i>	
Oct. 17—	City Treasurer of Montreal .....	<u>\$1,000.00</u>

1900.	<i>Contra.</i>	
Nov. 14—	Dr. S. P. Robins, for Nermal School .....	<u>\$1,000.00</u>

1900.	<i>Special Account.</i>	
June 27—	Interest on M. L. Fund .....	\$1,400.00
	Interest on Jesuits' Estates Sett. Fund .....	2,518.44
		<u>\$3 918.44</u>

1900.	<i>Contra.</i>	
June 28—	Superintendent of Public Instruction....	<u>\$3,918.44</u>

Audited and found correct.

WILLIAM I. SHAW.

The rough minutes were read, and the Committee adjourned to meet on Friday, the 22nd day of February next, in McGill Normal School, Montreal, unless called earlier by order of the Chairman.

GEO. W. PARMELEE,  
Secretary.

The annual report in connection with the Inspection and Examination of the Superior Schools under the supervision of the Protestant Committee of the Council of Public Instruction of the Province of Quebec for the year 1899-1900.

To the Reverend Dr. SHAW,  
Chairman of the Protestant Committee.

Reverend and dear Sir,

I have the honour to submit to you and the members of the Protestant Committee the following report of my inspection and examination of the Protestant Superior Schools of the Province of Quebec for the year 1899-1900.

I may respectfully call your attention to :—

(1). The provision made by the local authorities for the accommodation of the requisite number of pupils in each department of the school under their supervision. According to instructions from the Protestant Committee a deduction of one mark has to be made for each pupil above thirty-five in any department, and of the twenty-four Academies on the list thirteen of them may be considered satisfactory, five of them fairly satisfactory, while in six there has been not a little overcrowding.

(2). *Diplomas*.—There are only two schools in which I found a teacher without a diploma.

(3). *Efficiency*.—The marking in this respect is very creditable, there having been only one or two instances of marked inefficiency that came under my notice. The condition of the school depends to a large extent on the length of the teacher's tenure of office, and I regret to have to report that it is not always the inefficient teacher that has the shortest tenure of office. I have long advocated a three

years' engagement for our teachers, but it is difficult to see how this can be accomplished without special legislation, unless the Protestant Committee can recognize directly the efficiency of a teacher who has been three continuous years in one school. A special bonus, I feel assured, would realize a beneficial result in this connection. With such a bonus in view, the Commissioners, in my opinion, would be more careful in making their appointments, and less careless in the matter of retaining the services of an efficient teacher.

(4). The question of salaries is almost inseparably mixed up with the question of efficiency. That the average salary paid to our teachers is too small is well known to every one, and I regret to repeat that even several of our principalships are not as well paid as heretofore. Only six of our Academies have received this year the maximum mark, while seven of them receive less than fifty per cent. The state of the Model School, though the manner of marking is more liberal, is somewhat worse than this, there being only two in which the maximum is reached, and twenty-two in the 50 per cent limit or a very little over it.

(5). *Condition of Schools, Buildings and Furnishings.*— There has been continuous improvement in this respect for many years past, and the report of the present year shows that fourteen of the Academies have taken the maximum mark in this connection, and twenty-two of the Model Schools the same. To specialize, I may say that Huntingdon, the Academy that leads the list this year again in connection with the results of the examination, has not been slow in improving her school comforts within and without, and with the sanitary arrangements now in good condition within the main buildings, the time is near at hand, I think, when all the class-rooms will be refurnished. Sherbrooke has opened up two new class-rooms, for its increasing school population, while the Commissioners are considering the question of putting up an additional wing to the Academy building. Only two of the rooms of the fine building of Lachute Academy are now without the most improved furniture, while within and without improvements have been made commensurate with the necessities. And thus I might enumerate others of our schools that are doing well in this respect, among them the Gault

Institute of Valleyfield, whose building with its equipment is as fine as any in Canada; Knowlton, under whose spacious roof English and French-speaking young Canadians are provided for; Granby with its newly equipped class-room for its principal; Aylmer and Coaticook, with their immediate prospect of new buildings; Lennoxville with its renovated equipment and improved heating apparatus; Buckingham with its additional wing; Barnston with its building renewed and its furniture replaced. Compton with its finely finished new building and improved outer environment; Magog with its renovations and improved sanitary arrangements; Leeds with its new building and improved surroundings; Fairmount with its prospect of immediate extension; Megantic with its new building, and East Angus with its new wing. The spirit of emulation is abroad among the communities in this respect and I have no doubt will continue.

(6). *School Grounds and Sanitary Arrangements.*—There has been a praiseworthy activity in improving the outer environment of the school where the *loci natura* presented no obstacle. Wherever the town or village has been provided with water supply and drainage, an effort has been put forth to arrange sanitary matters as in the city, and even where the providing of such is an impossibility, improvement has been made. Under this heading, eleven of the Academies, and the same number of the Model Schools, take the highest mark possible, while only two of the latter fall below the 50 per cent. mark.

(7). *Disciplinary Methods.*—None of our schools are now without a physical drill, though in two or three instances the teacher is not ready enough to confess that it is necessary as a disciplinary means to an end. The physical drill that is a mere show is fast disappearing, and I trust will soon disappear altogether.

(8). *The Character of the Examination Papers Submitted.*—The improvement in the manner in which these papers are written and arranged continues, and yet the marks given in the tabular statement show that there is ample room for improvement. Special training should always be given in the preparing of neatly written and properly arranged examination papers. The character of the answers gave



ready evidence of much thorough work on the part of the teachers, as the report of the supervisors bears witness.

(9). *The Specimens.*—All the Academies have sent in specimens this year, and the Model Schools as well, with one or two exceptions. There has been a delay in sending in these specimens early in July, on account of the Principal not making arrangements to have them forwarded when leaving to take charge of another appointment. The character of these specimens is not improving, though now that every school finds it a necessity to prepare them, the quality and quantity may be more carefully considered by the teachers while making up their collection throughout the year. The quantity sent in would be very much larger if the practice were less persevered in of preparing these specimens of writing and drawing during the few days succeeding the June examinations.

In drawing up this report I have followed the order laid down in the bulletins which I send into the Protestant Committee every quarter. In these periodical reports other matters are referred to which may be summed up by my saying that the various school-rooms are being well decorated with national emblems, one of the most prominent being the picture of Her Most Gracious Majesty, Queen Victoria. Nearly every school is now provided with a school flag, and flag poles are being erected in the school yards for utilizing the flag in emblem teaching. It affords me great pleasure further to say that the nucleus of a school library has been laid in nearly all our Superior Schools, and that in the collection of books Canadian literature is by no means being neglected.

All of which is respectfully submitted.

J. M. HARPER.

## NOTICES FROM THE OFFICIAL GAZETTE.

### *Appointment of School Commissioners.*

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 11th of December (1901), to make the following appointments, to wit:

### *School Commissioners.*

Lake Saint John, Saint François de Sales: Messrs, Pitre

Bérubé and Alvida Lemay, to replace Messrs. Alfred Bonin and Ferdinand Fortin, whose term has expired.

Terrebonne, Sainte Marguerite: Mr. C. C. Lajeunesse, to replace Mr. Léon Cardinal, who does not reside any longer in the municipality.

*Appointment of a School Commissioner.*

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 4th of January (1900), to appoint Mr. Pierre Phaneuf, school commissioner for the municipality of La Présentation, county of Saint Hyacinthe, to replace Mr. Alexandre Arpin, absentee.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 16th January (1901), to appoint Mr. Joseph Onésime Goulet, teacher, of the city of Quebec, school inspector for the inspection district comprising the county of Champlain, less the municipality of Sainte Flore, and the municipalities of Deschambault, Grondines, Saint Casimir, Saint Ubalde and Notre-Dame des Anges, in the county of Portneuf.

*Appointment of School Commissioners.*

His Honor the Lieutenant Governor has been pleased, by order in Council, dated the 23rd January (1901), to make the following appointments, viz:

*School Commissioners.*

County of Champlain, Notre-Dame du Mont Carmel.— Mr. Honoré Lambert, in the place of Mr. Rémi Gagnon, who has left the municipality.

County of Temiscouata, Notre-Dame des Sept Douleurs.— Messrs. François Lévesque and Elzéar Caron, the former in the place of Mr. Alexandre Caron, whose term of office has expired, and the latter in the place of Mr. Rémi Michaud, who has resigned.

THE  
EDUCATIONAL RECORD  
OF THE  
PROVINCE OF QUEBEC.

---

No. 3.

MARCH, 1901.

VOL. XXI.

---

**Articles : Original and Selected.**

THE IDEAL SCHOOL.

Our social life has undergone a thorough and radical change. If our education is to have any meaning for life, it must pass through an equally complete transformation. This transformation is not something to appear suddenly, to be executed in a day by conscious purpose. It is already in progress. These modifications of our school system, which often appear (even to those most actively concerned with them, to say nothing of their spectators) to be mere changes of detail, mere improvements within the school mechanism, are in reality signs and evidences of evolution. The introduction of active occupations, of nature study, of elementary science, of art, of history; the relegation of the merely symbolic and formal to a secondary position; the changes in the moral school atmosphere, in the relation of pupils and teachers, of discipline; the introduction of more active, expressive and self-directing factors—all these are not mere accidents, they are necessities of the larger social evolution. It remains but to organize all these factors, to appreciate them in their fulness of meaning, and to put the ideas and ideals involved in complete, uncompromising possession of our school system. To do this means to make each one of our schools an embryonic community of life, active with types of occupations that reflect the life of the larger society, and permeated throughout with the spirit of art, history and science.

When the school introduces and trains each child of society into membership within such a little community, saturating him with the spirit of service, and providing him with the instruments of self-direction, we shall have the deepest and best guarantee of a larger society which is worthy, lovely and harmonious.

Passivity of attitude, mechanical massing of children, uniformity of curriculum and method are the typical points of the old education. It may be summed up by stating that the centre of gravity is outside the child. It is in the teacher, the text-book, anywhere and everywhere you please except in the immediate instincts and activities of the child himself. On that basis there is not much to be said about the life of the child. A good deal might be said about the studying of the child, but the school is not the place where the child lives. Now the change which is coming into our education is the shifting of the centre of gravity. It is a change, a revolution, not unlike that introduced by Copernicus when the astronomical centre shifted from the earth to the sun. In this case the child becomes the sun, about which the appliances of education revolve; he is the centre about which they are organized.

If we take an example from an ideal home, where the parent is intelligent enough to recognize what is best for the child, and is able to supply what is needed, we find the child learning through the social converse and constitution of the family. There are certain points of interest and value to him in the conversation carried on; statements are made, inquiries arise, topics are discussed, and the child learns. He states his experiences, his misconceptions are corrected. Again the child participates in the household occupations, and thereby gets habits of industry, order and regard for the ideas and rights of others, and the fundamental habit of subordinating his activities to the general interest of the household. Participation in these household tasks becomes an opportunity for gaining knowledge. The ideal home would naturally have a workshop where the child could work out his constructive instincts. It would have a miniature laboratory in which his inquiries could be directed. The life of the child would extend out of doors to the garden, surrounding fields and forests. He would have his excursions, his walks and

talks, in which the larger world out of door would open to him.

Now, if we organize and generalize this, we have the ideal school. There is no mystery about it, no wonderful discovery of pedagogy, or educational theory. It is simply a question of doing systematically and in a large, intelligent and competent way what for various reasons can be done in most households only in a comparatively meagre and haphazard manner. In the first place, the ideal home has to be enlarged. The child must be brought into contact with more grown people and with more children in order that there may be the freest and richest social life. Moreover, the occupations and relationships of the home environment are not specially selected for the growth of the child; the main object is something else, and what the child can get out of them is incidental. Hence the need of a school. In this school the life of the child becomes the all-controlling aim. All the media necessary to further the growth of the child centre there. Learning? certainly, but living primarily, and learning through and in relation to this living.

The statement so frequently made that education means "drawing out" is excellent, if we mean simply to contrast it with the process of pouring in. But, after all, it is difficult to connect the idea of drawing out with the ordinary doings of the child of three, four, seven or eight years of age. He is already running over with activities of all kinds. He is not a purely latent being whom the adult has to approach with great caution and skill in order gradually to draw out some hidden germ of activity. The child is already intensely active, and the question of education is the question of taking hold of his activities, of giving them direction. Through direction, through organized use, they tend towards valuable results, instead of scattering or being left to merely impulsive expression. If we keep this before us, the difficulty I find uppermost in the minds of many people regarding what is termed the new education, is not so much solved as dissolved; it disappears.

A question often asked is: If you begin with the child's ideas, impulses and interests, all so crude, so random and scattering, so little refined or spiritualized, how is he going to get the necessary discipline, culture and information? If there were no way open to us except to excite and in-

dulge these impulses of the child, the question might well be asked. We should have either to ignore and repress the activities, or else to humour them. But if we have organization of equipment and of materials, there is another path open to us. We can direct the child's activities, giving them exercise along certain lines, and can thus lead up to the goal which logically stands at the end of the paths followed.

There is nothing which strikes more oddly upon the average intelligent visitor than to see boys as well as girls of ten, twelve and thirteen years of age engaged in sewing and weaving. If we look at this from the standpoint of preparation of the boys for sewing on buttons and making patches, we get a narrow and utilitarian conception—a basis that hardly justifies giving prominence to this sort of work in the school. But if we look at it from another side, we find that this work gives the point of departure from which the child can trace and follow the progress of mankind in history, getting an insight also into the materials used and the mechanical principles involved. In connection with these occupations, the historic development of man is recapitulated. For example, the children are first given the raw material—the flax, the cotton, the wool as it comes from the back of the sheep (if we could take them to the place where the sheep are sheared, so much the better). Then a study is made of these materials from the standpoint of their adaptation to the uses to which they may be put. For instance a comparison of the cotton fibre with the wool fibre is made. I did not know until the children told me, that the reason for the late development of the cotton industry as compared with the woollen is, that the cotton fibre is so difficult to free by hand from the seeds. The children of one group worked thirty minutes freeing cotton fibres from the boll and seeds, and succeeded in getting out less than one ounce. They could easily believe that one person could only gin one pound a day by hand, and could understand why their ancestors wore woollen instead of cotton clothing. Among other things discovered as affecting their relative utilities was the shortness of the cotton fibres as compared with that of wool, the former being only one-tenth of an inch in length, while that of the latter is an inch in length; also that the fibres of cotton are smooth and do not cling together, while the wool has a cer-

tain roughness which makes the fibres stick, thus assisting the spinning. The children worked this out for themselves with the actual material, aided by questions and suggestions from the teacher.

They then followed the processes necessary for working the fibres up into cloth. They re-invented the first frame for carding the wool—a couple of boards with sharp pins in them for scratching it out. They re-devised the simplest process for spinning the wool—a pierced stone or some other weight through which the wool is passed, and which as it is twirled, draws out the fibre; next the top, which was spun on the floor, while the children kept the wool in their hands until it was gradually drawn out and wound upon it. Then the children are introduced to the invention next in historic order, working it out experimentally, thus seeing its necessity and tracing its effects, not only upon that particular industry, but upon modes of social life, in this way passing in review the entire process up to the present complete loom, and all that goes with the application of science in the use of the present available powers. I need not speak of the science involved in this—the study of the fibres, of geographical features, the conditions under which raw materials are grown, the great centres of manufacture and distribution, the physics involved in the machinery of production; nor again, of the historical side, the influence which these inventions have had upon humanity. You can concentrate the history of all mankind into the evolution of the flax, cotton and wool fibres into clothing. I do not mean that this is the only, or the best centre. But it is true that certain very real and important avenues to the consideration of the history of the race are thus opened—that the mind is introduced to much more fundamental and controlling influences than usually appear in the records that pass for history.

Now, what is true of this one instance of fibres used in fabrics (and of course, I have only spoken of one or two elementary phases of that) is true in its measure of every material used in every occupation, and of the processes employed. The occupation supplies the child with a genuine motive; it gives him experience at first hand; it brings him into contact with realities. It does all this, but in addition it is liberalized throughout by translation into its historic values and scientific equivalences. With the growth of the

child's mind in power and knowledge it ceases to be a pleasant occupation merely, and becomes more and more a medium, and is thereby transformed.

This in turn has its bearing upon the teaching of science. Under present conditions, all activity to be successful, has to be directed somewhere and somehow by the scientific expert—it is a case of applied science. This connection should determine its place in education. It is not only that the occupations, the so-called manual or industrial work in the school, give the opportunity for the introduction of science which illuminates them, which makes them material, freighted with meaning, instead of being mere devices for hand and eye; but that the scientific insight thus gained becomes an indispensable instrument of free and active participation in modern social life. Plato speaks somewhere of the slave as one who in his actions does not express his own ideas, but those of some other man. It is our social problem now, even more urgent than at the time of Plato, that method, purpose, understanding, shall be found in the one who does the work, that his activity shall have meaning to him.

When occupations in the school are conceived in this broad and generous way, I can only stand lost in wonder at the objections so often heard, that such occupations are out of place in the school, because they are materialistic, utilitarian, or even menial in their tendency. It sometimes seems to me that those who make these objections must live in quite another world. The world in which we live is a world in which everyone has a calling and occupation—something to do. Some are managers and some are subordinates. But the great thing for one as for the other is that each shall have had the education which enables him to see within his daily work all there is in it of large and human significance. How many of the employed are today mere appendages to the machines which they operate! This may be due in part to the machines which they operate, or to the régime which lays so much stress upon the products of the machine; but it is certainly due to the fact that the worker has had no opportunity to develop his imagination and his sympathetic insight as to the social and scientific values found in his work. At present, the impulses that lie at the basis of the industrial system are either practically neglected or positively distorted during



the school period. Until the instincts of construction and production are systematically laid hold of in the years of childhood and youth, until they are trained in social directions, enriched by historical interpretation, controlled and illuminated by scientific methods, we certainly are in no position even to locate the source of our economic evils, much less to deal with them effectively.

The real child lives in the world of values, of imagination and ideas which find only imperfect outward embodiment. We hear much nowadays about the cultivation of the child's "imagination." Then we undo much of our own talk and work by a belief that the imagination is some special part of the child, that finds its satisfaction in some one particular direction, generally speaking, that of the unreal and make-believe, of all the myth and made-up story. The imagination is the medium in which the child lives. To him there is everywhere and in everything that occupies his mind and activity at all a surplussage of value and significance. The question of the relation of the school to the child's life is at the bottom simply this: shall we ignore this native setting and tendency, dealing not with the living child at all, but with the dead image we have erected, or shall we give it play and satisfaction? If we once believe in the life of the child, then will all the occupations and uses spoken of, then will all the history and science, become instruments of appeal and materials of culture to his imagination, and through that to the richness and the orderliness of his life. Unless culture be a superficial polish, a veneering of mahogany over common wood, it surely is this—the growth of the imagination in flexibility, in scope and in sympathy, till the life which the individual lives is informed with the life of nature and of society. When nature and society can live in the school-room, when the forms and tools of learning are subordinated to the substance of experience, then will there be an opportunity for this identification, and culture shall be the democratic password.

(This reading is from *The School and Society*—University of Chicago Press. \$1.00—a series of talks by Professor John Dewey, of the University of Chicago, widely known as the initiator of the Chicago Dewey School. These talks are explanatory of that school, which is an attempt to find the education best fitted to bring the child into intelligent relation with his environment).—*Current Literature*.

## Model Lessons.

### AN ELEMENTARY LESSON IN THE PRINCIPLES OF GRAMMAR.

JOHN R. TIMSON, B.A.

#### APPOSITION.

(The first examples taken should deal with subjects of immediate interest to the children. For instance, if there is a Mary in the class, the sentence first taken might be: "Mary, a neat child, sits in the front row." The children will be glad to furnish examples.—*Editor.*)

We often give a thing more than one name by way of description or explanation, as—

The *river Tiber* is in Italy.

*Tom*, the butcher's *boy*, carries meat.

"River" and "Tiber" mean the same thing. "Tom" and "boy" mean the same person.

When two or more names in one sentence are used in this way, the second and other names are said to be in apposition to the first name—that is, in position side by side with it.

All names in apposition indicate the same thing, therefore all the distinction in names which come from the thing itself will be one and the same for all the names. These distinctions are gender, number, and person; and nouns in apposition agree in these particulars.

The man is a tailor, draper, clothier, and hatter. Man, tailor, draper, clothier, hatter are all names for one and the same person. They must therefore be of the same gender, number, and person.

In one sentence they will all indicate the subject, the object, or a possessor. Hence nouns and pronouns in apposition are in the same case.

The first name is parsed as though it stood alone, as—

The river is in Italy.

River.....Nominative case to "is."

The second and remaining names are in the same case, as—

The river *Tiber*, a muddy *stream*, is in Italy.

Tiber...Nominative case, in apposition to "river."

He went to London, the capital of England.

London...Objective case, governed by "to."

Capital ..Objective case, in apposition to "London."

A second name is often asserted of the subject, as—

The man is a beggar.

"Man" and "beggar" mean the same person.

"Beggar" is nominative case after the verb "to be."

Remember that the verb "to be" takes the same case after it as before it, because the names indicate the same thing.

Other verbs take names after them indicating the same things as the names before them, as—

*He* seems a good *workman*.

*Tom* becomes an *apprentice*.

The *beggar* was made *king*.

*She* is called *Mary*.

The *soldier* was taken *prisoner*.

The tallest *man* was appointed *king*.

The name following the verb is said to be "nominative case after the verb." The pronoun "it," used for the subject, is often explained by a verb in the infinitive mood, as—

*It* is pleasant *to play*.

"It" means "to play."

You will readily supply other examples. Sometimes "it" is used to name what is unknown or not defined.

"It" is then called an indefinite pronoun, as—

It rains. It is snowing. It is cold.

If a person is addressed by name, the noun is said to be nominative case of address, as—

Tom, did you speak?

Tom.....Nominative case of address.

## MEMORY NOTES.

A noun or pronoun in apposition to another must be in the same case.

The verbs "to be," "to seem," "to appear," "to become," "to call," "to name," often take a noun after them which stands for the same person or thing as the subject, and is therefore nominative case.

The pronoun "it" is said to be "indefinite" when its meaning is not fixed, as—It rains.

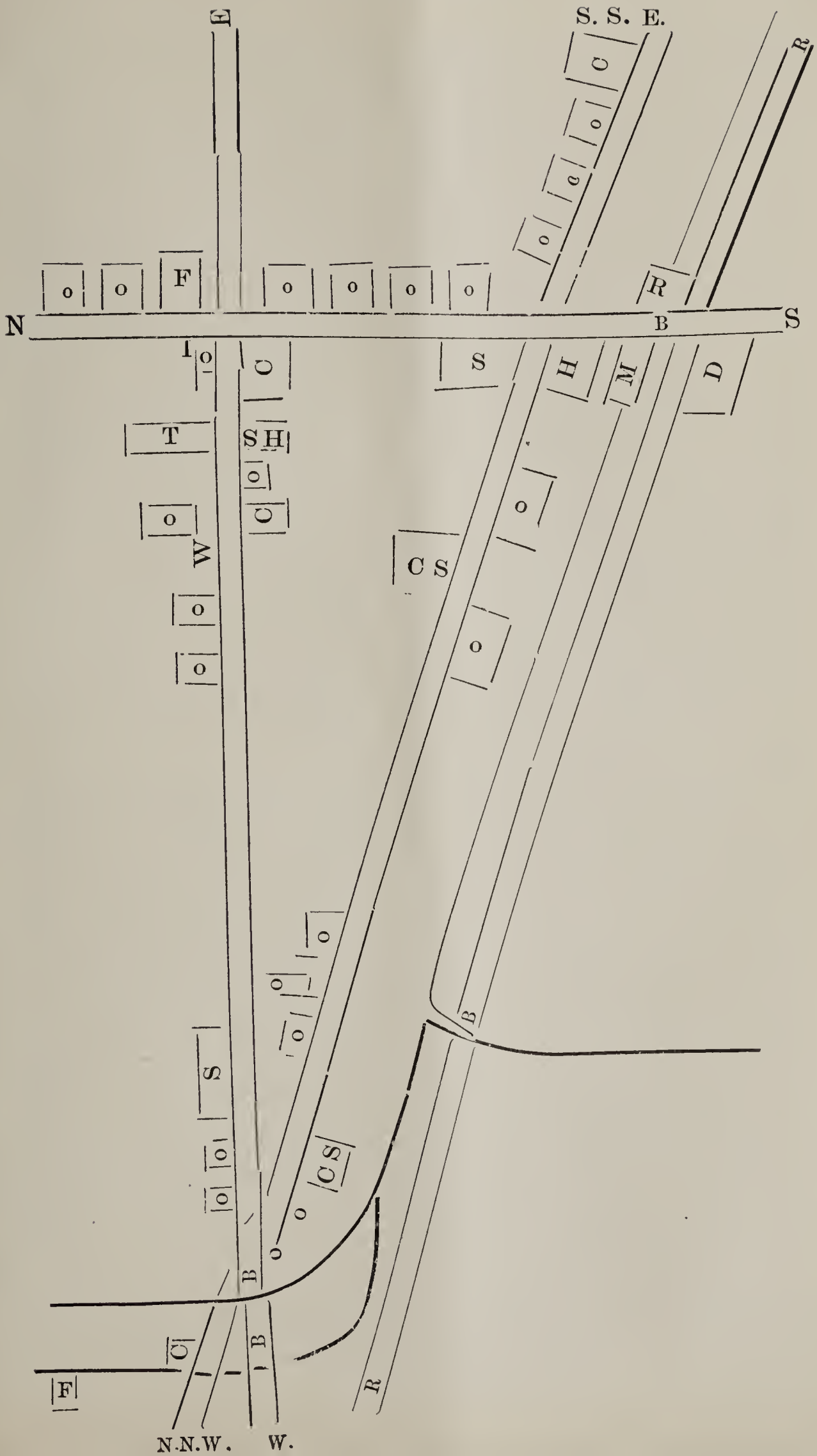
The pronoun "it" is often explained by a verb in the infinitive mood, as—It is wrong to steal.

Nouns and pronouns used to address a person are said to be nominative case of address.—*The Practical Teacher*.

## A LESSON IN GENERAL GEOGRAPHY.

BY A. W. KNEELAND, M.A., B.C.L., MCGILL NORMAL SCHOOL.

In endeavouring to comply with the request of the Editor for a typical lesson in General Geography, I find myself seriously handicapped by the absence of a class which alone can arouse the enthusiasm of the teacher, and whose answers must always suggest to a large extent, the questions which the enthusiastic teacher should ask. I may, however, make some suggestions regarding a lesson, which may prove of use to my fellow teachers; and in doing so, I beg my readers to consider themselves teaching an elementary school in a small country village of which the following might be a plan:—



In this plan or map, which should be made on the board during the progress of the lessons, N. S., E. W., S. S. E., and N. N. W. represent not only roads but points of the compass. R R. is the railway running high up on the hill-side, towards the south; D. is the railway station; C. C. C. are churches; B. B. B. B. are bridges over the streams represented by the irregular lines, which meet in the low level land in the valley to which the hills slope in all directions save one, the south-west. H. is the hotel, M. the mill, F. F. factories, T. the town hall, S. S. are stores, Cy. the cemetery, B. S., B. S. are blacksmith shops, and O. O. O... are dwelling houses. Our school-house, you will see high up on the east and west road between two churches; it is marked S. H., while not far below, marked W., is a spring of cool, never-failing water, and at I., on the other road, is a penstock. The older boys have been taught how to pace off the roads, so that our distances are all correct and on a scale of say 36 inches to the mile, when the plan is put on the board; hence they can tell me just how far one point is from another; *e. g.* they will tell me how far one store is from the other and from the churches, how far the cheese-factory is from the railway station, etc., etc. This actual measuring of distances and its use in making the plan are of great value.

The making of this map should be accompanied by conversation and questions, giving every member of the class something to tell while the work proceeds; *e g.* the teacher might ask why the roads N S. and E. W. run in these directions, in order to bring out the facts that the concessions or ranges run east and west and the lots north and south and that it is fairer to all to have roads run with these divisions than irregularly across them. Then a question regarding the third road will bring out the facts that the others running over high hills, were inconvenient, and that one running through the low-land diagonally across lots, would be shorter and easier. A question should also bring out the reason why the R. R. runs high up on the hill-side and not low down in the valley, also the inconvenience to the village in having it so far from the centre of the village.

Next when putting in the brooks and naming them, reasons should be sought for their direction, source, final destination and names. The slopes on every hand should

be referred to as they turn their waters towards these streams.

At W. beside the E. & W. road is a never-failing spring of hard water. Why hard? Where has it its source? This will lead to a study of the forest on the hills behind and the lime-stone rocks of these hills and the general cause of springs.

The above will be ample material for one or even two lessons in the hands of a wide-awake teacher who is alive to her opportunities.

In subsequent lessons, the location of the mills, hotel, stores, factory, churches and school-house, will be studied, and reference to their past history, material, etc., will be made. The teacher, *e.g.*, will ask why the mill is at M, and the factory at F, why S. S. and H. are good locations for the stores and hotel, why a shop is at B. S., and what advantages there are in having the churches and school on the high ground at C. C. and F. H.

The pupils should be requested to examine and report on the kinds of soil found on the hills and in various parts of the valley, with some report on the rocks to be seen; and they should discover for themselves what kinds of grain, etc., do best on the different kinds of soil. The locations of the various village and farm houses should be talked over as well as the materials of which they are made and the source of these materials.

After exhausting the immediate neighbourhood of the school, the pupils should follow the roads beyond the parish or village to adjoining places, and the railroad to the great towns and cities beyond. The products sent away and brought in should engage their attention, never forgetting the *why* for everything.

This is beginning with the known and proceeding to the unknown, the only rational plan of teaching.

In the above sketch, I have only outlined a few of the many points that may and should be touched upon in such lessons in Geography, for local conditions must colour any lesson and determine what should be the points discussed in any given case; but I think that I have indicated sufficient to show that Geography may be made something different from the dry-bones that are often thrown to pupils, by teachers who will not take the

trouble to clothe them with something that is living and pulsating with life.

By way of contrast, I append a few questions such as are often heard during similar lessons. We are to suppose that a map of the county or parish is before the class, when the teacher proceeds somewhat as follows: Name and point out the parish in which you live. Bound it. Name its chief villages, etc. Point out any churches in it. Point out the school-house. Point out any mill or factory. Who can point out the railroad? Who, the station? Point out any brooks. Name them. Point out the town hall. What are the principal buildings on each road? This is a fair sample of a so-called Geography lesson. Is it one?

### **Educational Experiments.**

—A GERMAN philologist, writing in one of the ponderous magazines devoted to his science, discusses the number of words in the vocabulary of an ordinary healthy boy, three years old, and the son of fairly educated parents. The philologist does not exactly state how he arrived at his conclusions, but we may take it that he has gone about his work in a systematic and scientific manner. According to this authority a boy of three years uses habitually 620 words. One hundred and thirty of these are verbs, and thirty-nine are compound words, the remainder belong to the other seven parts of speech. The verbs are an interesting collection, and parents of boys of this age might experiment on their children with the object of testing the German philologist's accuracy. The verbs are as follows:—to dry, work, watch, build, bite, bite (off), pray, ask, blow, remain, bleed, use, bring, bend, brush, thank, cover, thunder, dare, eat, go, drive, fall, find, fly, engine, feel, feed, give, belong, fiddle, to play (the flute), have, hang, strike, lift, raise, call, fetch, hear, comb, turn, ring, knock, nip, cook, boil, come, may, to make (war), laugh, let, run, run (away), lick, lay, to glue, read, lie (down), make, open, shut, paint, can, must, sew, take, plant, pluck, pump, smoke, rain, pull (up), tear (up), ride, smell, name, say, shoot, sleep, beat, smear, cut, write, cry, spill, see, be, set, put, place, sit, sing, shall, dine, play, speak, spring, spit, hide, sting, stand, push, seek, dance, do, carry, step, drink, lose, wait, wash, weep, become, throw, wipe, will, count, show, draw.—*The Leisure Hour.*



## GARDENING.

Another phase of modern education, which deserves to be more widely introduced, is gardening. In France, gardening is taught in twenty-eight thousand elementary schools, each of which has a garden attached to it. In Sweden, thirty years ago, twenty-two thousand children received instruction in horticulture, and each of the two thousand and sixteen schools had for cultivation from one to twelve acres. In Russia, many children are taught tree, vine, grain, garden, silk-worm and bee culture.

A rural school for girls, near Berlin, prepares for home duties. The school has been in operation for a year, and an examination proved that the pupils, between the ages of nine and sixteen years, were as well grounded in common school branches as their sisters in the metropolis. Below is

## THE DAILY PROGRAM.

## A. M.

- 6:00—Rising bell. Cold sponge bath. Dressing.  
 6:20—Making beds, sweeping, dusting.  
 6:45—Devotional exercises.  
 7:00—Breakfast.  
 7:45—Preparation of daily lessons or exercise in the open air.  
 8:00—Science—One-half or three-quarters of an hour for each subject. Applied to domestic sciences.  
 10:00—Lunch.  
 10:15—Gardening—digging, planting, bedding, weeding; vegetable and flower culture under direction of a gardener.  
 Music—Children taking turns in practising music for one-half hour and gardening for one hour.  
 11:30—Dining-room duties.  
 12:00—Dinner.

## P. M.

- 12:30—Plays, games, after resting.  
 2:30—Drawing from nature, or needlework outdoors.  
 Individual reading.  
 3:30—Preparation of daily lessons.  
 6:00—Supper.  
 7:00—Promenading in the garden.  
 8:00—Bathing in the lake. Singing.  
 9:00—Bedtime.

In winter, science and indoor gardening are practised, with skating and sleighing.

—From “Excursions and Gardening” (Educational Experiments), by A. M. Loehr, in the December *Chautauquan*.

—BRITISH CHILD-STUDY ASSOCIATION.—In connection with the London branch, Dr. Francis Warner gave last month at the Home and Colonial College a demonstration of the methods employed to determine the physical and mental capacity of children. Eighty children had been assembled. These were admitted to the room in four parties, each of which was ranged in line along the floor. They were then asked to watch the movement of a bright object. Those who in so doing moved their heads rather than their eyes were put on one side. The remainder were then asked to show their hands, and some were excluded for the manner in which they did so. Dr. Warner then placed his hand on the head of each of the rest and put aside any showing abnormal development. These, thus selected, were then individually examined by the lecturer and their deficiencies noted on cards prepared for the purpose, these results being afterwards compared with the teachers’ opinions. At the close Dr. Warner insisted on the importance of training children to move their eyes, and of a ready method of noting the signs of fatigue and nervous exhaustion in children.—*Journal of Education, London*.

### Editorial Notes and Comments.

#### HYGIENE IN SCHOOLS.

It is as difficult to estimate the good that has already been effected, socially and morally, by the devoted labours of the Women’s Christian Temperance Union, as to imagine the accession of wealth, power and happiness that would result to our nation, if the principles of the White-Ribboners were universally prevalent. It is, therefore, deeply to be regretted when lawless precipitance of action like that of Mrs. Nation or the setting forth of unreasonable claims by short-sighted, albeit well-meaning, people hinders reform. To all who have at heart the inculcation of temperance as one essential to national prosperity, and, therefore, a necessary part of national education, we com-

commend the eminently sane remarks of the editor of the *Christian Guardian*, who a few weeks since, with the requirements of Ontario schools in view, thus summed his conclusions:—

“Our attitude is firmly fixed—

- that the subject of hygiene—health of body and of mind—under the forms of food, clothing, light, ventilation, exercise, rest, narcotics, and stimulants, is one of vital importance, and cannot be dispensed with in our public system without serious harm:
- that a suitable series of lessons, with a syllabus for teachers, and a text-book for advanced pupils, is a necessary equipment, and is attainable, and will be valuable:
- that the matter of examination, and the methods thereof, is of minor importance, and should be governed, by those qualified to judge, freely in the best interests of teachers and pupils.”

“We are strongly in favor of scientific instruction, put in simple and suitable form, relative to narcotics and stimulants. We do not hang the fate or value of this instruction on the present text-book, or on the present requirement for examination, which is limited to one form and to only part of the text-book. Teachers are above text-books and examinations as school forces, and if our temperance people will help and not hinder the heads of the Normal Schools where teachers are trained, and will, in kindly ways, understand and encourage the teachers, we shall get at more effective teaching than we have now.”

“We are interested in ‘educational reform’ as well as, ‘temperance reform,’ and we repeat what we wrote in our issue of December 26. ‘If the element of written examination as a method in education has been pressed too far, to the injury of the teachers in their work, and to the injury of the scholars in their health and growth of body and mind, then we should be among the first to understand and seek to remedy so serious a defect.’”

“There is no need for protest or suspicion or denunciation, but a loud call for mutual confidence and co-operation.”

—WE note with great pleasure the recent plan, suggested and advocated in his message to Congress by the Minister of Justice and Public Instruction of the Argentine Republic, Dr. Osvaldo Magnasco, to introduce the study of the Bible

into the national schools of the Argentine Republic. At the time when countries, which we have been accustomed to look upon as more enlightened, are taking a retrograde step in this regard, this proposed action of the Argentine Republic stands out in greater relief. We quote a few lines of the congratulatory address presented to the Government by between three and four hundred of the leading bankers, capitalists, merchants and clergy of all denominations on learning of this action of their Minister :

“The great Book of the Ages—the Holy Bible—contains the secret of the true strength and greatness of nations. Its truths emancipate the conscience, illuminate the intellect, fortify and ennoble the spirit. This peerless Book—in a modern and accurate translation into Spanish from the original Hebrew and Greek—ought to be in the hands of all our Argentine children. This is the only weapon with which to conquer the ‘wild scepticism’ pointed out by the Executive, and with which to vanquish all error, superstition, and ignorance in morality and religion.

“May we therefore be permitted to unite our hopes and wishes with those of the Executive for the advent in the near future of an epoch in which—imitating England and Germany—the unprejudiced reading of the Bible shall constitute one of the most delightful and edifying occupations of our Public Schools.

Righteousness exalteth a nation, but sin is a reproach to any people.”

—ONE reason why the professions, offices, stores and in general all places where a man or woman can find a handy seat are overcrowded is because we are teaching our children to form the *sitting habit*. So busy are the teachers in some schools that they cannot spare time to change rooms, or to take a few minutes’ physical drill with the class. Sit, sit, sit from nine in the morning until three or four in the afternoon is the rule. Manual training half an hour or an hour twice a week will help to break this bad sedentary habit, but the various exercises of the school-room ought to tend in the same direction. Have you ever observed how eager all the children are to run messages for the teacher and to clean the black-board? How lovingly the monitor lingers over the cleaning of the board when you are anxiously waiting to use it. Our class-rooms ought to be provided with black-boards around the room and the

windows should be higher up, so that fifteen or twenty children could draw or write simultaneously at the board. When a teacher finds himself exhausted at the close of the morning session of school he might wisely call a halt and let the children do the work in the afternoon session.

The dulness and apathy of children is largely due to the fact that they want to use their physical powers while the teacher is determined that the mind and the mind alone shall be exercised. A boy when allowed to work at the black-board is exasperatingly slow in getting his example finished that he may enjoy "lengthened sweetness long drawn out." He does not know when he may get the opportunity again so he rubs out and rubs out, puts a touch here and another there, until he hears the teacher's voice, "You make take your seat now Willie."

—WE occasionally see, in our educational magazines and the daily papers, statements by narrow-minded, short-viewed people, to the effect that universities are the hot-beds of vice. The ebullitions of youthful superfluous energy, are looked upon as indications of coming vice in the community. Chancellor E. Benj. Andrews, of the University of Nebraska, referring to this says:

"A well-known fact shows that few college graduates permanently go wrong. Find a graduate of an American university anywhere and you are nearly sure to find a pillar of society, a man or woman who is upright, trustworthy, public-spirited, philanthropic, a good example for youth to follow. This fact is explained in part by the large proportion of vice-proof characters among the young people who enter upon advanced study, but the generalization could not be so sweeping as it is did not university influences themselves reinforce morality rather than break it down. Were universities hot-beds of vice, as they are sometimes represented, did they in any degree approach this character, their graduates, however exemplary on entering, would not turn out so well as they actually do in their mature years."

### Current Events.

—IN Jamaica, the largest and most valued of the British West Indies, at the annual inspection of schools for the purpose of awarding government grants, no child is examined who has not attended at least one-fourth of the

session of the school year. No fees are collected in Public Elementary Schools. The present educational system in Jamaica dates from 1892.

—THE Hon. Mr Justice Lynch, at a recent meeting of the District of Bedford Teachers' Association, made a very pleasing speech in which he strongly urged the teachers to unite to raise the standing of their profession in the eyes of the public so as to induce a more just recompense. He was not an advocate of combines or strikes, but he was inclined to tell the teachers that if they could not accomplish their purpose any other way, then strike. His Honor called attention to the importance of healthy school games. He strongly advocated the encouragement of cricket and begged of the Principals of the several Academies in the district to interest themselves in this subject.—*Daily Witness, Montreal.*

--THE public school children of Berkeley, California, are obliged to take their own drinking cup, towel, and soap to school. This insures the best possible sanitary condition.

--IN July 1900 the French Minister of Public Instruction issued the following decree intended to regularize sundry anomalies and doubtful uses in the syntax and spelling of the French language :

" 1. In all examinations, competitive or otherwise, controlled by the Department of Public Instruction, and involving, or not involving, special orthographical tests, no candidate shall suffer any loss of marks for using the forms contained in the appended list.

" 2. No forms or constructions contrary to those contained in the list shall be taught as rules in any State school of any grade."

The list referred to is too long to print in full, but a few changes may be noted. The children may now say un aigle or une aigle; gens soupçonneux or soupçonneuses; orge carrée, orge mondée, orge perlée; à Pâques prochain or prochaines; témoin or témoins, les victoires qu'il a remportées; quatre-vingt (or vingts) dix hommes, quatre cent (or cents) trente hommes; mil for mille in dates; tout or toutes heureuses; tout or toute entière; ne faire aucun projet (or aucuns) projets; plus d'un de ces hommes était (or étaient) à plaindre; il faudrait qu'il vienne (or vînt);

elles se sont tu (or tues); défendre qu'on vienne (or ne vienne).

There is an important note to the effect that mistakes in reference to subtle distinctions should not be treated as serious faults as these prove nothing against the general intelligence and real knowledge of candidates.

—COMPULSORY education is a burning question in England at the present moment.

—A SANITARY school for delicate children has been established at Pine Bluff, N.C. This school is located in what is, perhaps, the most healthful section of the United States. Pine Bluff, N.C., is in the midst of the "long-leaf pine" region, is one hundred and thirty miles from the ocean, and six hundred feet above sea-level. The soil is clear white sand to the depth of forty to fifty feet, into which the rain sinks upon falling, so that after the hardest shower there is no surface water. The climate is mild, the winter temperature about 40°. It is a place where the pupil can be out of doors nearly every day in the year; and during a greater part of the time classes are conducted in the open air, among the pines.

It is not intended to make this a school for invalids; but rather to give to those whose constitutions will not allow them to continue their schooling in the North, on account of its cold, its dampness and its sudden changes, a place where a course of study can be followed without interruption, either during the winter months or throughout the year. In Pine Bluff there are none of the conditions that make life in the North a terror to many during half the year. The dry air, the equable temperature, the health-giving pines, combine to make it a delight to those who have tendencies towards lung or bronchial complaints.—  
*Education.*

—"OUR intellectual degeneracy," says Andrew Lang, "I trace—to Sir Walter Scott! Before 1814, the birth year of Waverley, novels were mere objects of contempt among the world of educated readers. By 1832, the year of Scott's death, Bulwer Lytton could seriously state that no literature but novel-writing had any pecuniary reward. There have been a few lapses into, or rather revivals of, intellectual interest but the progress has been rapid from reading

novels only, to reading only 'short tales and snatchy articles.' "—*The Critic*.

### THE PRESUMPTION OF BRAINS.

In these days most children are thought to be too feeble to go to school in a storm. Instead of the little red school-house, they have palaces of pressed brick, with furnaces, double windows and polished desks; and when it rains the storm signal stops the school. We do not recognize the probability of physical hardiness and we do too little to develop it.

No more do we recognize intellectual vigor—brains—in the child, and many of the recent methods of teaching do not stimulate the growth of mental fibre. To begin with, the kindergarten is an attempt to systematize play, and by a species of legerdemain to get from play the discipline of work. But play, useful and necessary as it is, is spontaneous activity, and it ceases to be play when reduced to a system.

Next, object teaching comes in and entertains the child through the senses, as if the senses were all-important and the brain non-existent or not to be disturbed. But the sense perceptions predominate in the child; his whole life before coming to school is made up of them. It is not these that need stimulating so much as the mental activity to which they ought to lead. The objective method is good, even indispensable, in due proportion, but the tendency is to so emphasize it as to neglect the brain, which most needs and has less of the training.

When we come to reading, the methods are simplified to the last homœopathic dilution. The simplest word is illustrated by a picture of the most familiar object—a cat; and from this we advance by imperceptible gradations, interminably. This elementary process is good for a start, but it should be dropped very early—as soon as the child catches the notion of what reading is. There is a presumption that the child has brains, and that he can soon see through so simple a process.

And spelling is tabooed by many progressive educators, especially the spelling book, as if it were too great a tax upon the "gray matter" for the child to learn to spell a word which he has not used!



In number, objects and pictures are used in many of the highly-elaborated text books to such an extent that any one of the higher orders of domesticated animals ought to learn the elementary processes of arithmetic in less time than is assigned for the average child. I am not objecting to these ingenious methods at the beginning, but they ought to be dropped at the earliest possible moment, so that the child may be compelled to employ his own activity—to use his brain; for, let it not be forgotten, the child is presumed to have brains.

In the study of language—for grammar is a term not to be tolerated till the age of adolescence—the simplifying process has eliminated everything above mere childish twaddle. Nothing beyond the child's limited comprehension is to be placed before him. The geography is made as familiar as the school-yard. The supplementary reading is, much of it, written down to the child's low level. Finally the text-book is abandoned, and the teacher, laced in corsets of snug-fitting programmes and definite directions, is set up, to talk, talk, talk. School must be made interesting. The children must not be overworked.

There is a presumption at the start that the child has brains. It is safe, also, to assume that he has used that organ to some extent, and in more directions than one, before coming to school, and he must be compelled to use it constantly. This presumption will enable the teacher to skip many of the methods and to lighten and shorten the work.—*A. P. Marble in the "Pennsylvania School Journal."*

### SCIENCE IN AGRICULTURE.

The practice of science in relation to agriculture, often regarded in this country (Great Britain) as a mere fad, possesses in Canada a real interest for practical farmers. The experimental farm is a favourite resort for an excursion, whether for school children or for older people, among whom such a centre of research generates the keenest interest.

The total cost of the Canadian Experimental Farm Department is £15,000 a year; the value of the stock on hand at the end of last year was something like £7,500; it would be difficult to find an investment of public money more advantageous to agriculture generally or more direct-

ly beneficial to those whose living depends on it. Some few County Councils are beginning to encourage agricultural science, but this great national industry calls for a generous fostering at the hands of the state.—*Edmund Verney, in the Contemporary Review.*

## Practical Hints and Examination Papers.

### REMINDERS TO TEACHERS.

Do not commit the folly, fellow-teachers, of assigning home lessons to babies.

Do not be guilty of asking children who are just beginning to learn to write, to copy a dozen words from the black-board, carry their imperfect representation home and fill two sides of their slates with the nonsense. You hold us up to the derision of mothers—of mothers who, after all, are nature's provision for instructing the child—when you ask a child to write over and over, that which conveys to his mind as much information as Chinese hieroglyphics would.

The mother should not have to spend her afternoon trying to decipher illegible writing, and showing her child how to hold his pencil and write his lesson.

A mother would rather have her child know less about c-a-t cat than have it worked up into a semi-hysterical condition trying to do the impossible.

Half-day classes are not designed to leave leisure for *home lessons*, but to give *rest* and *recreation* to young, and therefore easily fatigued brains.

The little children grow weary so quickly. To over-fatigue the young child is to take away its elasticity of spirit and responsiveness to educational stimulus. As heat destroys the piece of elastic, so overpressure takes the vim and life out of the child.

—A PROMINENT educationist suggests the following question as an appropriate one in connection with the opening exercises of the school, "Did you brush your teeth *this morning*?" On the principle that prevention is better than cure, the attention of children should be directed to the care of the teeth. If we show due diligence in this regard we may save ourselves much trouble in the future,

Already we hear rumours of the "school dentist" whose business it is to visit the various schools in a city, to fill teeth or to pull those that are too much decayed to be filled. This past summer a lady said, "My children could not go to bed without cleaning their teeth first. It is a part of their preparation for bed. I have known them to get up after retiring because they felt uncomfortable, having forgotten to brush their teeth. I have impressed upon them very strongly that it is while they sleep that the enemy destroys their teeth."

—To the logical, orderly mind, the study of Euclid is a pleasure without alloy. It is those who need geometry most who care least for it. What is to be done with the pupils who show less than interest in this and kindred subjects? Point out to them their need of geometry. Show no weak-kneed policy in its study. Insist upon the logical, orderly statement of all the work of the school. A favorite expression of a well known teacher of mathematics in answer to a student who confesses her distaste for mathematics is, "That is the part of your education that needs most attention. The only cure for your mental disease is mathematics in large doses." And usually the pupil decides to accept the medicine.

## STORIES FOR REPRODUCTION.

### THE SCOTCH THISTLE.

An old legend gives this account of the national badge of Scotland.

The Danes had invaded Scotland in considerable force. They were a brave war-like race and scorned to take what they considered an unfair advantage of the enemy; it was one of their axioms that it was dishonourable to surprise a foe under cover of darkness.

At dawn, therefore, one winter's morning, the Danes carefully laid their plans to steal upon the Scottish camp while still asleep. The soldiers were ordered to march barefooted that the enemy might hear no tramping.

Silently and unobserved they crept as near as they dared to the sleeping camp, and then sent forward scouts to discover the weak points of the enemy's position.

One of these scouts was stealing cautiously round the

camp, when he trod with his bare foot upon a thistle! The unfortunate man did what *you* would have done in similar circumstances—gave an agonized howl!

In an instant the Scotch were aroused; they at once attacked the invaders and completely routed them.

Out of gratitude to the prickly little plant, they dubbed it the "Scotch" thistle, and made it the national emblem with the motto 'Nemo me impune lacessit'—'no one annoys me with impunity!'

### A FAITHFUL HORSE.

Sergeant Parker, a member of the Canadian Mounted Police, waited a day or two after the departure of his men, in order to receive some government despatches, of which he was to be the bearer. It was winter on the prairie, and every trail was hidden beneath the snow, but as soon as he secured the papers, he pushed on alone, hoping to rejoin his company by a forced march. By nightfall he had lost all sense of direction and when he resumed his journey next day, he felt that his search was hopeless.

Still the despatches were important, and he had been trusted with them. For six days he wandered about, starving and frost-bitten. Then snow-blindness came upon him, and he lay down to die.

His faithful horse did not desert him, but stood like a sentinel at its master's feet. For a day and a night it stood there, and on the morning of the second day of its watch a mail-carrier saw the motionless figure. He approached and discovered Sergeant Parker.

It was nearly a fortnight before the rescued sergeant regained consciousness. His first question was after his horse. The emaciated beast was brought into the tent where its master lay, and at once it began to lick his face.

Two days later the horse was dead.—*The Youth's Companion*.

—AT a recent missionary convention a speaker quoted a negro boy as giving for his reason for seeking an education that he was "tired of wearing a two dollar hat on a ten cent head." Many a more favoured youth might well study this terse remark of the untutored boy, and many a father might well question his own responsibility in neglecting

the moral and spiritual training of his son, while spending thousands upon merely worldly training.

### FROM ANGELL'S LESSONS ON KINDNESS TO ANIMALS.

Remind children :

1. Never to stick pins into butterflies and other insects, unless they would like to have somebody stick pins into them.

2. Never to carry poultry with their heads hanging down, unless they would like to be carried in the same way.

3. Never to throw stones at those harmless creatures, the frogs, unless they would like to have stones thrown at themselves in the same way.

4. That nearly all snakes are harmless and useful.

5. That earth worms are harmless and useful, and that when they use them in fishing they ought to be killed instantly, before they start, by plunging them into a dish of boiling water.

6. That it is very cruel to keep fish in glass globes slowly dying.

7. *That it is kind to feed the birds in winter.*

8. *That bits should never be put in horses' mouths in cold weather without being first warmed.*

9. That it is cruel to keep twitching the reins while driving.

10. That when their horse is put in a strange stable they should always be sure that he is properly fed and watered, and *in cold weather that his blanket is properly put on.*

11. That they should never ride after a poor-looking horse when they can help it. Always to look at the horse and refuse to ride after a poor-looking one, or a horse whose head is tied up by a tight check-rein.

12. That they should always *talk kindly to every dumb creature.*

13. That they should always treat every dumb creature as they would like to be treated themselves if they were in the creature's place.

—WELCOME each child as he enters the school-room in the morning, and ask each after the well-being of his people at home. I did this every day of my teaching and know

of no better plan of having the sunshine of joy rise upon one's self, as well as upon one's pupils. Open the session with a cheery song. Put your fault-finders out of sight and use only your unbespectacled merit-eyes. The following lines of Longfellow go well with our motto; the way they point out leads through thoughtfulness to joy :

“ Bear through sorrow, wrong, and truth,  
 In thy heart the dew of youth,  
 On thy lips the smile of truth,  
 And that smile, like sunshine, dart  
 Into many a sunless heart,  
 For a smile of God thou art.”

The school that holds most joy is the best there can possibly be. Here is the great goal to strive for. The rest will take care of itself.—*Teachers' Institute.*

—SOMETHING FOR THE MODERN TEACHERS TO THINK OF  
 —Children pass through stages when, while they may really be taking in much, they appear absolutely to have no power to give out anything; and for these stages, education, as we commonly have it, makes no provision. The most intelligent teacher is apt to lose patience with what looks like stupidity or sloth; and in any case, the teaching progresses in the customary order, with a constant pressure on the pupil for proofs of visible acquisition, regardless of whether the internal forces are intent upon other, and, at the instant, more imperative functional duties or no.

It is true that some children have more of these absorbent periods, and longer ones, than others; but it is also true that these eventually do not prove to be the dullest children, but often the reverse. In conclusion of the whole matter what one would like to have answered is this: Are times of this sort, in which it seems impossible for the brain to discharge, or even to acquire, anything of value, to be considered as part of the inevitable constitution of things, something no more to be fought against than the farmer can fight with his fields because they must lie periodically fallow if they are to bear good crops; or can education, thanks to the newer and more enlightened recognition of mind-stages in which all growth goes on below the surface, so treat these stages in childhood that

they will be less troublesome in later years? Do the semi-comatose mental periods come within the physician's jurisdiction—are they matters of bile or lymph, liver or spleen—or will future teachers reach them? Are they physical wholly, or also psychic? We know of instances, surely, where they have been triumphantly forced off, during a brilliant childhood and adolescence, by intensive instructors and a stimulative educational regime; and where, also, the pupil thereafter collapsed into insignificance, showing no power further of any sort, much less the enviable power that is ever available, in hand, ready for use.—*Scribner's*.

### Books Received and Reviewed.

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

We wish *World-Wide* all success. It is an admirable epitome of the world's best thought on all questions, social, biological, educational, historical, etc. This paper is issued every week (price 2 cents) by John Dougall & Son, Montreal. It should be in the hands of all teachers.

The *Empire Songster*, edited by Mr. W. H. Smith, F.T.S.C., supplies a long felt want.

### ACADIENSIS.

The foregoing is the title of a new and attractive quarterly, the first number of which we have just received from the publisher's hands. The selection of the title, as appears from an examination of the Salutatory article, is thus explained:

Acadia is a title now recognized by the scientific world as applying to the territory embraced within the area of the Maritime Provinces, including a small portion of the Province of Quebec and the State of Maine, immediately adjacent. This is precisely the ground we wish to cover. Any matters relating, in whole or in part, to this extent of territory, its people, its past history or future prospects; any literary, or other productions of the people who live within its borders, dealing with outside matters; or contributions from those residing abroad, and treating upon

Acadian matters, will come within the scope of this magazine.

The object of the magazine appears to be mainly historical, but other topics of interest are dealt with.

We wish the Acadian Society every success in their new enterprise and trust that the magazine may long continue to promote the interests of Acadia in particular, and Canada at large.

Subscription price \$1.00 per annum. Mr. D. R. Jack, of St. John, N.B., Editor and Publisher.

### A JOURNAL FOR SCIENCE TEACHERS.

The announcement is made that a new publication, to be known as "School Science," is to appear in Chicago in March under the editorship of C. E. Linebarger.

The new journal aims to supply the need that for many years has been felt to exist for a magazine devoted to the interest of science teachers in secondary schools. The intention is to present the latest and best in methods and apparatus, to report news of interest to scientists, and to offer an opportunity for discussion and the interchange of experience. Each branch of science is to be under the charge of one or more associate editors.

Nine numbers of the magazine are to be issued each year and the subscription is to be \$2.00. Geo. B. Penney, Unity Building, Chicago, is the Business Manager.

[We do not print reviews of magazines and books which we have not examined].



THE  
EDUCATIONAL RECORD  
OF THE  
PROVINCE OF QUEBEC.

---

No. 4.

APRIL, 1901.

VOL. XXI.

---

**Articles : Original and Selected.**

**HER LATE MAJESTY'S TEACHERS.**

Systems without number have been planned for the education of princes; but authentic information of how they worked, if ever any of them were put in practice, is hard to get. Courtiers turned pedagogues, or pedagogues transfigured into courtiers, hide the early steps of their charges behind a discreet veil, as if our loyalty would be shaken by watching the stumbles of the childish feet. We have, indeed, the exercise-books of King Edward the Sixth, with the Latin vocabularies that the poor boy compiled, and can pity him—in an educational sense, the true Royal Martyr—for the torments to which he was subjected by his teachers; but in the case of recent sovereigns the secrets of their education have been guarded with jealous care. No one can now tell us truly what Her late Majesty Queen Victoria had really learned when she came to the throne, or how her character had been formed through those who taught her. Music and drawing are said to have been her favourite studies, and, certainly, she could afterwards derive from both an unaffected pleasure. The details, however, of her upbringing, such details as the severely pedagogic mind would desire for criticism, are no longer to be ascertained. Yet, if we cannot be present in her school-room, we may look, without impropriety, at those who went in and out through its doorway, gaining thus some notion of the influences that surrounded the girlhood of the sovereign whom we now mourn.

The first and natural teacher of any child is the mother and the obligation resting on the father, if it comes into force at a later time, is no less imperative. This is the prime fact of educational theory, that parents are responsible for the bringing up of their young, entitled to delegate a part of their office, but not to repudiate the whole. The Duchess of Kent, left a widow when her baby was a few months old, recognized the double duty thus imposed on her, and discharged it like the brave German lady that she was. To do so faithfully, having the future in view, she lived in England, the ways of which she disliked, instead of in Germany, endeared to her by reason of earlier ties. For eighteen years the training of the young Princess was her main employment and anxiety. "I am the only mother since the Restoration," she writes, "that has had unrestricted power over the education of the heir to the throne" and she devoted herself to the work with an affection as unbounded as her authority. Yet, if she could boast of an "unrestricted power," it was because she succeeded, by prudence and courage, in asserting her maternal rights. Again and again her position was challenged. For years she fought hard to defend it against King George the Fourth, being fearful lest a governess should be forced upon her by "the Conyngham set," to whom he was as obedient as he was despotic to his kinsfolk. Nay, he was always talking of removing the child from her, and would have done so but for the tactful intervention of the great Duke. It is not injustice to his memory to add that he was actuated by no concern for his niece's welfare but by hatred of her mother, who despised him. The Duchess, for her part, had to contend at first, not only with the King's ill-will, but with all the difficulties that arose from means disproportionate to her rank. The Duke of Kent had lived in constant financial embarrassment; his widow was left in circumstances so straitened that only the help of her brother Leopold, afterwards King of the Belgians, enabled her to support her dignity and do justice to her charge. Not until 1825 did Parliament assign an annuity of £6,000 for the education of her daughter, with courteous praise of her own conduct. Six years later, £10,000 was voted in addition, it being now certain that the Princess, if she lived, would inherit the crown. An incident of the debate on this second grant has escaped

notice, and is, perhaps, worth recording in parenthesis. Sir Matthew White Ridley "begged to suggest that it might be possible in the course of this proceeding (*i.e.*, as a condition of the grant) to give a name and title to her Royal Highness more accordant to the feelings of the people. There would be no difficulty in handing down the name of Elizabeth, instead of Victoria, as the Queen of this country." Her Majesty became as dear to the nation under the style of Victoria as she could ever have been as Elizabeth the Second.

One would give much for a trustworthy picture of Victoria Mary Louisa, Duchess of Kent, in the nursery with the little girl whose name was unacceptable because it was that of her German mother. But, as has been hinted, such scenes either are not drawn at all, or, being drawn, are too highly coloured to win confidence as lifelike. Yet two glimpses we can get of the mother taking part in the education of her child; two educational moments are discoverable, possessing a genuine human interest.

It was on the 2nd of August, 1835, that a small party had gathered in the dim Chapel Royal of St. James's. Besides the clergy none were there except the members of the royal family and their attendants. The ceremony, very solemn and affecting, was the Confirmation by his Grace of Canterbury of the Princess Victoria, then sixteen years of age. The Archbishop, in a special exhortation, dwelt on the duties that she was called on to fulfil, on the great responsibility that her high station placed her in, on the struggle that she must prepare for between the allurements of the world and the claims of religion and justice, and on the necessity of her looking up to her Maker in all the trying scenes that awaited her. She was led to kneel before the altar by the old King William the Fourth, who frequently shed tears, nodding his head at every impressive part of the discourse. Her mother stood by her side, sobbing painfully. "The little Princess," says an eye-witness, "was drowned in tears and *frightened to death.*"

Leaving aside the religious aspect of Confirmation (with which we have no concern here), we may say, nevertheless, that such a ceremony must have been indisputably an educational moment and lasting influence in the life of the tender girl. Yet it looks as if the discipline had been too rudely measured for the unripe sense. Is there not some-

thing of tragedy in this burdening of the young heart amid gloom and weeping? In such a matter, however, it is hard to pass judgment. Jean Paul, we remember, tells us that into some souls one ought to instil a little spiritual fear. In any case the mother had no thought save of kindness; for of her Baron Stockmar says: "Nature had gifted her with warm feelings; by natural temperament she was inclined to truth, to love and friendship, to unselfishness, to compassion, and to noble-mindedness."

The second view of the Duchess of Kent busy with her educational work is caught from a story that Admiral Codrington once related at Exeter Hall. It was the custom of the Duchess, who believed in the education of travel, to take her daughter about the country on visits to the gentry or to places of interest. In particular she would often make her abode for the autumn in the Island of Thanet, where with the Princess she mixed freely among the people and submitted good-naturedly to the curiosity of the vulgar. Admiral Codrington had asked her why, with her known dislike of salt water, she chose this marine retreat. The Duchess in reply admitted her distaste for the sea, but said that she endeavoured to conquer her repugnance for the sake of the Princess, whose prospects made it highly desirable that she should acquire a knowledge of the shipping interest and of its importance to the commercial greatness of England. It would not be hard to raise a laugh at the German lady, to whom the smell of brine was hateful and who yearned for her home in the Odenwald, studying the shipping interest from Ramsgate. But far nearer to the ridiculous than the sublime lies the pathetic; and to some the story will have its touch of veritable pathos.

Towards the end of May, 1837, the Duchess of Kent was, in a sort, discharged of her office, her daughter then attaining a legal majority for the purpose of succession to the crown. In reply to an address of congratulation on the fact she delivered a speech, which, being clearly her own utterance and a concise review of the past, may be quoted at length:—

I pass over the earlier part of my connexion with this country. I will merely briefly observe that my late regretted consort's circumstances and my duties obliged me to reside in Germany. But the Duke of Kent at much inconvenience, and I at great personal risk, returned to England, that our

child should be "born and bred a Briton." A few months afterwards my infant and myself were awfully deprived of father and husband. We stood alone, almost friendless and unknown in this country. *I could not even speak the language of it.* I did not hesitate how to act. I gave up my home, my kindred, my duties, to devote myself to that duty which was to be the whole object of my future life. I was supported in the execution of my duty by the people. It placed its trust in me, and the Regency Bill gave me its last act of confidence. I have in times of great difficulty avoided all connexion with any party in the State; but, if I have done so, I have never failed to impress on my daughter her duties, so as to gain by her conduct the respect and affection of the people.

It was owing to the fact that when her child was born the Duchess of Kent, a daughter of the Duke of Saxe-Coburg-Saalfeld and married first to a Prince of Leiningen, could speak no English that Queen Victoria had the great advantage of learning the beautiful German language as her mother tongue. English was soon added as a second speech, and when it grew clear what the destiny of the little maid was to be, she was urged to use it habitually. But in her girlhood she spoke it with a strong German accent; which is not strange, since, besides her mother, her actual instructress was also German. This was the well known Baroness Lehzen.

Nationality, the confidence of the Duchess, prolonged intimacy, a sympathetic disposition, all combined to give to this lady an influence with the young Princess that was, in its kind, unrivalled. She was the real teacher of the future Queen. Others, too, might give lessons to the girl; she it was who, with the mother, watched over and guided her development.

If we ask what the office was that the Baroness Lehzen, thus influential, filled, we are confounded by unfathomable mysteries of Court etiquette. The Baroness, being an alien, could not receive the title even of sub-governess, or *sous-gouvernante*, of the presumptive heiress to the throne. Still less could she be governess. That was a post held (1831-1837) by a noble dame, the Duchess of Northumberland; whose obituary notice reminds us gravely that, although a governess, "she was not an instructress, but a supervisor of those who gave instruction, only being present when

the lessons were given." If the Baroness was a sensible woman, and we think she was, she surely rejoiced to teach rather than to "supervise" with upright spine. But, whatever her feelings may have been, her functions were those of what is called in ordinary circles a governess; and, even when she was made a lady-in-waiting, the old relations with her pupil were maintained. Occasionally we see her at her gentle business; as on the day that the Princess, eleven years old, discovered her proximity to the throne. We know also that, in due pedagogic form, she kept a daily journal of the studies, progress, and conduct of her charge; the report being submitted every month to uncle Leopold at Claremont, whose praise was the girl's most valued reward.

Turning over old records, one has an uneasy feeling that some sort of reparation is due to the memory of the Queen's chief teacher. At one time she stood in very ill-repute with the English people. Especially was she odious in 1839, when the misfortunes of Lady Flora Hastings were set to the account of the "low-born foreign woman." Without reciting the pitiful story, we can only say that no blame will be put on the Baroness by any one who examines it with unbiassed mind. If she was "foreign," nowadays we handle the word with more discretion. As to the alleged mean birth, Fraulein Lehzen was the daughter of a Hanoverian clergyman. She had come to England as the governess of Princess Feodora of Leiningen. George the Fourth created her a Baroness of Hanover at the instance of his sister Sophia. All of which is evidence that she laboured under no serious social disability. Lacking on the other hand is proof that she ever did an unworthy thing, or intrigued to climb.

The truth is that many were jealous of her friendship with the Princess Victoria, and grew more jealous still when the Princess had become a Queen. Greville writes in 1837 of the new ruler: "Madame de Lehzen is the only person who is constantly with her. When any of the Ministers come to see her, the Baroness retires at one door as they enter at the other, and, the audience over, she returns to the Queen." From a governess who was not governess she had ripened into a secretary, dealing with the Queen's private affairs, and also with matters public, but non-political. Her activity in this form is only so far

connected with her teaching work as it shows that she had won the regard of her pupil; nay, something more than regard.

But is not that fact the plainest sign of her merits? To argue otherwise is to disparage the insight of the dead Queen, and to distrust a judgment which so often proved sound. If it be the very crown of pedagogic success to train a child to virtue and to keep its affection, Baroness Lehzen had won a place among great educators.

Nor have we to look far for other testimony in her favour. She corresponded on confidential terms with Baron Stockmar, most honest of counsellors. Greville, having sat next to her at dinner, described her as "a clever agreeable woman." Afterwards, when he had learned more of her, he tells us that "she is much beloved by the women, and much esteemed and liked by all who frequent the Court"; that "she is very intelligent"; and that "she has been a faithful and devoted servant to the Queen from her birth." Statements of this sort by an impartial authority outweigh much anonymous scandal and idle talk of "green eyes that stared suspiciously at people like two points of interrogation." Of which phrase it is enough to remark that these personal descriptions are to be received with caution; since, after all, a face is like a picture, and what we read in it depends on what we bring to it. There were doubtless some who could see nothing of Cromwell except the wart on his nose.

In 1840 the Queen was married; then came the births of the Princess Royal and of the present King of England; in 1842 we find Stockmar urgent that the children should have "a thoroughly English education." It is needless to suppose that any friction arose on this subject, although the retirement of the Baroness Lehzen from the English Court took place soon afterwards. A valid reason for her departure is forthcoming without any such assumption. She had failed to please the Queen's young husband, now rightly paramount with her—a failure natural in the circumstances and by no means discreditable. But, in spite of new claims, no change took place in the feeling of Her Majesty. The Baroness withdrew to Bückeberg, dullest and sleepest of North German towns. When the Queen and the Prince Consort visited Gotha in 1845, she travelled thither to see her old pupil, who found much happiness in her company

And thirteen years later, during another tour in Germany, as the royal train passed the Bückeberg station, it was a delight to see the Baroness there, waving her handkerchief in enthusiastic greeting.

The years rolled on. It was the 9th of September, 1870. Great events were in progress. The capitulation of Sedan had sealed the fate of the French Empire, and the victors were advancing to crush the national resistance by the capture of the French capital. Already the Prussian scouts were reported at Montmirail, at Château Thierry, and at Vailly-sur-Aisne. Happening at such a moment, the death of the Baroness Lehzen, once so eagerly courted and so fiercely hated, was almost unnoticed by the English people. She was eighty-six years old, at which age oblivion is a common lot. But three days afterwards the now widowed Queen, far in the North, wrote in her diary thus: "My dearest, kindest friend, old Lehzen, expired on the 9th, quite gently and peaceably. She knew me from six months old, and from my fifth to my eighteenth year devoted all her care and energies to me with the most wonderful abnegation of self, never taking one day's holiday. I adored, though I was greatly in awe of her. She really seemed to have no thought but for me." That is the only obituary notice of Baroness Lehzen now to be discovered, but one most honorable to the subject of it and to the writer.

Far less important are those who, under whatever name, gave lessons to the young Princess. Chief among them was the Rev. George Davys, styled in chronicles, rightly or wrongly, her "principal master." He taught her Latin, history, and probably other things, going to live for this purpose in 1827 at Kensington Palace, and continuing his labours for ten years.

So far as to be ascertained, Mr. Davys was one of those mild, characterless men who can influence no human being for good or evil. He wrote "Village Conversations," and books of history in the form of "Letters from a Father to his Son." It is not unreasonable to believe that his printed historical works represent his instruction to the Princess. If so, she can have profited little by his treatment of the subject, which he viewed as a faintly picturesque drama played by good people called Protestants and bad people who were Papists. Moreover he has an irritating way of carrying us through a story.\* Islands of fact emerge abrupt-



ly from seas of moralizing. A single quotation, the context of which it is unnecessary to supply, will illustrate his method:—

It is said that he was never seen to smile from that moment to the day of his death. Thus we may see the misery that every man is exposed to who rests his happiness on anything in this world! It is our duty, as well as our happiness, to love our children; but we should so love them as to feel that they may be at any moment taken away from us. How excellent are the words of the poet:—

“O death, all eloquent! You only prove  
What dust we dote on when 'tis man we love.”

This is true indeed! there is nothing sure and lasting in this world below. How beautiful then and how noble is that advice which we read in Scripture: “Set your affection on things *above*.” Henry the First died in the year 1135.

One can imagine her Grace of Northumberland approving—rigidly.

Yet, primitive as such a mode of conveying truths may be, Mr. Davys, it is just to say, gave satisfaction at Court. To look at him from a distance, his virtues would appear to have been of a negative kind; he told no anecdotes of his Royal pupil, and gave the world no reminiscences. If we add that he was made first Dean of Chester, then Bishop of Peterborough; that he received, moreover, “kindly recognition on various occasions,” and that he died of bronchitis at a good old age, we shall have told our readers as much about him as they will care to know.

The names of other masters—some of them notable in their day—have also been preserved. The Queen learned music from Mr. J. B. Sale, organist of the Chapel Royal, and singing from Lablache, who arranged and published a method of voice training. One of the last occupations of the artist Westall, who had fallen on evil days, was to teach the Princess Victoria how to draw. Mr. Seward helped her to write a clear and elegant hand. As to bodily exercises, M. Bourdin instructed her in dancing and Fozard in riding. M. Grandineau, her French professor, was one whose guidance many of Her Majesty's subjects shared. Not only did he drum his language into ungrateful Westminster boys, but he wrote a manual, entitled “Le Petit Précepteur,” which embittered the childhood of several genera-

tions. For his most illustrious pupil he composed in French a "Grammaire Royale," and in general did his work well. Peace to his shade!

Mr. Davys and the rest—all these were, in a sense, teachers of the Queen. But as we have said, her true and effectual teacher, next to her mother, was the Baroness Lehzen; the proof being the measure in which the Queen loved and honoured her.—*W. G. Field in the Journal of Education.*

## Educational Experiments.

### SCIENTIFIC CHILD STUDY.

The school systems of the whole world are likely to be revolutionized by certain investigations which have been made recently in Chicago. Seven thousand school children have been examined and experimented with, as carefully and as scientifically as any student is taught to experiment with chemicals in a school laboratory. Three facts of tremendous interest to every father and to every mother who has intelligence enough to appreciate the high privilege of parentage have been discovered.

First, it has been found that quite as much depends upon physical development as upon the mental calibre of school children. In fact, the investigation shows that the two are almost co-ordinate. Admitting, as in every other generalization, that there are many exceptions to the rule, it has been proved that the strong child and the big child is the bright child in school.

Secondly, it has been found that a serious difference exists between girls and boys in mental capacity. This is so great that it may lead eventually to the abandonment of the education of the two sexes in common.

Thirdly, Professor Lombroso's theory that the perfect man physically is more likely to be the perfect man morally, than is the man who is not perfect, has been substantiated. The prize-fighter and the professional athlete will immediately come to mind in refutation of two of these statements—that concerning dependence of mental development upon physical development, and the dependence of moral development upon physical development and symmetry. Nevertheless, careful study of men of this

class will show that they are not perfect physically ; that is, that they are not normal. It will show that in nine cases out of ten, and, indeed, in ninety-nine cases out of a hundred, the physical development of such persons is abnormal. Perfection, to the mind of the scientist, means absolute normality. Certain qualities of the body of the prize-fighter have been developed at the expense of certain other qualities. There are certain things about their physical make-up which are as distinctly below the average as the muscles with which they fight and for which they especially train are above the average. If James Corbett or Robert Fitzsimmons, the pugilists, were put through the same tests, which the seven thousand Chicago school children have undergone, their average would, in all human probability, be found to be very low. The fact that the college athlete is generally not a particularly good student by no means disproves the results obtained by the Chicago investigators. That he is a notable athlete of itself suggests physical abnormality.

It is the normal man who is apt to be the most moral. It is the normal man who is commonly the happiest man. It is the normal man who usually makes the best member of society. The genius in any line may very likely not be the best citizen, because he is abnormal.

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

#### **TRAINED TEACHERS IN ENGLAND AND WALES.**

The problem of a supply of trained teachers for English elementary schools is one of grave and urgent importance. The pupil-teacher system, which was a method of apprenticeship to teaching, has been tried and found wanting. The training schools, in great part strictly denominational, supported partly by denominational subscription, partly by fees of pupils, and partly by governmental subvention, are utterly inadequate in number and in resources to meet the wants of schools. The annual supply of teachers from all the training schools is quite insufficient to make good the wear and tear of life among the 62,000 certificated teachers of England and Wales. Of about 5,000 teachers who from year to year receive certificates from the Committee of Council of Education, less than one half have been trained

in the 44 training schools of the land. The annual loss of certificated teachers cannot be much less than 10 per cent. of the total number, while the annual supply from the Normal Schools is only 4 per cent.

This state of things results not from lack of aspirants to the position of teachers; but solely because there are no places in which they can be trained. Not far from 10,000 young persons passed the Queen's Scholarship Examinations last year, and by so doing were matriculated for admission to training colleges. But to receive them there were only about one-fourth as many vacancies in all the training colleges of England and Wales together. Consequently, no sooner were the results of the examinations known than in every training college, from every part of England and of the ancient Principality, applications for vacancies were poured in by telegraph; in cases of emergency His Majesty's mail is too slow. The applications were by thousands more numerous than the applicants, for seizing opportunity by the forelock many applicants applied for admission at several institutions. Greatly is it to be feared that here and there an applicant has professed at the same time more than one denominational preference. At home a non-conformist, in his application he was of the established church or a Wesleyan, not to say a Roman Catholic, as he endeavoured to enter the doors of the training schools of this or that denomination. Thousands of qualified matriculants were excluded from all training schools. Between 9,000 and 10,000 pupil-teachers will this year complete their four years of apprenticeship, and even if they could monopolize the resources of the training schools, they would find only 2,400 vacancies for their accommodation.

The consequence of all this is that in the elementary schools of wealthy England much more than half the teachers, 140,000 in all, are, to borrow the words of Mr. Yoxall, in the *Contemporary Review* of March, "puerile and uncertificated teachers"; puerile as well as uncertificated because rich England has not "abandoned the pernicious pupil-teacher system," but "sets children to teach children," and "employs the demi-semi-educated to educate the voters and the mothers who 'own the coming years.'"

In the article to which reference has just been made, Mr. Yoxall says :

“As I read his lament” the lament of a reverend school manager that parish school teachers were not to be got for love or money, “I remembered a story which one of Her Majesty’s inspectors of schools has to tell. This inspector entered a country school at five minutes to ten in the morning, just before the two hours of instruction in temporal subjects, by the requisite number of teachers, according to the Day School Code, ought to have begun. The school mistress looked at the clock and then at the vicar, who was catechising. “Where’s Fanny?” the school mistress said, in a flurry. The vicar cast a scared look at the clock. “It’s not ten yet,” he muttered and he hurried out of the school. Three minutes later Fanny hastened in, took off her cap and apron, and assumed the charge of a class of fifty children. From ten o’clock till noon, and two o’clock till half past four Fanny counted as a teacher in the service of the State; out of school hours she was, more efficiently, house-maid and casual cook. I remembered also the touching history of the unlettered bar-maid who, tiring of handling the taps and the long-pull, passed from serving the customers in the public-house to serving the nation in the neighbouring school, without test, preparation or training for the less-paid office. I recalled the legend, true in the main, of the old lady of seventy who, being herself employed as a junior teacher by a school board, wrote to say that her husband was only seventy-four and had nothing to do, and couldn’t the Board engage him as a monitor? He would do the work for five shillings a week.”

Poor, dear, old John Bull! What a strange mixture of shrewdness, good sense, simplicity and stupidity is he! In national, elementary education the last quality seems to dominate all others.

—AT a time when such strenuous and concerted action is being taken in Europe, the United States and Canada, by all classes of the community to wipe out the “White Scourge” (tuberculosis) teachers may well ask themselves, “What is my part in this great work.” The careful consideration of proper heating and ventilation of school rooms will help. The attention of parents should be constantly directed to the importance of good food, fresh air and sunshine for children.

—THE Dominion is evidently ripening for Technical Schools. During the past month a large and influential deputation of Canadian Boards of Trade and Trades and Labor Councils memorialized the government in respect to the establishment of institutions for technical education in order that Canada may be well equipped to hold her own in the great industrial warfare that is being waged by the various countries of Europe and North America. In Canada we pay millions of dollars to foreign skilled artisans that might be saved for the further development of our natural resources. The text of the memorial reads:

“ We cannot depend on private liberality in this young country to organize and support an adequate system of technical education. The generous provision for all such instruction made by many European countries is regarded as one of the most pressing of public duties, and may be followed up by us with profit. In the United States, also, technical education has made great strides during the past few years, largely through business organization and private munificence; but the American people have become so aroused to its importance that schools of technology are springing up in every state of the union; some by private aid, such as the Philadelphia Textile School, some by municipal and state aid. With these facts before us, and realizing the possibilities of our unrivalled resources, we believe the time has come when an opportunity should be furnished our people to develop the many fields of industry within our borders. This is a matter of trade and commerce, and comes primarily within the scope and action of the Federal Government, just as agriculture is promoted by our experimental farms, dairying by our dairying stations, mining by our geological survey, and the cultivation of food fishes by means of the hatcheries and protection service.

“ We assume, of course, that any system of technical education should be national, *i. e.*, aided by the state, as in Germany, France, Switzerland, Belgium, Austria and England. In Germany the subject is placed under the control of the Minister of Trade and Commerce and not of the Minister of Education. In Belgium it falls under the supervision of the Minister of Industry and Public Works. The president of the Board of Trade has the management of this department in England. France has a large number

of industrial schools and colleges, subsidized by the Minister of Commerce and Industry. These countries recognize that technical education is first and above all an essential to industrial growth and development. In this view of the matter it becomes, we think, the duty of the Dominion and not of the provinces to inaugurate at the earliest possible day a thorough system of technical and industrial education."

The Prime Minister, in replying to the deputation, said that the matter would receive careful attention.

### Patchwork.

A time-honored custom in the Teachers' Association in connection with the McGill Normal School, Montreal, is the reading of a collection of short articles, contributed by members of the Association, to what is styled "Patchwork."

An editor of Patchwork is appointed each year, whose duty it is to stir up the members of the Association to literary flights in matters educational, to collect short, pithy articles from papers, books and magazines, and to read these extracts at the public meetings of the Association. We select one of them for *The Record*. It will commend itself to the beginners in Sloyd.

### SLOYD.

"BLESSED ARE THE HORNY HANDS OF TOIL."—We who belong to the Sloyd class, have fitful gleams of that blessedness as we handle our planes and saws, our knives and chisels. Oh, to be able to use them with the easy grace and careless swing of that Master Craftsman! Alas! we learn how clumsy our best attempts are, and exclaim in despair "our fingers are all thumbs." We are learning, at least, that lowly grace of humility teaching us "how to go softly as the grasses grow." Our ambitious thoughts at first soared to the making of fancy brackets, carved cabinets, pretty book-racks, etc., etc., which our deft fingers, no doubt, should soon be able to hold out as our own work to the admiring gaze of our friends, and when the first fruit of our labour stopped its growth at a plain block, divided into squares, instead of the thing of beauty we had fondly

hoped would become a joy for ever, our artistic soul slightly recoiled. Remembering Ruskin's words, however, "The first element of beauty is fitness," we shall still cherish that straight-lined block when we have climbed the Olympian heights, standing aloft as Master Carpenter, we shall proudly wave that *block* as a trophy of our first victory in the ascent, and as we look down over the way we came, we shall think how often we ate our mid-day meal after toiling in the sweat of our brow, and how sweet was the rest of "something accomplished, something done." At one time I did not so much venerate—"The nobility of labour—the long pedigree of toil," but now, I respect the man or woman who can make a rounded, long, point, for a plant support. Don't you? Oh! how I 'toiled and moiled' over it, until the point grew long enough for the model of a church spire—suggesting to my mind Crabbe's description of an Old Maid—"A thin, tall, upright, serious, slender maid," but to Mr. B. an ox-goad, as used by the barbarous Cubans. Some people can "see the point" altogether too readily, and Mr. B. is one of them.

Mr. Johansson has the loveliest way of dressing up in the finest illusion, a disagreeable truth, for instance, instead of saying with brutal frankness "That is altogether wrong, do it over again you numskull," he listens to your pathetic plaint, that plant support does not look right, replying "Oh yes! I see—well, if I were you I should cut off the top, so—and shave some off the sides, then you can guage it again, it is a little off." You realize after he moves away that it must be all wrong, but somehow he gives you the impression that notwithstanding the stubborn fact, he believes you to be marching on to success, so blessing his soft tongue, you resolutely grasp your plane and cheerfully make the shavings fly in the very face of adverse circumstances, and you feel encouraged to hear that to make plenty of shavings is the "sign of a good carpenter." Then what if you do shed some of your life-blood in the attempt, is not a scar the trade mark—one might say the "Hall-mark" of a sterling mechanic—to be borne as an honour?

If I were rich I should own a bench and "kit" myself, for, to have a little place for everything and everything in its little place is a delight to an orderly soul.

Tell me, though, why have we no little hatchet? Have



the powers "buried the hatchet" lest we should use it as indiscreetly as did George Washington? Or do they imagine that we might as "members of the Bench" assist justice as does Carrie Nation?

Let us have patience in this our work. Think of what Ruskin said to the dilettante who exclaimed on seeing a beautiful picture, "Oh! that I could put such a beautiful dream on canvas!" The critic scowling at him growled "It will take ten thousand touches of your brush to put your dream on canvas!" We slow ones will take comfort from Old Dan Chaucer's lines:—

"There is na workeman  
That can bothe worken wel and hastile  
This must be done at leisure parfaillie."

### Model Lessons.

#### A MODEL LESSON IN CANADIAN HISTORY.

By FRED. W. KELLEY, M.A., Ph. D., High School, Montreal.

#### THE EXPULSION OF THE ACADIANS.

##### *Material.*

The Text-Book (Clement's) p.p. 65-71.

Parkman's "Half Century of Conflict," Chap. 22.

Parkman's "Montcalm and Wolfe," Chaps. 4 & 8.

Longfellow's "Evangeline."

##### *Historical Connection.*

In 1750 France possessed Cape Breton, Prince Edward's Island, New Brunswick, the Valley of the St. Lawrence and the eastern part of the Mississippi Valley. Her strongholds were Louisburg, Beauséjour, Quebec, Ticonderoga, Frontenac (Kingston), Duquesne (Pittsburg), New Orleans.

England possessed the land between the mountains and the sea from Halifax to Savannah.

Which was to rule this continent was settled after a long struggle, in 1759, on the Heights of Abraham. One of the first steps in this conquest of a continent was the Expulsion of the Acadians.

*Geographical Setting.*

(a) Draw in rough outline, on black-board, the Maritime Provinces. Put in Annapolis, Minas and Cumberland Basins; Halifax, Louisburg, Port Royal, Beaubassin and Beauséjour.

(b) Draw with the children also an enlarged map of the Basin of Minas, showing the Avon, Gaspereau, Cornwallis, Canard, Habitant and Pereau Rivers; and on the hill side sloping toward the Basin, from the Gaspereau, miles away to the West, the village of Grand-Pré.

Around these Basins and along the banks of these rivers, the Acadians had built their dykes, cultivated their fertile fields and had grown in numbers to about thirteen thousand souls.

For description of their homes and life, read selected passages from "Evangeline," section I.

*Statement of Main Topic.*

In the autumn of 1755 about six thousand of these people were taken from their Acadian homes and distributed among the English Colonies from Massachusetts to Georgia. Of the others many fled to the woods of eastern New Brunswick and to the western part of Prince Edward's Island, where their descendants are found in large numbers. Some reached the city of Quebec, but being refused help by Bigot, ascended the Richelieu and made their homes in L'Acadie between Chambly and Laprairie.

*Causes of Expulsion.*

(a) By treaty of Utrecht in 1713, the Acadians were allowed to remain on condition of taking the oath of allegiance to the British Crown. For forty years this had not been done.

(b) In Ramezay's attack on the English soldiers at Grand-Pré on that cold stormy night in February 1747, the Acadians were the guides and supporters of their Quebec brethren. No English home or life was safe from the attacks of the Acadians and their Micmac allies. Many a captive was sold in the marts of Louisburg.

(c) At Beauséjour many of them were found in arms against the English.

(d) Le Loutre, the "great French missionary to the Micmacs, threatened desolation and death to any one who helped the English, or who took the oath of allegiance.

(e) When news came of Braddock's defeat at Monongahela the Acadians were easily persuaded that France was supreme in America, and that the English would soon be driven into the sea.

Pressed by the Council at Halifax, in view of the approaching struggle to take the oath of allegiance, they flatly refused, and it was therefore decided to expel them from the country.

#### *Particular Events.*

On Friday, September 5th, 1755, over four hundred men, some from a distance of twenty miles, gathered in their church near the present Grand-Pré station. For the scenes in the church read selections from "Evangeline," Part IV., or the account of it given by Parkman.

The first embarkation took place on the 8th of October; the last late in December. To prevent the return of those who had taken to the woods and to wean the exiles from their homeland, their houses and barns were burned immediately after the embarkation.

Read Longfellow's description, Section V.

So thoroughly was this work done, the population around these Basins to-day is purely English. The descendants of the Pilgrim Fathers occupy these fertile valleys, and the Acadians are only known there through romantic story and the glowing pages of history.

#### *Results.*

(a) Freed from these people Nova Scotia became the key of the continent, and three years afterwards the fall of Louisburg opened the way to Quebec.

(b) In after years some of the exiles to the colonies found their way to France, some to the lowlands of Louisiana, and a large number after incredible hardships found their way back to the western counties of Nova Scotia, where the homes of their descendants may be seen to-day stretching for many miles along the rugged "shores of the mournful and misty Atlantic."

(c) Living in peace and happiness under British rule, the Acadians now number over one hundred thousand

souls ; and form an increasingly powerful factor in the social, religious and political life of the Maritime Provinces.

*Suggestions for Teaching History.*

Teach it by topics rather than by sections.

Draw maps with the pupils.

Put main outline of lesson on black-board.

Omit minor details ; give few, very few dates.

Question main facts into pupils, and then question them out again.

Read fine passages of prose or poetry bearing on lesson. Test your success by the interest excited.

EXHIBIT OF SCHOOL WORK AT THE CONVENTION OF  
PROTESTANT TEACHERS OF THE PROVINCE  
OF QUEBEC.

The report of the Judges at last convention recommended that :

(a) Inspectors and teachers should take special precaution to observe the regulations more strictly ;

(b) That some public recognition of each school exhibiting its work should be made, possibly in the public press, and added in closing that the inadequate representation of Academy and Model School work is a matter of much regret.

Paragraph 2 of regulation 2, governing the preparation of school work, has been changed, so as to read :

“ These specimens (33 in all) must be selected from 3rd and 4th grades and from no others, three sets in arithmetic, writing, drawing, map drawing, and English composition from grade III Elementary, and three sets in arithmetic, writing, drawing, map drawing, English composition and book-keeping from grade IV Elementary.” This change was recommended, also, by the judges' report.

**Current Events.**

“ I went abroad,” said Prof. J. Liberty Tadd, “ to explain the new methods in education, which we inaugurated here in Philadelphia—a system in which all artificial aids are discarded and the pupil studies art and nature at first hand.

“ I was surprised to find that the system had already secured a firm footing in England, Scotland, Wales and on the continent. I gave twenty-three lectures, visiting London, Liverpool, Manchester, the Potteries and other cities. Owing to my limited time I was obliged to decline invitations to speak in twenty-one cities, so eager are the English school directors to learn more about our system. A delegation of five members came from Berlin to attend my course of lectures in London, so that they might better establish the work in Germany.”

The Duchess of Sutherland presided at two of Prof. Tadd's lectures in the Potteries. She is enthusiastic over the system, especially the nature studies. Through her influence the methods have been adopted by many schools in England and Scotland. One Manchester teacher was so anxious to learn more of the work that she has come to Philadelphia to study under Prof. Tadd. A number of other English teachers expect to come to America for a Summer course under the Philadelphia educator.

When seen last evening at his home in this city Prof. Tadd was busily engaged arranging specimens for nature study which he had brought with him from England. None of his baggage had arrived and the professor did not seem to care very much. He was absorbed with his new specimens of insects and birds. He had carried these with him in a satchel, fearing something might happen to them. To-day he will take them to his school for the children to study.—*The Philadelphia Press*.

As there is a movement on foot to try to get Mr. Tadd to lecture to the “ Quebec Provincial Association of Protestant Teachers ” at its next meeting, the above clipping will be of interest to teachers.

—CANADA mourns the loss of another of her noble sons in the person of Dr. George Mercer Dawson, C.M.G., F.R.S., director of the Geological Survey of Canada, eldest surviving son of the late Sir Wm. Dawson.

—THE question of a second State University (Queen's University, Kingston,) is agitating educationists in Ontario. The chief objection brought forward is that it will awaken denominational jealousy.

—MR. Andrew Carnegie has been meeting with very

warm receptions in his recent travels owing to the lavish hand with which he is endowing public libraries.

---THE Hon. Sidney Fisher, Minister of Agriculture, is having a unique map of the Province of Quebec prepared for the Pan-American Exhibition at Buffalo. It will contain the physical features, forests, possible canoe trips, routes by the early Jesuit missionaries and by Champlain and other early French explorers, Hudson's Bay posts, ancient Indian village sites, modern Indian reserves, regions of fish and game and game reserves. The great provincial park in Quebec contains something like eighty thousand square miles and is traversed by the great rivers Mistassini and Peribonca, which flow into Lake St. John. This will be shown as fully as the latest surveys and information permit the maps to be filled in. Another feature will be the indication on the map of the various waterfalls, in which the Province of Quebec abounds, and which are destined to be used in the future for the production of electricity. The map will expose all the regions made accessible by Mr. Beemer's system of railways and the inimitable section of country tapped by the Canada Atlantic.

---OUTREMONT has had so much difficulty in determining what sized school building would be suitable and profitable for the number of school children in the village that the question has been submitted to the Superintendent of Education for solution.

---SEVERAL of the United States, notably Illinois and Tennessee, are waging vigorous warfare against the "deadly cigarette." Senator Stubblefield, of Illinois, has recently introduced the following bill into the House: "Whoever by himself, agent or servant, shall manufacture for sale, sell, keep for sale, give away or in any manner dispose of any cigarettes, tobacco rolled in paper, or any rice paper or paper of any kind used in the making or manufacture of cigarettes, or shall make, manufacture, sell or keep for sale, any tobacco or cigarettes compounded with opium, cocaine, morphine or any of the alkaloids of opium, or with any narcotic or soporific, shall be fined not less than \$50 and not more than \$200, or imprisoned in the county jail not less than thirty days, or both, in the discretion of the court."

—IN the month of March, Dr. DeGrosbois' Compulsory Education bill for the Province was given a six months' hoist after a somewhat lengthy discussion of the compulsory education question as it affects our local conditions. The bill was rejected by a vote of 55 to 7.

### SWISS BIRD PROTECTION.

A report from Consul-General James T. DuBois at St. Gall, Switzerland, tells how the Government there is taking steps to protect the song birds by a more rigorous execution of the laws. He writes:

“Switzerland has not many feathered songsters; but those that do exist are carefully protected, not only by law, but by the fostering care of the people, particularly by German-speaking people of Switzerland. In 1875, a law was enacted prohibiting the trapping or killing of song birds, or the robbing or molesting of their nests in any part of the Alpine Republic. But in northern Italy bird murder is epidemic, and this spirit has spread over the Swiss-Italian canton of Tessin, where the willow wren, hedge sparrow, black cap, swallow, nightingale, and little singers of all kinds are victims of the trap, the net, and the gun.

“As the seasons come and go, the Swiss birds make their pilgrimage south, and in going and returning across the land of northern Italy and the Swiss canton of Tessin, they are mercilessly pursued by hunters of all ages and all classes. On the Lake of Maggorie it is estimated that at least 60,000 of the feathered songsters are trapped or killed every year, and in the region round about Bergamo, Verona, Chiavenna, and Brescia, many millions are indiscriminately slaughtered to satisfy the demand of the tables and of the millinery establishments of the world.

“One of the schemes is to cover the limbs of trees, the rocks, and even the telegraph wires along the line of the bird migrations with a certain paste of such adhesive qualities that whenever the birds stop in their flight for rest or food, they are held helpless captives; hundreds are often captured in a very small space by this simple means.

“During the past year, the border police of Testin captured and destroyed 13,000 bird traps set to imprison these weary little flyers. Authorities are being urged to take the most rigorous measures to suppress the evil. The criminal

courts are having many more bird-law-violation cases than formerly, and bird-catching-and-killing crimes which in former years were either overlooked or punished only slightly are now dealt with seriously. The excellent laws are being enforced, and the song birds of Switzerland may yet survive the attempt to exterminate them.”—*The Pathfinder*.

### PROF. THATCHER AND HIS SLANG.

It seems that Prof. Thatcher, of the University of Chicago, has been petitioned by many students to discontinue the use of slang in his lectures. In reply to the petitions the doughty professor says :

“ I do not look upon the criticisms of my use of slang in the class-room in a serious light at all, since its moderate use seems to me not only permissible, but actually effective in presenting historical matter in a way to be remembered. I admit that I use slang in my lectures ; I have always done so, and shall continue the practice.

In the big classes that come to me I find a lot of lazy people, and I have to keep hammering away to fix things in their minds. Certain slang phrases attract attention, and, while they keep people awake, they help them to remember things because of the association. I do not intentionally use questionable slang, but sometimes get excited and say things which amuse my students.”

This will seem rather far-fetched to the average teacher. Students innumerable have been interested in medieval history and instructed in it most thoroughly by teachers who were expert enough instructors to accomplish their object without the very questionable practice of using slang. If Prof. Thatcher is not expert enough to do this, Chicago University would better be looking for another teacher.—*The Moderator*.

—IN an address to the Acadians, the people immortalized in song by Longfellow, Sir Wilfrid Laurier, the Premier of the Dominion, showed very clearly what he considered ought to be the ideals of his country. He said :—“ First, develop education, build colleges and schools, let no child remain away from school, let no district be without a school, let every man who has sons send them to college. Education is the key that opens all doors, the tool that digs from



the ground the wealth which without education would remain forever hidden. Learn French, the language of your families; learn English, the medium of your business. Every one should be anxious to cultivate these two languages, as they mean to every one a double advantage. Second, be loyal to the institutions of the country. French people have warm, generous hearts. They forget injuries, but never kindness. They have been given liberties, and in return they are bound to fulfil the duties of good citizens."

—It is not surprising to find that the Emperor, versatile man that he is, represents the new educational movement. A posthumous book of the late Prof. Preyer on "The Emperor, and Educational Reform," contains a letter of His Majesty written in 1885, in which he thanked Herr Hartwich for his attack on the methods then in vogue.

The Emperor, after stating that nineteen of the twenty-one men in his class wore spectacles, went on to say: 'Homer, that splendid man for whom I was very enthusiastic, Horace, Demosthenes, whose speeches no one could but admire, how were they studied? With any enthusiasm for fighting, for arms, or for descriptions of nature? Heaven forbid! Every sentence was cut up and dissected under the operating knife of the pedantic fanatical philologist, until, with a feeling of satisfaction, the skeleton was discovered and it was explained for the admiration of all in how many different ways and positions "an" or "epi," or some such thing, had been used. It was enough to make one cry. And then Latin and Greek compositions—mad folly that they were—how much time and trouble did they cost us! and what stuff it was that was produced; I believe it would have frightened Horace to death. Away with the rubbish! War to the knife against such teaching! The effect of the system is that the youths of our country know the syntax, the grammar, of the ancient languages better than "those old Greek fellows" ("die alten Griechen") themselves, and that they know by heart all the generals, battles and tactical operations of the Punic and Mithridatic wars. They are, however, very hazy with regard to the battles of the Seven Years' War, not to speak of those of the campaigns of 1866 and 1870, which are "much too modern" and which they "have not yet come to"'

The future ruler of the Empire then went on to advocate gymnastics, athletics and military drill for schoolboys.

If anybody had any suspicions as to the Emperor's courage, this ought to remove them. There can be no doubt that he represents the buoyant progressiveness of the new Germany, which is great not only in arms, but in the arts of peace.--*New York Evening Sun.*

—THE Emperor William II has many sympathizers in the parents and friends of the children, if we may judge from a *bona fide* letter received by a teacher from an aunt of one of his pupils: "Dear Mr. H——, I most strongly and emphatically protest against my nephew learning Latin. Whatever good such words as 'sub' and 'sib' and 'dib' and 'dab' can do him I cannot imagine. When he can speak his mother's tongue will be soon enough for him to learn foreign languages. When I was a girl no such rubbish was brought as our teachers knew better. He tells me it's a dead language, and I don't wonder at it, the rubbish. Yours very sincerely, *Joan T* ..... — *The Leisure Hour.*

—"How fortunate were the Romans that they had not to learn the Latin grammar, for, if so, they would not have had time to conquer the world!" In his brilliant Rectorial address at Glasgow, Lord Rosebery introduced this quotation from Heine to emphasize his point that the growth of our Empire involved the need of an increased number of able administrators with qualities which were not developed by the study of ancient tongues. The Lord Rector spoke of the classics with that courtesy and respect that a scholar is bound to feel. It would be a bad day for the nation if the culture connoted by a knowledge of Greek and Roman literature were to become a thing of the past. But altered circumstances demand a changed creed. "Our national ignorance of foreign languages has become not merely a byword, but almost a commercial disaster;..... For the purposes of the present age there is required a more modern education, more especially as regards languages." Lord Rosebery is hardly aware how great the improvement has been of late years in secondary schools with regard to the teaching of modern languages. In schools below the grade of public schools one thing is needful to make the revolution complete. If the Government would pay the same grant for commercial as they do for science subjects, headmasters would no longer be forced,

against their wills, to sacrifice French and German to science and mathematics, but both would receive fair treatment.—*The Educational Journal*.

—AN admirable contribution to educational literature was made by Dr. Bovey, Dean of the Faculty of Science, McGill University, in a recent lecture delivered before the Canadian Society of Civil Engineers. Prof. Bovey, discussing the question of "The Place of Science in Education," said that this was dictated by the debt each man owed to his own profession and the need of an understanding of the value of university training to an engineer. Engineering is indeed a science as well as a profession, as its followers investigate certain problems directly connected with their work, which the other sciences do not consider, and it may be defined as 'a particular combination of sciences joined together with a view to a direct practical result.' There is indeed a danger that too early specialization may injure true education, and it would be well if the studies followed at school led equally well to either the scientific or the literary branches of the university. A broader training in early years is not a waste of time, and makes the choice of a profession when the moment comes, both permanent and well considered.

### FUNCTION OF SCIENCE.

The true function of science is to ascertain the causes of things and their relation to one another, and as such is a very valuable element in true education. For it gives an insight into our material environment and uncloses the sealed book of nature, while the methods of thought peculiar to it train our mental and moral faculties to meet the needs of the life we must lead. For the scientific method proceeds by observation, analysis, classification, generalization, deduction and experiment, and these must be used by us in a more or less trained fashion every day. The lecturer then quoted many illustrations of the remarkable results obtained by observation, analysis and experimentation by scientists, savages and others, and went on to point out that besides its practical advantages, the scientific method also teaches certain good moral virtues. Love of truth, humility, reverence and strenuous effort are all inculcated by it, and

the first telegram sent across the continent—'What God hath wrought'—mirrors a truth that every scientist must feel."

But scientific methods are not confined to the mere facts of nature. They may be and are now applied to the problems presented by history, language, literature and philosophy, although their power is unable to produce the beauties of poetry or the triumphs of faith. Still in the teaching of science the application of its own methods produces results which can be obtained in no other way. For it is the best known method of study, and as such should be studied in itself; it trains the eye, the ear and the hand; it encourages concentration of mind and the close grasp of facts; it emphasizes the relations of cause and effect; it involves the study and accumulation of facts, and offers a free scope for the exercise of the human powers, and lastly, it fits a man more directly for his career in life than any other course. Surely then science should be taught to everyone.

#### DIFFICULTIES IN THE WAY.

But there are difficulties in the way of scientific education, and the conflict between those who desire that the student should learn nothing that is not of direct practical use and those who discourage excessive and premature specialization in education is still fiercely waged. Some compromise is necessary and perhaps the most practicable is the option system. A somewhat freer choice of subjects than at present might be allowed, but the true purpose of education, the training of the mental powers, must be preferred to the teaching of mere knowledge, however directly useful. Perhaps the study of engineering, combining as it does a training in sciences and in their practical application, is the best fitted to fulfill both these purposes.

Finally, science, besides its great function in the training of the mind, has accomplished marvellous victories for the good, moral and intellectual, as well as mental, of mankind. If we look forward to a new century as remarkable for its inventions as the last, let us remember that these inventions must be won with the same weapons as those of our forefathers, and strive to emulate the patience and determination of Darwin, the resourcefulness of Stephenson and the reverent humility of Faraday.—"*The Montreal Gazette.*"

## Practical Hints and Examination Papers.

### REMINDERS TO TEACHERS.

The waste in the teacher's workshop is the lives of men.—*Edward Thring.*

“The largest room in the world is the room for improvement.”

“When are only boys grown tall.  
Hearts don't change much after all.”

Hope on. “When the tale of bricks is doubled Moses comes.” He must soon be here.

“Do not keep on pounding after the nail is in.”

History should not be a mere collection of dry facts with a little geography and a few dates adhering to it. No subject is better adapted to the cultivation of a taste for literature than history is. The great events of history have called forth the noblest expression of human thought.

A history debate can be made one of the most interesting and profitable of lessons.

Clippings for illustration in history are just as valuable as clippings for geographical illustration.

I would have a child's manners, behavior, and bearing, cultivated at the same time with his mind. It is not the mind, it is not the body we are training; it is the man, and we must not divide him into two parts. Plato says we should not fashion one without the other, but make them draw together like two horses harnessed to a coach.—*Montaigne.*

In quoting,  
Delightful task! to rear the tender thought,  
To teach the young idea how to shoot,  
we fall far short of Thomson's ideal if we omit the next three lines:

To pour the fresh instruction o'er the mind,  
To breathe the enliv'ning spirit, and to fix  
The generous purpose in the glowing breast.

The sunshine of pleasant words, kindly faces and sympathetic manner should always be in the school-room.

“The child begins instinctively the investigation of all

subjects known in the curriculum of a university before he is six years old."

"All truly educative work is interesting."

"The chief value of a recitation consists in each individual contributing his mite of self-effort for the good of all. When a pupil is reciting for a mark, a per cent, or to surpass others, his thinking powers are bound and crippled."

"To read well a child must be thoroughly anxious to be understood."

"Self-consciousness is the greatest obstruction to human development, and its fearful products are fear and self-conceit."—*Francis Parker.*

#### WHAT TEACHERS SAY.

—I HAVE been trying to discover the hygienic position in writing. Watching from sunrise to sunset, an active, healthy boy, who might fairly be called a highly satisfactory specimen of humanity, I find him calmly and peacefully sleeping through three paternal injunctions to get up and dress. Later he is coming down stairs three steps at a time to breakfast. Now he is off to school on the run, jump and skip. Next I find him hanging head downwards from a gymnasium bar. Then he is vigorously kicking a foot-ball for two hours at a stretch. Later he is studying his lessons and kicking the table leg to preserve a hygienic position. So I have concluded that the hygienic position is change of position.

—THE metric system is a barnacle that has fastened itself upon the rock of arithmetic with a leech-like grip. It is not a part of the subject, but has been allowed to stick there until we almost imagine that that is its native rock. When the metric system becomes our system, then the subject will become an integral part of the arithmetic, and the labour of teaching will become very much lightened. In the meantime teachers of arithmetic are burdened with this foreign matter to an outrageous extent, merely to satisfy teachers of science who require to use the metric system. The metric system is easy to teach. The difficulty comes in learning the equivalents in the English tables and in transposing from one system to another.

—THE school is not the place in which to inaugurate the reform in our system of weights and measures.

—I DO not find the boys who rank first in their studies, the most satisfactory, all round boys in the school. These are the boys who are looking for marks and per cents and good reports for themselves. The honour of the class and its *esprit de corps* do not concern them, they are too busy with their own interests to give thought to the general well-being of the class. Give me the boy who ranks second class, not because of dullness or stupidity, but, because he looks after the general good tone of the school. John Smith used to lie and cheat systematically and continuously. His father used to fail in business systematically and frequently, and the poor boy came by his bad habits quite honestly. But honesty and fairness and truthfulness are honoured in the school and the 90 per cent boys are themselves honest and truthful but are satisfied with that. The second class pupils take upon themselves to see that no member of the class spoils its fair name by illegal practices. John Smith is improving and he himself supplies me with the clue to his betterment. He has something to own up; but force of habit is strong upon him and he would rather be excused. While debating the question he keeps a watchful eye on Jones whose foot is stealing out to give him a surreptitious kick as a foretaste of what is to follow if he does not come up to the mark.

I look abroad and find my second class boys occupying themselves with municipal and provincial affairs, with the best interests of the communities in which they live. They are not wealthy, but they do good in preserving purity and honesty in political matters. My first class boys have become the moneyed men of the country. As they sought the almighty mark, so they now seek the almighty dollar.

—I FIND that when children reach the age of five or six, more law must enter into their discipline. Not less love, but more law.

I do not believe that to sit down and just learn the tables of weights and measures hurts a child's brains. I think we often explain things to children *ad nauseam*. I am sure that an inquisitive boy knows from his practical experience of life, more about wood piles than I could make clear to him by the most elaborate diagrams on the black-board. Anyway I know that I had to learn these tables by heart and I never was conscious, when a child, of having a brain, and certainly had no consciousness of brain weariness.

## THE NATURE AND USE OF PROBLEMS IN ARITHMETICAL TEACHING.

When an arithmetical process has been taught, the teachers should apply it in a series of simple problems. By skilful questioning the children may be led to understand that a problem is a statement, or series of statements, in which something is told and something is asked, and that the answer is implied in what is told. Pupils should be encouraged and trained from the beginning to give original problems, at first orally, and after some skill is acquired, in writing. Then should be developed the habit of reading over the problem thoughtfully, in order to learn what is required. The pupil must determine what steps are to be taken and form an estimate of about what the answer will be. The forecasting of the result will prevent the giving of unreasonable answers.

The solution of a problem involves the pupil's activity in analysis to determine what operations are to be performed and then in the performance of those operations. Accurate results with the greatest possible rapidity should be secured. If possible, let the pupil perform the work mentally and give the result at once, without explanation. The aim should be to reach the correct result in the shortest possible time. The business men demand accuracy and facility. To meet this demand opportunity should be given for the frequent repetition of the various thought processes involved in the application of the fundamental principles of number. The teacher will produce the best results by giving a great many problems in which small numbers are used, thus affording pupils an opportunity at each recitation to go many times through the mental processes involved. The aim should be to cultivate a quick intelligence and the ability readily to analyze the conditions in any given problem. The greatest freedom should be allowed the pupil in stating the steps of reasoning in reaching a conclusion. But all statements should be in good English. No mechanical formula should be insisted upon, but the various operations should be performed mechanically as early as possible.

Problems should be varied and practical. The wide-awake teacher will not be satisfied with book problems alone. Near every school may be found much suitable



material for original problems. The school excursion, which is indispensable in teaching history, nature, and geography, gives invaluable aid to the teacher of arithmetic. Let the teacher and pupils, supplied with note books and pencils, visit the store, market and post office. Let them ask questions as to the ways of conducting business, of marking goods, of making change, etc. They should note the prices of staple articles. On the way pupils may be allowed much freedom, but when the object of study is reached, the exercise should be conducted the same as in the school-room. A field lesson should furnish material for study for many days. A variety of oral problems should be given by the teacher, afterward by the pupils, based upon their observations. Written problems should follow, and forms of accounts, bills, receipts, and notes should be taught. The children may be asked to bring five or ten written problems to the class.

Some teachers may think that this is a difficult thing to do. But let them remember that a living interest is thus awakened. Experience has shown that children, even in primary grades, become skilful both in making and solving such problems.

To illustrate another phase of the work, let the class visit a lumber-yard or a saw-mill, in order to see the different kinds of lumber, and learn how to measure boards, and to get the prices of the different kinds of building material.

In order to clear up the mysteries of the wood-pile, the teacher should take the class to a wood-yard. One teacher, some years since, while teaching a little country school, made this subject clear by having her pupils bring cord-wood into the school-room and carefully pile a cord-foot.

Now, it would be well to help children to understand the problems connected with excavations for cellars, paving of streets, and building of walls for the foundations of houses. The pupils may make measurements themselves, so that the different units of measure may become real to them. Let them measure an unfinished room to determine as to the number of yards of plastering, the papering, and carpeting. Then a visit to the carpet store and paper hanger's will furnish the data for many interesting, important, and practical problems.

As the principles of percentage are mastered, a bank may be visited. Checks, drafts, bonds, and other business

papers may be examined, and their uses learned, while the work of the clearing house may be explained. Stocks and bonds may come to mean something real to the children, and the daily stock quotations in the newspapers become very helpful in the school-room.

The writer has aimed, in the limited space allotted, to suggest to the progressive and growing teacher some ways of making the study of arithmetic more interesting, and to indicate how the work of the school may be more closely connected with real life.—*Principal J. R. Potter, Training School, Paterson, N.J., in N. E. Journal of Education.*

### STUDYING A POEM.

In teaching a poem to young children, the picture presented by it should always be clearly seen by the children before they attempt to memorize. This can be accomplished by the teacher telling the thought of the poem in simple language. If the poem is made interesting in story form, it is welcomed with delight, difficulties in constructions and meanings vanish, and memorizing is almost without effort.

The formal and formative studies should be kept distinct. When a child's mind is absorbed in the interest of a story, it should not be confused and distracted by a search after definitions. If the meaning is understood let the enjoyment be unalloyed; then take the formal studies on words, constructions or reproductions at a separate hour, when the mind may find its pleasure equally great in these more formal exercises.

Word work, however, should accompany such literature exercises. Sentences can be given using the original words of the poem, then their synonyms. Five or ten minutes two or three times a week in this or a suitable word work is invaluable and gives surprising results.—*Exchange.*

### NECESSITY FOR BOOK KNOWLEDGE.

A phase of the mental discontinuity and flabbiness complained of is that many pupils are disinclined to read except in novels and perhaps poetry. They hear book-knowledge condemned. Books are not appreciated in the work of education as they should be. The teacher is constantly

commending first-hand knowledge, saying to the pupil, if you wish to know things, go to things, look at them, walk about them, handle them, become acquainted with them without any intermediary in the way of book, chart, picture or model.

As a protest against old-fashioned bibliolatry this cry is wholly right, but there are in this world quadrilions of all-important things of which we never have first-hand apprehension, on which our own eyes can never be set. Sane educational work must therefore ever deal largely with books; their constant use must be inculcated and the love of them set forth as an indispensable part of schooling. The pages of history must be opened to the maturing pupil and he must be taught to draw therefrom the lessons that are to serve as his guide in full manhood. Book knowledge is certainly not all, but it is valuable, nay, invaluable. At this point we need a certain return to the methods of the school in the wilderness forty years ago, when the book and the pupil's hard study of it did so much to make him a man. Strenuous reading should be urged, and not fiction, not poetry alone—essays, history, science, philosophy—books that test and books that drill. Noble passages should be memorized, and the most cardinal dates of human history nailed “for keeps.” This takes will power, but it is important and should be insisted upon. A pupil should on graduation have not only an open mind and a rounded, beautiful nature, but a certain amount of absolutely correct information in detail.—*Wisconsin Journal of Education*.

—TO TEACHERS OF NATURAL SCIENCE.—“In so far as I have had any success as a teacher of Natural Science, it has been due to my reverent regard for every natural object, as the handiwork of the Divine Creator, and as consequently a sacred thing, the description or illustration of which was to supersede altogether any consideration of personal display or reputation. This is, I believe, the true secret of any power to influence young people, whether with regard to natural objects or as to higher things. Whether the object referred to be the scale of a moth's wing, or the structure of a mountain, it has, for the time being, to be regarded as the work of God, and therefore transcendentally above either the speaker or the hearer.”—*Sir William Dawson in “Fifty Years of Scientific and Educational Work in Canada.”*

—“No imaginative device, however feeble, will take away the manliness of a boy who knows that work is work, and makes play of it when he honestly can; but nothing debilitates a boy more effectively than the notion that the teachers exist for his amusement, and that if education does not allure him so much the worse for education.—*L. B. R. Briggs in the Atlantic Monthly.*”

—No greater harm can be done to the pupil than to allow him to form habits of inattention, incorrect position, irregularity at school, and tardiness in the keeping of appointments.

It was not necessary for the right development of the little Pilgrim children that they were forced to attend church, to use all their time in work—“profitable employment”—or to sit in straight-back chairs; yet if we were compelled to choose for our children even *that* extreme of a rigid life, or the loose methods and hap-hazard ways in which, I fear, some of our children of to-day are being educated, which should it be? Our danger for a few years back, though we are rapidly choosing a “golden mean,” has been to err on the side of removing all difficulties from the path of the children. Is it not wholesome for the child to obey sometimes because requested by parents or teachers, when no reason is given? Should not the child obey because *Right is Right*?—*Wisconsin Journal of Education.*

### FAULTY PRONUNCIATION.

There are many faults made in pronunciation that the teacher should aim to correct. Some of the most common are pointed out. The attempt should be made to cultivate the ear to discern a nice accuracy in pronunciation. One of the best ways is to have a collection of sentences in which the words liable to mispronunciation appear; this collection of sentences is read over slowly by one pupil, the rest listening. The perilous words should *not be marked* in any way. Each pupil should have a blank book and prepare a collection of sentences *for himself*; thus there will be interest in the reading, the exemplifying sentence must not be too short.

## EXAMPLES.

The llama and alpaca are domesticated varieties of the guanaco.

The Mohammedan nations mostly speak the Arabic language.

The youthful aspirant sought earnestly for a place on the stage.

Upon entering the room he was asked his name and the object of his visit.

Two hundred words have been selected that are frequently mispronounced; the attempt is not made to prepare a list of words difficult to pronounce:

*al-pac-a*, accent the second; not *alapaca*.

*a-ra-bic*, accent the first.

*asked*, sound the *k*; not *ast*.

*ac-cli-mate*, accent the second.

*as-pir-ant*, accent the second.

*a-gain*, *ai* becomes *e* short: *agen*.

*ab-do-men*, accent the second.

*aye*, meaning "yes," is pronounced *i* long.

*aye*, meaning "always," is pronounced *a* long.

*beard*, make the *e* long; not *baird*.

*bi-cy-cle*, make the *y* a short *i*.

*Bis-mark*, the *s* keeps its sound.

*bis-muth*, sound the *s* like *z*.

*Cairo*: in Egypt, *kiro*; *i* long.

*Cairo*: in United States, *karo*; *a* long.

*cem-e-ter-y*, pronounce in four syllables.

*chas-tise-ment*, accent the first.

*clem-a-tis*, accent the first.

*clothes*, sound the *th*; not *clos*.

*cog-no-men*, accent the second.

*com-par-a-ble*, accent the first.

*com-prom-ise*, accent the first.

*con-do-lence*, accent the second.

*con-tu-ma-cy*, accent the first.

*cor-net*, accent the first.

*creek*, *crek*, long *e*.

*cu-li-na-ry*, long *u*; not *cul*.

*dec-ade*, *dek-ed*; accent the first.

*de-co-rous*, accent the second.

*def-i-cit*, accent the first.

depths, sound the *th* ; not *deps*.

des-ig-nate, the *s* keeps its sound.

des-pic-a-ble, accent the first.

dis-course, accent the second.

dram-a-tist, first *a* is short.

eat: past tense is *e*, short *e* ; many prefer the form "ate."

ei-ther, preferably *ither* ; long *i* ; but *other*, long *e*, is popular.

elm, in one syllable ; not *el-lum*.

en-er-vate, accent the first.

ex-quis-ite, accent the first.

fau-cet, *a* in *all* ; not *fasset*.

Feb-ru-a-ry, sound the first *r*.

fi-nance, accent the second.

flac-cid, first *c* is hard : *flak-sid*.

flor-id, the *o* is short.

for-mid-a-ble, accent the first.

sol-e-cism, the *o* is short.

sol-stice, the *o* is short.

spasm, pronounce in one syllable.

spe-ci-es, in three syllables.

spir-it, sound the *i* not *sperit*.

stamp, keep the *a* sound.

staves, as plural of *staff*, *a* in *air*.

staves, as plural of *stave*, *a* in *late*.

stead-y, not *stiddy*.

stol-id, the *o* is short.

strat-e-gist, accent the first.

sug-gest, sound the first *g* hard, or as a *d*.

sup-ple, short *u*.

tap-es-try, in three syllables.

ta-ran-tu-la, accent the second.

te-di-ous, in three syllables.

terp-sich-o-re-an, accent the fourth.

the-a-ter, accent the first.

ti-ny, accent the first.

truths, sound the *th* as in *the*.

ty-phus, not *tipus*.

tyr-an-ny, make first *y* a short *i*.

um-brel-la, accent the second.

un-fre-quent-ed, accent the third.

u-re-a, accent the first.

used, yuzd, not yust.  
 u-surp, sound *s* as a *z*.  
 va-ga-ry, accent the second.  
 va-ri-e-gate, accent the first.  
 va-ri-o-la, accent the second.  
 ve-he-ment, accent the first.  
 ver-sion, make the *s* an *sh*.  
 vet-er-in-ar-y, accent the first.  
 vi-car, make the *i* short.  
 vin-di-ca-to-ry, accent the first.  
 vir-u-lent, the *i* is short.  
 vis-count, *s* is silent, vicount.  
 viz-or, the *i* is short.  
 waft, *a* as in ask.  
 wa-ter, not wot-ter.  
 yacht, yot, short *o*.  
 zinc-ic, zink-ik.  
 zo-di-a-cal, accent the second.  
 zo-ol-o-gy, first *o* is long.

—*The Teacher's Institute.*

(*To be continued.*)

### Books Received and Reviewed.

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

—BELL'S LATIN COURSE FOR BEGINNERS—This work in three parts commends itself for the following reasons:—  
 1. The method is inductive, that is the rule sums up the conclusions that the child draws from the text. 2. The type is good and the illustrations pleasing, many of them colored. 3. The subjects are treated of in connected narrative, and are made interesting to the child, though they deal with an age that is past. 4. The dialogues furnish use in the three persons of the verb and add interest to the lesson. 5. There is an abundance of exercises provided for translation from English to Latin. These exercises are based on the conversations or stories previously studied in Latin.

“Fifty Years of Scientific and Educational Work in Canada” is the life story of Sir Wm. Dawson, written by himself. In this work we have set vividly before us the

heroic labors of this truly great and good man in advancing the interests of Canada along the lines of education and in scientific research. The book is an inspiration and would prove most helpful to those who are inclined to weary in well doing.

"Fifty Years of Work in Canada." Price \$1.50 — *Foster, Brown & Co., Montreal.*

### Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION,

NOTICES FROM THE OFFICIAL GAZETTE.

#### *New School Municipalities.*

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 15th of March, 1901, to detach lots 20a, 21a, 21b, 18a, 16a, 16c, east  $\frac{1}{2}$  15a, 15b, 15c, 19a, south  $\frac{1}{2}$  23, 25 and 26a, 24b, 24c, 12b, 24a, 18 and 19a, 17a, west  $\frac{1}{2}$  15a and 15b, 15c, 17b, 13c, 14b, 12a, 16a, 11c, 12c, 14a, 14b, 12a, 11b, 10b, 10a, 9b, 9a, 11a, 14a, 13a, 14c, 15, 15b, east  $\frac{1}{2}$  13b, 13c, 22a, 13a, 22a, known as section number two of the school municipality of North Onslow, Pontiac county, from said school municipality of North Onslow ;

and

To detach lots 17e, 17d, 17b, range 6, lots 11a, 10a, 10b, 12a, 12b, 13a, 13b, 11b, 14a, 14b, 19c, 20c, 18a, 18b, 19d, 20d, 21, 21c, 21a, 21b, 20b, 19a, 19b, 17a, 16a, 16c, 15a, 15a, 15b, known as section number 5, of the school municipality of South Onslow, Pontiac county, from said school municipality of South Onslow, and to erect the two sections aforesaid into a separate municipality for school purposes, to be known as the school municipality of Centre Onslow, Pontiac county.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 18th of March (1901), to detach from the school municipality of the township of Hatley, Stanstead county, the territory forming the present village of North Hatley, also lots 223, 224, 232, 233, 237 to 253, both inclusive, of range 2, lots 498 to 514, both inclusive, less lot 508, east part 523, lots 524, 525, 526, 527, east part 551, lot 552, east part 553, lots 559, 560, 561 and 568, and



lots 569 to 579, both inclusive, of range 3 ; lot 638 of range 4, and to erect the same into a separate municipality for school purposes, under the name of the school municipality of the village of North Hatley, Stanstead county.

The foregoing erections to take effect on the 1st of July next, 1901.

*Boundary of Limits of School Mnnicipalities.*

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 18th March (1901), to detach from the municipality of Sainte Jeanne de Neuville, county of Portneuf, the following lots, to wit: Nos. 380 and 381 of the official cadastre of Sainte Jeanne de Neuville, and to annex them for school purposes to the municipality of Saint Basile, in the same county.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 18th March (1901), to detach from the municipality of the parish of Sainte Anne, county of Chicoutimī, the following territory, to wit: lot No. 10, of the first range of the township Tremblay, saving the properties of Messrs. Pitre Gagnon and François Crête, and to annex it for school purposes to the municipality of the village of Sainte Anne.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 18th March (1901), to annex for school purposes the following lots of the first range of "Linière," south-east, county of Beauce, to wit: Nos. 68, 69, 70, 71, 72, 73, 74, 75, 76 and 77, to the school municipality of the "parish" of Saint Côme de Kennebec, in the same county.

The foregoing annexations to take effect on the 1st of July next, 1901.

*Appointment of a school commissioner.*

His Honor the Lieutenant-Governor has been pleased, by order in council, dated 18th March (1901), to appoint Mr. George Richard, school commissioner for the municipality of Sainte Jeanne de Neuville, county of Portneuf, in the place of Mr. George Rhéaume, resigned.

*Appointment of a school trustee.*

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 20th of March (1901), to appoint

Mr. Noah Charron, school trustee for the municipality of "Bowman and Denholm," county of Ottawa, to replace Mr. Peter Gagnon, deceased.

*Appointment of school commissioners.*

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 21st of March (1901), to appoint Messrs. Eusèbe Légault and Cyrille Lauzon, school commissioners for the municipality of Sainte Geneviève No. 1, village, county of Jacques Cartier, to replace Messrs. J. A. Chauret and Anselme Laframboise, resigned.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 22nd of March (1901), to appoint Mr. Alfred Cormier, school commissioner for the town of L'Assomption, county of L'Assomption, to replace Mr. Octave Lachapelle, who has left the municipality.

*Erection of a new school municipality.*

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 22nd of March (1901), to erect into a separate school municipality, for Roman Catholics only, by the name of "Saint François d'Assise de Frelighsburg," in the county of Missisquoi, the following lots, to wit: Nos. 1 to 456, 188a, 212a, 47a, 60a, 216a, 235a, 287a, 398a, of the official plan and book of reference of the cadastre of the seigniory of Saint Armand East; also Nos. 1 to 103, 86a, of the official plan and book of reference of the cadastre of the village of Frelighsburg, situate in the said seigniory of Saint Armand East; also Nos. 1, 2, 3, 190 to 196, 376, 377, 378, 559 to 563, 727 to 733, 910 and 911 of the official plan and book of reference of the cadastre of the township of Dunham, in the first lot of the ranges I, II, III, IV, V, VI, VII, VIII, IX and X, of the said township of Dunham; and lastly lots 2927 to 2972, of the official plan and book of reference of the cadastre of the township of Stanbridge, in the lots Nos 1, 2, 3 and 4 of the ranges I and II of the said township of Stanbridge, in the said county of Missisquoi.

This erection is to come into force on the first of July next, 1901.

THE  
EDUCATIONAL RECORD  
OF THE  
PROVINCE OF QUEBEC.

---

No. 5.

MAY, 1901.

VOL. XXI.

---

**Articles : Original and Selected.**

**A CAUTION TO THEORISTS.**

In seeking to ascertain for ourselves what forms of instruction and discipline are really operative upon the life of a pupil and carry in them the germs of future growth ; and on the other hand what teaching it is that touches only the shell and husk of his being, and never penetrates to the sources of life at all, we do well to recur more often than we do to our own experience as learners. Those of you who are young teachers are not so far removed from childhood as to have lost the power to do this. Older teachers must supply the lapse of memory by imagination and experience. But in one way or another we should seek to put ourselves in the attitude of mind which is occupied by our pupils, to hear lessons with their ears and to see illustrations with their eyes. The elementary teacher is going, let us say, to give a lesson on some new fact in natural history. He gets together his whole formidable apparatus of blackboard, pictures, diagrams and specimens. But the testing question for him is not "How does the sketch of this lesson look in my notes or on the board? How will the lesson display my powers to the best advantage? In what light will it appear in the eyes of the head master, the inspector, or the adult critic?" but "What should I have thought of this lesson when I was a child, sitting on that bench? How would it have impressed me? How should I have liked it? How much of it should I have remembered or cared to remember?" In

like manner, it may be, he is about to select a piece of poetry for recitation. He is tempted first to think of its length, the appropriateness of its moral, the ease with which it may be explained, the sort of exercise it will give in elocution and taste. But it will be well also to put the question, "How far should I have been stimulated and enriched if, at that age, I had learned the same verses? Would they have remained in my memory now? Should I, at any time in the interval, have found my leisure brightened or my thoughts raised by remembering them?"

We have said that the inductive method is indispensable as an instrument of teaching; but it is not less so as a guide for ourselves in forming an estimate of our own procedure, and of the principles on which our work should be done. Education is said to be a science; but it is essentially an inductive science, a science of observation and experiment. It is not one which will be brought to perfection by the study of speculative psychology alone, by accepting what are called first principles; by walking worthy of the doctrines laid down by Comenius, by Ascham or Quintilian or Rousseau or Pestalozzi, or Spencer or Herbart. All such doctrines have their value, and a very high value to the professional practitioner in the art; but they do not serve alone as the basis for a science, any more than the theory of vortices, or the speculation of Thales about moisture, or the old doctrine that all matter is composed in different proportions of the four elements of earth, air, fire and water. We must look a little nearer at the actual phenomena the school-room presents if we would arrive at a true science of education.

From this point of view we may regard with much sympathy and hope the efforts which are now being made in America by Dr. Stanley Hall and Mr. Barnes, and in our country by Professor Sully, to observe children's ways and character more carefully, and to derive, if we can, practical guidance, from child-study as well as from the "a priori" speculations of the philosophers. But though we may regard these experimental enquiries with hope, we must not blind ourselves to possible sources of error, unless those enquiries are conducted with due caution and a careful observance of the laws of inductive science. There is a danger of encouraging introspection and self-consciousness on the part of little children, when we ask them to tell us their motives

or their thoughts. There is, in many of the experimental exercises, of which I have read reports, a tendency on the part of the teacher to ask children for their opinions on subjects on which they have never thought, and on which in fact they have formed no opinion at all. Hence he sometimes gets random and foolish answers, sometimes mere guesses and sometimes answers which are framed because the little one has some suspicion of what it is that the teacher wants. More often answers are given so various and so inconsistent with one another that it is impossible to base any trustworthy conclusion upon them. So although the desire of many teachers to engage in child-study evinces a true philosophic instinct, we must in pursuing it guard ourselves against its dangers, and must be aware of its limitations. We must not be probing the minds of children to discover what is not there, nor encourage them to attach exaggerated importance to their own little experiences and opinions. We must beware of unreality, of confusing the real relations which should subsist between teacher and taught. Above all we have to guard ourselves against mistaking accidental and exceptional phenomena for typical facts; against drawing general conclusions too hastily from insufficient data. When I read in American books the contradictory, confused and grotesque replies which have been so diligently compiled, I am more than ever convinced that generalizations founded on such data may often prove useless and sometimes misleading, and that they need, therefore, to be held in suspense for the present, until they shall be verified or corrected by a larger experience.

Some of the plans adopted in these investigations seem to me highly ingenious, and a few of the generalizations obtained from them to be fruitful and suggestive. The experiments made in connection with the earliest and crudest attempts of little children to draw familiar objects have shown clearly how common it is to attempt to portray not what they actually see, but what they know to be there. Such experiments are most instructive to teachers of drawing and design. But when we get into the region of morals and of conduct, when we seek to measure the forces which are at work in the formation of the child's character and sentiments, it does not appear to me that the enquiries have yet conducted us to any valuable results.

This is not a reason for abandoning the quest, or for discouraging researches into this interesting region of experience. But it is a strong reason for caution and patience, and for resisting all temptation to accept general conclusions while the data are incomplete.—*Sir John Fitch in "Educational Aims and Methods." Price \$1.75. The Copp, Clark Co., Toronto.*

### THE NEED OF SCHOLARS.

One is exasperated almost beyond measure often, in these days, by the apologetic tone which is taken about a University training, and, most of all, I think, by the reasoning which is used to justify or excuse it. Young men are told in fact, if not in form, that their brains are merchandise, and the college is the mill that will best coin them. Young men are urged to get a college education, shun as much as possible all classical training, or any other that cannot be converted immediately into a wage earning product, because knowledge and especially certain kinds of knowledge, is power in the same sense that a mill-dam and a dynamo are power. And so we are getting a class of students to whom whole ranges of highest learning—those that deal with the philosophy of history, with the sources of social and intellectual movements, with poetry, literature and the finer arts, the foundations of ethics, personal, social, national—are matters of large indifference.

Believe me, gentlemen, that if our children are to have any republic that is worthy of the name to live in, such matters cannot afford to be! Whatever other classes we have and conserve in the land, artisan, agriculturist, trader, shipper, railway builder or capitalist, there is no one among them all who can contribute one iota to national stability and national honour, unless, behind and above them, all alike, there is another class, the scholar class, who stand, not only for ideas but for ideals, those higher standards and those enduring measurements of human wisdom and conduct which are born first of insight, and then of enlightened outlook!

It is yours, yours, my brothers—I beseech you who are students here, never to forget it—to give to your age these things! If you have come here simply to train your mind, your eye, your hands, to be tools in the mad race for acquisition, then the sooner you go home the better! It is not

getting or grasping that this nation needs to learn half so much as to know what to do with its gains ; and, in justice, equity and righteousness, how to rule its conquests. In such an age as ours, the clever, smart, unscrupulous man becomes, every day, a more dangerous foe to the age in which he lives. He demoralizes youth, he destroys manly independence, he deifies greed and gain. And never more than now, does the land wait for scholars—scholars who shall be thinkers and seers too, eager to find the truth, willing to own and follow it when it is discovered, and then with fearless note, to tell it out to all mankind.—*Bishop Potter in an address at the University of Pennsylvania.*

## THE LAST JOURNEY.

A GRAPHIC DESCRIPTION BY DR. CONAN DOYLE, THE AUTHOR.

The Great Mother has gone down alone upon the dreary road which leads to the black portal.

With reverent silence we have seen her this day pass through us, and never more shall the eyes of her people look upon her.

Of all the millions who lined her course how many would have given their own lives to have her back ? But we watched in helpless sorrow while through the black banks of the mourners, down the valley of white faces, the Great Queen swept onward out of the sunlight into the gloom.

The little body on the dark gun carriage yonder, frail and fragile, scarcely larger than a child's, is that to which 400,000,000 of us who dwell under the red-crossed flag looked as the centre of all things, the very heart of our lives, our inspiration, our standard of duty, the dear mother of us all.

But there came one who summoned her, and amid an awful hush in crowded London she passed on into the shadow.

Living pomp and power were round her in that last journey. The measured tread of her soldiers sounded in front, Kings and the children of kings followed behind.

But to us who stood by they were all shadow. The one mighty reality was that silent woman who would pass no

more, the dead saint whose work was over and whose rest was come.

To the old it seemed that it was their own lives which had passed upon the dark gun carriage, for an epoch—the only epoch they had ever known—was passing down with the Great Queen. The young might learn new ways and new ideals; to them the future belonged. But gray heads bowed and dim eyes wept as their Queen went by, for their era was closed and the rest was but a lingering and a remembrance.

And England! How stands England?

Can we think of any England save the England of the Queen? Has England, too, gone down into the shades with the Great Mother—the England that led the world in commerce; the England that covered the sea with her ships; the England that was the solid heart of the greatest empire that the world has ever seen? That was the England of Victoria. She has gone, and will that also go? Have we the wisdom, have we the strength, above all, have we the virtue?

Clouds drift up before us. We peer into the darkness and the gloom still gathers. It needs no seer to tell us that the days are coming, may even now be at hand, when we shall be tested once more by the iron hammer of destiny, to break us or to weld us firmer still. When that hour comes pray God that the spirit of the Great Queen, gentle, firm and wise, may be with her people once again.

Take past the frail and outworn body upon the dark gun carriage, but leave us the memory and the example for the days that are to be.

### **An Educational Experiment.**

#### **MENTAL FATIGUE OF PUPILS.**

Many educational reformers urge that school hours should be shortened, arguing that pupils get so mentally tired out that they cannot study to advantage in the latter part of the day. An article in the *Psychological Review* combats this idea, on the strength of a series of actual tests. The multiplication table, lists of words to spell, etc., were given to pupils in the morning and again given to the same pupils toward the end of the day, and it was found that



there was no diminution whatever in the ability to do mental work. Dr. Thorndike, the author, contends that the lack of interest commonly seen in schools late in the day is not due to overwork of the pupils' minds but to the fact that the pupils become bored by too much of the same thing. The remedy, he adds, is "not to give the student less to do, but to make it worth while for him to work, to make the work interesting."—*The Pathfinder*.

## 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, *three* specimens in arithmetic, writing, drawing, map-drawing, and English composition from grade III Elementary, and *three* specimens in arithmetic, writing, drawing, map-drawing, English composition and book-keeping from grade IV Elementary. 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 the 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 II., 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.

### Editorial Notes and Comments.

Empire Day is growing in popularity. Every year sees an increase in the number of places where it is celebrated. Almost all the cities and towns, and not a few villages from the Atlantic to the Pacific now recognize this day not only as one of public rejoicing but also as one set apart for national education. The schools spend the morning in serious study of the Empire as to history, wealth, extent, trade connections, etc, etc., and the afternoon in kindling to brighter glow the patriotic spirit, thus increasing throughout the Empire the love for home, for country, and for humanity. It is a good thing to belong to a great country.

In other parts of the Empire, too, the day is being observed with greater and greater interest. The time is coming when this will be the all important day for the peoples who go to make up the vast British nation.

Our highest national ideals have been portrayed for us in song and story and have been painted for us by master artists. Show the the children good pictures. Read with them choice extracts from the works of great writers.

Let us keep ever before our own minds and the minds of the children *true* patriotism, "Love and devotion to one's country: the spirit that originating in love of country, prompts to obedience to its laws, to the support and defence of its existence, rights and institutions, and to the promotion of its welfare."

The flag, the song, the patriotic address, recitations, the drum beat, martial music, the steady march of soldiers, all these things have their value in any national celebration,

but we must not forget that *knowledge* in this respect as in so many others is power. Increase the child's knowledge as well as his loving sentiment towards it. A short black-board talk on "Why we Wave the Flag" would bring forth some very profitable reflections.

In connection with this celebration we must remember our King. The March number of the RECORD contained a short sketch of his life. All the magazines at some period, from February to the present time, have had articles, illustrated or not, touching the lives of the heads of the Empire—the King and Queen.

For the first time we must meet "Empire Day" without her, who did so much to make the celebration of such a day possible. She has gone but the story of her noble life remains with us to encourage and give inspiration:

"Peace, peace, she is not dead, she doth not sleep!  
 She hath awakened from the dream of life ;  
 'Tis we, who lost in stormy visions, keep  
 With phantoms an unprofitable strife.  
 She has outsoared the phantom of our night ;  
 Envy, and calumny, and hate, and pain,  
 And that unrest which man miscalls delight,  
 Can touch her not nor torture her again.  
 From the contagion of the world's slow stain  
 She is secure, and now can never mourn,  
 A head gone grey, a heart grown cold in vain ;  
 Nor, when the spirit's self has ceased to burn,  
 With sparkless ashes load an unlamented urn.

May we make this strife that we call life, as profitable as she made it.

Hoist the Flags for Empire Day!

### Current Events.

#### A PRACTICAL DEMONSTRATION OF COOKING IN SCHOOL.

The "Open Day" at the McGill Model School, Thursday, the 14th of April, was brought to a unique and happy closing in the Girls' Department by the senior class entertaining their parents, patrons, and friends at a five o'clock tea.

The menu, consisting of cocoa, coffee, home-made bread, rolls, biscuits, cakes and candies was entirely prepared by the girls. Miss Peebles' well known executive ability was shown in every girl having her allotted duty, so that each moved as a unit of a harmonious whole. The deftness and unconscious grace of the girls was noticeable as they flitted here and there "On hospitable thoughts intent," with pretty seriousness, taking upon themselves the responsibility of entertainment and filling the rôle of "lady," which, we are told, means "a loaf-giver." "To the manner born" they looked in white gowns and dainty caps, and as sweet as Easter lilies. The oft deserved criticism of young people appearing on the public platform making school-girls too much *en évidence* could not apply to this gathering as the atmosphere breathed of thought for others, of geniality and of coffee! the latter seeming to lubricate as effectively as dinner is said to lubricate business. Probably on account of the flow of language on such occasions, this sort of function has been called "a gibble—gabble—gobble—and git." Let us hope, however, that this one partook also of "A feast of reason and a flow of soul," for we noticed amongst the guests: Dr. Peterson, Dr. Robins, Rev. J. Fleck, Rev. E. I. Rexford, Rev. D. Winter, Messrs. E. W. Arthy, S. Finley, J. Johansson and other gentlemen, all of whom are famed for their conversational powers, and no doubt, by persistent watchfulness the fair sex, when occasion offered, could slip in a word side-wise.—*A Visitor.*

—ONTARIO Educationalists, at their annual convention in April, pleaded very strongly for an increase in the number of male teachers. At present, the male teachers are less than 40 per cent. of the whole and have not increased in actual number since 1867, while the increase of female teachers has been nearly threefold.

—THIS same convention, in the mathematical section, passed a resolution to the effect that the time for introducing the metric system into Canada had not yet arrived.

—WE congratulate the Montreal High School on the acquisition of a rifle range. All Canadian boys should learn to shoot.

**Official Department.**

DEPARTMENT OF PUBLIC INSTRUCTION.

MCGILL NORMAL SCHOOL,

MONTREAL, February 22nd, 1901.

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

Present:—The Reverend W. I. Shaw, LL.D., D.C.L., in the chair; George L. Masten, Esq.; Professor A. W. Kneeland, M.A., B.C.L.; the Reverend A. T. Love, B.A.; Samuel Finley, Esq.; H. B. Ames, Esq., B.A.; Principal W. Peterson, M.A., LL.D.; W. S. Maclaren, Esq., M.P.; Gavin J. Walker, Esq.; C. L. Cotton, Esq., M.D.; the Reverend E. I. Rexford, B.A.; Principal S. P. Robins, LL.D., D.C.L.; John Whyte, Esq.; E. W. Arthy, Esq.

The meeting was opened with prayer by the Reverend A. T. Love.

Apologies for absence were read from the Lord Bishop of Quebec, Mr. Dunbar and Mr. Parmelee.

In the absence through illness of Mr. Parmelee, Mr. Paxman was requested to act as Secretary.

The minutes of the previous meeting were read and confirmed.

It was unanimously resolved—"That the Protestant Committee of the Council of Public Instruction, at its first meeting held since the death of the late Queen Victoria, desires to associate itself with the expressions of profound sorrow which have gone forth from all parts of the Empire, and indeed of the whole world, in connection with this great national loss. The late Queen's personal virtues endeared her to her whole people, who rejoice even in their sorrow that her long and illustrious reign should have witnessed such conspicuous progress in every direction. Education is only one of the many interests which has made notable advances during the Victorian Era. It is the desire of the Committee, which hereby resolves accordingly, that the memory of the late Queen shall be perpetuated in all the schools of the Province, by arranging that the celebration of Empire Day shall be henceforth transferred from the 23rd of May to the 24th, being Her Late Majesty's Birthday."

It was moved by Professor Kneeland, seconded by Mr. Masten, that a sub-committee, consisting of the mover, Mr. Arthy, and Reverend E. I. Rexford, be appointed to recom-

mend a board of assistant examiners for the June examinations, to suggest such amendments to the regulations governing these examinations as may seem necessary, to report at the May meeting, and that a similar sub-committee be appointed annually at the February meeting of the Protestant Committee instead of the sub-committee provided for in the resolution of February 24th, 1899.—Carried.

The secretary's report giving the opinion of the Honorable the Attorney General on the the revision of the text-book list, and also giving information regarding recent changes in McGill Normal School salaries, was read and received.

The question of appointing an associate member to fill the vacancy on the Protestant Committee caused by changes in the school law was discussed. It was resolved that election by ballot should follow nominations, the majority of votes deciding.

Mr. W. L. Shurtleff, LL.M., of Coaticook, was declared duly elected.

The date of the next superior school examinations was fixed for Monday, June 10th.

The lists for the distribution of the poor municipality fund were submitted to the Committee, and on motion they were received and approved. It was further resolved that the sub-committee of last year be re-appointed to examine the lists next year before they are submitted to the meeting.

On motion of Mr. Rexford, seconded by Mr. Arthy, it was *Resolved*,—That the Central Board of Examiners be authorized to establish in the McGill Normal School a centre for 2nd grade academy examinations.

Moved by Dr. Peterson, seconded by Mr. Arthy, and *Resolved*,—“That a standing sub-committee be appointed, consisting of the members of this Committee, who are also members of the Central Board of Examiners, to which shall be referred as they occur, applications for recognition of extra-provincial diplomas, and other applications requiring special consideration. It shall be the duty of the sub-committee to prepare cases and report from time to time to this Committee, for the purpose of enabling it to determine what examinations, if any, each candidate must undergo, and what grade of diploma he shall receive. Dr. Robins convener.”

The Chairman, Dr. Shaw, submitted an analysis of the report of the Inspector of Superior Schools, which was received, and the following reference regarding pictures of the Queen and King was ordered to be entered in the



minutes:—"I notice the Bulletin of Inspection asks, 'Have you a picture of the Queen in your school?'"

"It is very gratifying that this question receives uniformly an affirmative answer. However, I presume that not even the transcendent virtues of Her Gracious Majesty Queen Victoria, which have commanded the admiration of the world, should interfere with the manifestation of our loyal devotion to our liege lord, King Edward VII., by similar deference to him. I therefore advise that the bulletin be changed and the enquiry hereafter shall be 'Have you a picture of the King in your school?' At the same time it is hoped and expected that the picture of the Queen shall everywhere be retained in our school buildings. I further recommend that provision be made for the supply to our schools of suitable pictures of His Most Gracious Majesty King Edward VII."

It was resolved that the authorities of Mystic Model School be notified that the school will not be retained on the superior list after the close of the present year.

The Reverend E. I. Rexford, convener of the sub-committee on the course of study, submitted a report with a proposed scheme, and a table of time-limits for the several subjects of each grade.

After discussion, clause by clause, the report was received and its several recommendations were adopted on motion of the Reverend E. I. Rexford and Dr. Cotton. The recommendations just referred to follow, with the course of study and time-limits, namely :

1. That the entrance to the McGill Normal School shall be from grade 2 and grade 3 academy as at present
2. That the preliminary examinations shall, for the future, consist of dictation, grammar, composition, English history 1485-1900, and arithmetic, and shall be taken in grade 1 academy.
3. That the scheme for the distribution of the school time proposed for the general guidance of teachers be adopted and issued.
4. That the proposed scheme for the extension of the course of study submitted be adopted.
5. That the sub-committee be continued with instructions (a) to fix a maximum number of marks for each grade; (b) to prepare a series of suggestions concerning the extended course of study; and (c) to carry out the recommendations of the Committee concerning the course of study, and to report at the May meeting of the Committee.

## \* COURSE OF STUDY FOR PROTESTANT

AUTHORIZED BY THE PROTESTANT COMMITTEE OF THE COUNCIL OF

To take effect

*The Opening Exercises in all Grades consist of*

## MODEL SCHOOL

Subjects.	I.
Scripture.	Life and Words of Christ.
Writing.	Simple Business Forms, addressing of envelopes, and easy Bills.
English.	Dictation, Word-Building, Sentence Building; Lamb's Tales, Pt. II. (W. & R. Chambers).
History.	(1) Canadian History : — French Régime.
Geography.	North and South America.
Arithmetic.	Mental and Rapid : Vulgar Fractions.

\* For information concerning Grade-Subjects, Time-Limits, &c., see memoranda of Instructions to Teachers.

(1) Miss Weaver's suggested.

## MODEL SCHOOLS AND ACADEMIES.

PUBLIC INSTRUCTION OF THE PROVINCE OF QUEBEC.

September, 1901.

*Scripture Reading and Prayer, with Singing.*

## GRADES.

II.	III.
The Gospel of St. Luke.	The Acts of the Apostles.
Business Forms, including Promissory Notes and short business letters.	As in Grade II, and also to make a Day Book and Personal Ledger accounts from easy transactions.
Dictation, Word - Building, Sentence Building, Long-fellow:—King Robert of Sicily, etc. (Simpkin & Marshall).	Dictation, Word - Building, West's Grammar for Beginners to p. 89, Analysis of Easy Sentences ; Scott's Ivanhoe (Nelson).
Canadian History — English Rule.	(2) British History to 1603.
Europe with special study of the British Isles.	Asia, Africa and Australia.
Mental and Rapid: Vulgar and Decimal Fractions, Compound Rules.	Mental and Rapid ; Percentage, Interest, Gain and Loss, Time and Work, Square Root, Areas:—including triangle, parallelogram and circle.

(2) Gardiner's Outlines suggested.

Subjects.	I.
Algebra.	.....
Geometry.	.....
French.	Curtis' Oral Lessons, Part. III., or Fasquelle's Introductory French Course, pp. 26-80.
German.	.....
Latin.	.....
Greek.	.....
Science.	Lessons on Temperance and Health
Drawing.	No. 2. D.F.C. or Prang.

(3) MacMillan's Shorter Latin Course suggested.

GRADES.—*Continued.*

II.	III.
/.....	Simple Preparatory Exercises
.....	.....
Curtis' Oral Lessons, Part. IV., or Fasquelle's Introductory French Course, pp. 81-164.	Curtis' Oral Lessons, Pt. V., or Progressive Fr. Reader, Part I., Fasquelle's Intro- ductory French Course, pp. 164-242.
.....	.....
Accidence:—to the Personal Pronouns, with Exercises as in S.L.C., pp. 1-80 (3)	Accidence:—to end of S.L.C., with written Exercises; Fabulæ Faciles (Ritchie).
.....	.....
one half hour per week.	.....
No. 3. D.F.C. or Prang.	No. 3. D.F.C. or Prang.

ACADEMY

Subjects.	I.
Scripture.	.....
Writing.	To make a Day Book, Cash Book and Journal from easy transactions; to post from the Journal, and to close the accounts in the Ledger.
English.	Dictation, Word - Building, West's Grammar for Beginners, Composition; Goldsmith;—Vicar of Wakefield (Sankey's Extracts).
History.	British History, 1485-1900.
Geography.	.....
Arithmetic.	Complete Arithmetic, including Metric System and easy examples in Stocks and Present Worth.
Algebra.	Simple Rules; and easy exercises in Factoring and in Simple Equations of one unknown quantity.

GRADES.

II.	III.
.....	.....
.....	.....
Tennyson :---Selections Pt. I., West's Elements of English Grammar.	Tennyson :---Selections Pt. I., Shakespeare :---Richard II., Literature : — Selections from Brooke.
Greek and Roman History or	Collier's Great Events.
Physical Geography and Agriculture.	Physical Geography.
Mensuration.	Extra Math. Pt. II., (Algebra, Geometry, Trigonometry).
Factoring, Fractions, G.C.M. and L.C.M., Simple Equa- tions and easy Quadratics.	Quadratics, Involution, Evo- lution, Fractional Indices and Surds.

Subjects.	I.
Geometry.	Euclid I., 1-26.
French.	Progressive Fr. Reader, Part I., Bertenshaw's Gram., pp. 44-72.
German.	.....
Latin.	Syntax, as in S.L.C., Second Part, pp. 1-40, with written Exercises; <i>Fabulæ Faciles</i> (Ritchie), <i>Cæsar</i> , Bk. IV., ch. 1-5.
Greek.	First Greek Book, pp. 1-73 (White).
Science.	Physics (Stage I.) (4).
Drawing.	No. 4. D.F.C. or Prang.

(4) Elementary Physics and Chemistry (*Gregory & Simmons*),



## GRADES.

II.	III.
Euclid I., II. and easy Deductions.	Euclid I., II, III. with Deductions.
Progressive Fr. Reader, Part II., Bertenshaw's Gram to page 142.	Progressive Fr. Reader, Part II., Bertenshaw's Fr. Gram.
German accidence.	L e a n d e r :—Traumerein ; Grammar.
Syntax, as in S.L.C., Second Part, pp. 40-73, with written Exercises ; Cæsar, Bk. IV., Virgil, Bk. II. in part.	Syntax, as in S.L.C., p. 73 to end, and Revision, with written Exercises in Prose Composition. Cæsar, Bks. IV. and V., Virgil, Bk. II., Exercises in Unseen Translation (Welch and Duffield).
First Greek Book, p. 74 to end. with Translation and written Exercises from English into Greek.	Xenophon's Anabasis, Bk. I. Grammatical Review, written Exercises ; Exercises in Translation ; as in (Peacock & Bell).
Physics (Stage II), Botany, Chemistry.	Physics (Stage III.), Botany, Chemistry.
No. 5. D.F.C. or Prang.	Geometrical and Freehand.

## TIME-LIMITS FOR THE SEVERAL SUBJECTS OF EACH GRADE.

SUBJECT.	MODEL SCHOOL.			ACADEMY.		
	I	II	III	I	II	III
Scripture.....	2	1	1	...	$\frac{1}{2}$	$\frac{1}{2}$
Writing.....	$2\frac{1}{2}$	2	2	(2)	...	...
English.....	7	$5\frac{1}{2}$	$5\frac{1}{2}$	5	3	3
History.....	$1\frac{1}{2}$	$1\frac{1}{2}$	$1\frac{1}{2}$	2	1	1
Geography.....	$1\frac{1}{2}$	$1\frac{1}{2}$	$1\frac{1}{2}$	...	...	...
Arithmetic.....	5	5	4	3	....	....
Algebra.....	...	...	1	$1\frac{1}{2}$	$2\frac{1}{2}$	$2\frac{1}{2}$
Geometry.....	...	....	...	$1\frac{1}{2}$	$2\frac{1}{2}$	$2\frac{1}{2}$
Math. Pt. II.....	...	....	....	....	(2)	(2)
French.....	$2\frac{1}{2}$	$2\frac{1}{2}$	$2\frac{1}{2}$	$2\frac{1}{2}$	3	3
German.....	...	...	..	...	(3)	(3)
Latin.....	....	3	3	4	5	5
Greek.....	...	....	....	$3\frac{1}{2}$	5	5
Science.....	1	1	1	2	3	3
Drawing.....	2	2	2	2	2	2

Moved by Mr. Whyte, seconded by Mr. Walker, and  
*Resolved*,—"That the revised course of study shall come into effect from the 1st of September next, it being provided, however, that candidates who pass grade 2 academy in June, 1901, shall be allowed to proceed to the A.A. examination in June, 1902."

The report of the sub-committee on Temperance in Schools was submitted, and its recommendations adopted as follows:—

1. That under the head of Moral Instruction one half-hour per week shall be given to lessons on Temperance and Health, in those grades in which this subject is taken.

2. That all candidates in training shall continue to attend the lectures in Hygiene, including instruction in the effects of stimulants and narcotics.

3. That the bulletin of inspection for elementary and for superior schools shall provide for a special report upon the manner in which this subject is taught in these schools.

The report of the sub-committee on the distribution of \$2,185.02, being balance to the credit of the Protestant Committee of the \$50,000 grant, was read and its recommendations adopted as follows:—

1. That one hundred dollars be appropriated to defray the expenses of a conference of Protestant School Inspectors, to be held during the coming summer.

2. That two dollars per school be appropriated for the purchase (a) of dictionaries for such elementary schools as have none, or (b) such other school apparatus or decorations as may be recommended by the inspectors, for elementary schools which already have dictionaries.

3. That any unexpended balance of the amount at the disposal of the Protestant Committee, be reserved in a special account, in the hands of the Superintendent, to the order of the Protestant Committee.

4. That the Secretary of the Protestant Committee be instructed, on receiving the reports of the school inspectors, to invite tenders for the supply of such dictionaries and apparatus as may be required, and that your sub-committee be continued with power, along with the secretary, to purchase and distribute the same.

Moved by Professor Kneeland, seconded by Mr. John Whyte, and

*Resolved*,—“That in view of the fact that no assistance is granted to candidates for the elementary school diploma, while a large sum is provided for bursaries to those who are candidates for the advanced elementary and model school diploma, and also in view of the fact that it is desirable to encourage a much larger number of young people to qualify as teachers of elementary schools, the Government of the Province be respectfully requested to set apart the sum of one thousand dollars annually, from the Protestant portion of the \$50,000 grant for elementary education, for the payment of bursaries to candidates for the elementary school diploma, under conditions to be laid down by the Protestant Committee, and that Dr. Robins, Mr. Arthy and the mover (convener) be a sub-committee to prepare regulations under which such bursaries shall be paid, and to report at the May meeting of this Committee.”

The report of the sub-committee on admission of persons suffering from physical or other defects into the Normal School was read by Mr. Arthy, and on motion, its recommendation that applicants for admission to the McGill Normal School should be required to show that they are in a good state of health and are suffering from no physical disability or deformity that would be likely to render them unable to undergo training in that institution, or to teach afterwards in the public schools of the Province, was adopted.

The secretary was instructed to send a copy of said report to the Normal School Committee.

The following report of the sub-committee on text-books was read and adopted:—

Your sub-committee beg leave to report that they have examined the several text-books submitted to them, by you, and recommend the authorization of Halleck's History of English Literature, as a book of reference for teachers.

They also suggest the propriety of enriching the course of study under the head of English, by adding, "Selections of English Poetry for Recitation," when they would be prepared to recommend a suitable text-book.

Your instructions to report upon the advisability of amending the regulations governing the authorization of text-books, have also received the earnest consideration of your sub-committee, who recommend that art. 140 of the school regulations be amended by inserting before the first sentence thereof, the words, "A revision of authorized text-books and apparatus shall be made once in four years," and by adding after the last clause thereof, the words, "School Boards having adopted a list of text-books after the quadrennial revision, in accordance with the provisions of this article, shall not replace one book by another, during the quadrennium, without the express permission of the Protestant Committee of the Council of Public Instruction."

(Signed),	A. W. KNEELAND, convener ;
"	G. L. MASTEN,
"	ELSON I. REXFORD,
"	W. PETERSON.

Moved by Professor Kneeland, seconded by the Rev. E. I. Rexford, that the Secretary of the Protestant Committee be instructed to procure for the use of the Committee a map of the Province of Quebec, and cause to be marked thereon plainly, in red and blue, the location of every academy, model school and special school with academy or model school rank.—Carried.

The petition of Mr. McBurney and others, asking that the marks of pupils in academy grades should be counted in the ranking of model schools, was submitted with the report of the sub-committee thereon. The report, which was adopted, recommended that the petition be not granted for the following reasons:

1. In the opinion of your sub-committee, teachers who hold no higher diploma than that for a model school, are not competent, as a rule, to take up the work of grades 2 and 3 academy, with success.

2. Your sub-committee also are of the opinion, that the work of the model grades is all that any one teacher can properly do; hence any attempt to do that of the academy grades in addition, must result in injury to those in the model grades.

Your sub-committee further recommend that elementary and model schools be not permitted to take up the work of grades not belonging to these schools, without the express sanction of the Protestant Committee, and that the following conditions be laid down to guide the Committee in dealing with any request to be permitted to do work not legitimately belonging to a school of any grade:—

Any school desiring to do work belonging exclusively to a higher grade, must furnish evidence (*a*) that it is not less than ten miles from a school already established, of a grade in which such work is permitted, and (*b*) that the school seeking permission to do such higher work, is equipped with a sufficient number of duly qualified teachers to do the work in an efficient manner, or (*c*) that the only schools of a higher grade within ten miles of a school equipped according to requirements of clause *b*, are not doing the work of the higher grades in a satisfactory manner. In case permission to do the work of higher grades is given under the provisions of clause *c*, it is recommended that the grant, to the superior school in question, be withheld.

It is a further recommendation of your sub-committee that no school of a lower grade be permitted to assume the status of one of a higher grade until the Protestant Committee are furnished with evidence (1) that the requirements of clauses *a* and *b* have been complied with, or (2) that the requirements of clause *c* have been complied with, or (3) that the demand for accommodation cannot be met by the schools already established.

Communications were read from the Copp, Clark Company, Toronto, and Mr. E. M. Renouf, Montréal, asking that certain text-books be authorized. It was resolved that the books in question be submitted to the text-book committee for report.

The rough minutes having been read, the Committee adjourned to meet again on Friday, May 17th next, or earlier, on the call of the Chairman.

G. W. PARMELEE,  
Secretary.

## Books Received and Reviewed.

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

**MORANG'S EDUCATIONAL SERIES.** Morang & Co., Toronto.—We have just received copies of Vergil's *Æneid*, Book II., Cæsar's Gallic War, Books IV., V., and Shakespeare's *Richard the Second* in this series. These texts are good in quality and reasonable in price.

*Scope.*—Each volume is complete in itself, containing biographical, historical, and (where suitable) critical introduction, text, notes, appendices, specimen translations and hints on translation, English exercises for retranslation, and vocabularies.

*Introduction.*—The great aim is to make the introductions thoroughly readable and interesting.

*Illustrations.*—The illustrations are mainly authentic drawings from coins, gems, statues, and other objects of ancient art. They are of real value as familiarizing the pupil with results of archæological research. Maps and plans are provided.

*Notes.*—The notes, besides explaining simply all difficulties in style or allusion, aim at interesting the pupil in the subject matter.

*Appendices.*—Textual and other criticism beyond the attainments of the average pupil, but useful to the master, is given in appendices.

*Translations.*—Wherever standard literary translations are available, a specimen is given; this is especially serviceable in the case of poets. In other cases hints on translation are given.

*Retranslation Exercises.*—Each of the prose books contains exercises for retranslation, carefully compiled so as to practise the pupil in the vocabulary and the constructions of the text.

*Vocabulary.*—Each volume has a complete vocabulary.

*Price.*—Each volume is sold at the low price of 35 cents.

D. C. Heath & Co., Publishers, Boston.

**HEATH'S HOME AND SCHOOL CLASSICS.**—This admirable set of books for supplementary reading and for school libraries now contains twenty-three volumes. Bound in cloth, the set costs \$5.40, and in paper \$3.20. These books

would form an excellent basis for a library in country schools. A new volume is to be added each month.

Since our last review the following books have been added to the list:

	Paper.	Cloth.
	c.	c.
Crib and Fly.....	10	20
Edgeworth's Waste Not, Want Not.....	10	20
Ingelow's Three Fairy Stories.....	10	20
Martineau's The Crofton Boys, I.....	10	30
Martineau's The Crofton Boys, II.....	10	30
Motley's Siege of Leyden.....	10	20
Muloch's Little Lame Prince, I.....	10	30
Muloch's Little Lame Prince, II.....	10	30
Nursery Rhymes, I.....	10	30
Nursery Rhymes, II.....	10	30
Segur's Story of a Donkey.....	10	20
Shakespeare's Comedy of Errors.....	15	25
Shakespeare's The Winter's Tale.....	15	25
Tales from Munchausen.....	10	20



THE  
EDUCATIONAL RECORD  
OF THE  
PROVINCE OF QUEBEC.

---

No. 7.

JUNE, 1901.

VOL. XXI.

---

**Articles : Original and Selected.**

IS THERE A SCIENCE OF EDUCATION ?

Prof. Dilthey, occupying the chair of Philosophy in the University of Berlin, proposed this question to himself a dozen years ago, and answered in the negative. He argued that conditions are so varied that no principle can be universal. Every educational doctrine must be modified to suit the time and place and circumstance ; so he said education is an art and can never be made a science. Professor Royce, of Harvard, took up the cry, sent it echoing back and forth over the country, and we have been hearing a good deal on the subject ever since. One is inclined to sympathize with this view when he sees how divergent are the opinions of great men on some of the essential principles of education. Professor Münsterberg told in the *Atlantic Monthly* a few months ago how he was educated, and attempted to prove thereby that American education has gone astray. The educational regime that produced him did not allow him the privilege of choosing any of his studies, but put him through a hard and fast course comprising the disciplines that are supposed to be particularly valuable in the forming of character ; nor did it put over him a teacher versed in the knowledge of childhood and youth, and trained in the art of imparting instruction. In the *March Educational Review* Professor De Garmo, of Cornell, takes exception to every point which Professor Münsterberg tried to make, and arrives at conclusions altogether

different from those of the Harvard professor. Then somewhat earlier than this Professor Münsterberg maintained in the *Educational Review* that the present drift of teachers toward child study is ludicrous; and more than that, it is positively dangerous. He ruled child study out of court altogether, arguing that it is not psychology nor anything else. Now Professor Sully, of England, one of the foremost psychologists of that country, takes up arms against Professor Münsterberg in the March *International Monthly* and attempts to show that he is erroneous in all his views. President Hall, in the opinion of many had, by pen and voice, already demolished Professor Münsterberg's theories.

Now these disputants have each his band of adherents. One superintendent dissuades his teachers from allying themselves with the child study movement, quoting Münsterberg as authority. Others encourage their teachers in this study, quoting President Hall and other enthusiasts. The differences of opinion in respect of this matter are but typical of the disputes that are going on over almost every educational question. So it is but natural that people should be skeptical about there being a science of education, one which has been discovered at any rate.—*The World Review*.

### THE SECRET OF NATURE STUDY.

One secret of success in observing nature is capacity to take a hint; a hair may show where a lion is hid. One may put this and that together, and value bits and shreds. Much alloy exists with the truth. The gold of nature does not look like gold at the first glance. It must be smelted and refined in the mind of the observer. And one must crush mountains of quartz and wash hills of sand to get it. To know the indications is the main matter. People who do not know the secret are eager to take a walk with the observer to find where the mine is that contains such nuggets, little knowing that his ore-bed is but a gravel-heap to them. How insignificant appear most of the facts which one sees in his walks, in the life of the birds, the flowers, the animals, or in the phases of the landscape, or the look of the sky!—insignificant until they are put through some mental or emotional process and their true value appears. Her facts are crude until you have absorbed them or translated them.

Then the ideal steals in and lends a charm in spite of one. It is not so much what we see as what the thing suggests. We all see about the same; to one it means much, to another little. A fact that has passed through the mind of man, like lime or iron that has passed through his blood, has some quality or property superadded or brought out that it did not possess before. You may go to the fields or the woods, and gather fruit that is ripe for the palate without any aid of yours, but you cannot do this in science or in art. Here truth must be disentangled and interpreted—must be made in the image of man. Hence all good observation is more or less a refining and transmitting process, and the secret is to know the crude material when you see it. I think of Wordsworth's lines:

“The mighty world

Of eye and ear, both what they half create and what perceive”;

which is as true in the case of the naturalist as of the poet; both “half-create” the world they describe. Darwin does something to his facts as well as Tennyson to his. Before a fact can be made poetry it must pass through the heart or the imagination of the poet; before it can become science it must pass through the understanding of the scientist. Or, one may say, it is with the thoughts and half thoughts that the walker gathers in the woods and fields, as with the common weeds and coarser wild flowers which he plucks for a bouquet—wild carrot, purple aster, moth mullein, sedge, grass, etc.; they look common and uninteresting enough in the fields, but the moment he separates them from the tangled mass, and brings them indoors, and places them in a vase, say, of some choice glass, amid artificial things—behold, how beautiful! They have an added charm and significance at once; they are defined and identified, and what was common and familiar becomes unexpectedly attractive. The writer's style, the quality of mind he brings, is the vase on which his commonplace impressions and incidents are made to appear so beautiful and significant. Man can have but one interest in nature, namely, to see himself reflected or interpreted there; and we quickly neglect both poet and philosopher who fail to satisfy in some measure this feeling.—*John Burroughs.*

## THE PURPOSE AND VALUE OF MANUAL TRAINING IN SCHOOLS.\*

Opportunities for great growth in every direction are opening up to Canadians.

There are now in Canada more people than were contained in the United States at the beginning of the last century. What shall we be a hundred years hence? Our progress as a nation, will depend largely upon the education given in the public schools. Its rate and direction will be measured by the intelligence, practical ability and co-operation of the people. These are products of education. A great responsibility rests on those who now control and guide the educational methods.

Ability to see the coming needs, intelligent imagination, prophetic foresight and confidence, are the talents which really great men have put at the service of our country in the past. They are still required in the realms of educational endeavor. Canadians above all people, cannot afford to be careless about education. Perhaps we have been suffering from too much laudation of our system. In some Provinces its serene highness threatens to separate it from serving the common people.

### SCHOOLS AND KNOWLEDGE.

Schools, as we all know, are among the means which the experience of mankind has led them to use for conserving and passing on the intellectual wealth of the past. They have a two-fold use—the imparting of information and the training of the powers of the pupils. I need not say that intellectual enlightenment alone is not education; nor does it consist in book-learning, nor even in acquiring knowledge. Knowledge is certainly a necessary means in education, but it is not the end-all of it. Far be it from me—so conscious of personal deficiency—to speak lightly, much less disrespectfully, of knowledge, or the pursuit of it, or of the happiness which that brings. The effort made in learning anything thoroughly and applying it carefully has

---

\* An address by J. W. Robertson, Esq., Commissioner of Agriculture and Dairying, delivered in the McGill Normal School, Montreal, at the organization of the Macdonald Manual Training classes.

a fine effect—it refines. Effort, consciously directed effort, for right ends, refines; its fruits are refinement and strength. Education, leading out of the mind, implies progress in intelligence, in practical ability, and in desire and capacity to work with others for the good of all. It is the training of the intellect, the training of the body and its senses, and the training of the moral nature also. Books are instruments for informing and training the mind, and there are others no less valuable. But it is the teacher who is the prime power outside the pupil that makes for growth. He uses ideas and ideals to stimulate, direct and nourish the mind. Ideas and ideals for children are gotten from things and life more than from symbols, words, books. The child is one and indivisible; and the training methods should be such as to train the whole child harmoniously.

#### TO SUPPLEMENT, NOT TO SUPPLANT.

It is claimed that Manual Training can so supplement book studies and other influences as to do that. There is perhaps a danger now-a-days of making too much of it. Any part of education which has been neglected, by-and-by gets its innings and receives too much attention for a time. But after all, a system of education is something far greater, and broader, and deeper than books, and schools and equipments. These are only some of the belongings and instruments. Take the old Scottish schools for an instance. Their merit and their power lay not so much in books and a curriculum, as in the personality of the teachers and the prodigious enthusiasm of the people in their appreciation of education.

The price to be paid for all progress—educational or otherwise—is unceasing striving for a higher level of individual effort and attainment.

Efficiency in an all-round training of the child, is what we all want, and not the taking up of a multitude of subjects to pass examinations.

#### ITS SCOPE AND PURPOSE.

To cultivate the emotions into an intelligent outgoing towards noble ends, to develop the intellect in its spiritual outreach and grasp of verities, to have these operating in a sound body trained to obey the decisions of the will, itself

quicken to sustained effort by love of the truth and by faith in the unseen Power which maketh for righteousness, to bring about these—nothing lower, nothing less—is the purpose of worthy education.

Manual training fittingly finds its place in such an education.

Love of the task put before the pupil sets the pace for his progress. An awakening of interest is the essential thing. Should not then more of such subjects, exercises and studies be chosen as children love, which in themselves arouse interest and awaken love. Surely the studies are incomplete or ill-fitting when a child may be punished by being kept in to continue them. In the manual training classes it is punishment to prevent a lad from going on with his work.

#### THE KINDERGARTEN.

Educational manual training carries the spirit and principles of the Kindergarten into the upper classes. That takes its name from two German words signifying a children's garden. A gardener does not furnish plants with leaves and fruit to be attached to them. He does everything necessary that the plants may grow. He guides their growth into desirable directions and gives them a chance. So do the schools with children.

#### NOT TRADE SCHOOLS.

Trade Schools were advocated a century ago as a means to fit the children of artisans to earn their living. They were not a success. Manual training is now recommended as an educational means for developing mental and moral qualities which book studies do not reach, without particular regard to the occupations they are to follow. It is different from apprenticeship; and the school is not a workshop. A workshop is a commercial money-making establishment where the operations are carried on for profit. The manual training is for the benefit of the boy regardless of the value of the things made.

#### THE COURSE.

The course is a series of exercises so arranged as to have educational results. It is somewhat like euclid in the con-

crete. The boys give half a day a week to it. Every boy makes a drawing from a model, and then makes the article from his own drawing. In three years each boy will make about thirty objects himself.

#### LEARNS BY DOING.

Every boy does every part of the drawing, and of the making. One learns by doing, and not by listening. All boys and girls should be taught the dignity and delight of doing things with their own hands. The boys like the tasks. The difficulties are not greater than a lad can overcome. Keen interest is awakened. Carefulness of observation becomes a habit. Accuracy of movement and expression are cultivated. Perseverance and self-reliance are encouraged. A love of labour as a new form of expression for thought is engendered, and these are all developments of mental and moral qualities of high value.

#### LOGIC IN WOOD.

A love of truthfulness is instilled. The habit of thinking carefully as to the right sequence of action to secure a desired end is capital drill in correct reasoning. Nobody can successfully perpetrate a sophistry in wood, no matter what an adept he may be at that work.

#### PREPARATION FOR TECHNICAL EDUCATION.

We need advanced technical education in Canada for industrial pursuits and also for agriculture. Manual training is like the alphabet of training for these. Since a bench, tools, a drawing board and compasses are recognized as educational instruments no less than books, it is to be hoped that generally in rural schools, plants, seeds, tools and plots of ground will also be so recognized and used.

#### THE PLAN FOR CANADA.

The generosity of Sir William C. Macdonald has provided for giving an object lesson in Manual Training in the public schools of sixteen towns in Canada for a period of

three years. The fund he has granted, meets all expenses of equipment, salaries and maintenance. By next month about 6,000 boys will be in training in the Macdonald Manual Training Schools, and over 600 teachers may avail themselves of the instruction. Sixteen teachers of experience have been brought from England, and eight more are under engagement to arrive in February. Two have been brought from the United States. I need not say it is a great happiness to me to be the agent through whom Sir William C. Macdonald's peerless benefaction to the schools of Canada has been extended. The movement has been welcomed by every Education Department in Canada, and by none more cordially than by yours in Montreal.

#### THE TEACHERS.

Perhaps the most gratifying part of the work has been in finding the Manual Training Directors in every Province, have proven themselves the right men for the places. Their enthusiasm, their tact, their educational attainments and their high character are the assurances of the continued success of their work.

The Province is substantially a gainer by their citizenship, and my own gratitude goes out to the teachers for the cordial reception they have given them, making them feel quite at home as workers for the weal of the Province. It is with great expectation that I wish the Macdonald Manual Training School the largest possible success, success, the best fruits of which will be the enlarged happiness and increased ability of the boys, and the ever advancing and widening prosperity of the Province.

#### Editorial Notes and Comments.

EXAMINATIONS are the absorbing theme of the month. In fact there is no other subject on the teachers' topic card. Young teachers are in a very flutter of anticipation. Now they are in despair as they read the distortions of their wisest sayings, again they are elated by receiving as answers perfect imitations of their favorite phrases. Teachers of long experience take things more stoically and more philosophically as they repeat, "I have done my best, I must



leave the result." But sometimes even they ask themselves, "Is it for such results as these that I have spent a whole year of my life?"

There are very few really original answers given at examinations, because the children are not thinking, but simply pouring out words and sentences that have been learned by heart during the session in an attempt to satisfy the examination octopus by hiding their ignorance. When a boy replies to the question "Who were the twelve apostles?" that he does not know, but will give the ten commandments instead, there is no trace of originality or wit in the answer. He is but doing what the majority of less open-hearted students are doing continually when they fill pages of foolscap with matter entirely foreign to the question. These tacitly say, "I know nothing about the subject on which you have questioned, but trust that you will accept a few remarks on another."

The greatest desire is shown by students at times to answer strictly in accordance with the question. In response to a request for a *practical*, neatly worded problem in algebra answering to the equation  $\frac{2x-5}{3} = 2\frac{2}{3}$ , a student proposed the following as fitting the conditions: "In a valuable orchard containing both apple and pear trees there were two especially fine apple trees, having the same number of apples on each. A boy threw stones at these trees knocking down 5 apples: a third of what was left on them was  $2\frac{2}{3}$  apples. A worm had eaten the other third." The last sentence was added to bring the answer within the sphere of the practical.

Examinations cannot crush quite all of the poetry out of the student soul. A pupil answering another question on the same algebra paper explained as follows the reason for changing the signs of the quantities within a bracket, preceded by a minus sign, on removing the bracket: "The signs within the bracket were doing their duty nobly so long as the bracket remained, but on its removal, as a new function had now to be performed, the sign must change lest the unwary should be led astray." The examiner, strange to say, would have preferred less poetry and more mathematical exactness.

In spite of the stupid answers and the careless answers whose name is legion, when the marks are added up and the sheets (the teachers' nightmare) are balanced, all of us

say : " Bless the dear children, they really did try to do their best."

—BISHOP Creighton said recently that what the world wanted was not more readers, but more thinkers. This is exemplified in the crude statements made by many prominent educationists. Men of very wide reading culture commit themselves to statements showing great lack of mature thought. In no direction perhaps is this more clearly seen than in the generalizations made from child study.

—IT is a pity that so much of the time of both teachers and pupils should be spent in the weary grind of preparation for examination and actual examination at this season of the year when all nature is inviting us to leave books, and the severer studies to dwell awhile with her in her own domain. The odor of the cherry, hawthorn and apple blossom is in the air. The sweet perfume of the lilac, the springing grass, the tender shoots of all kinds, the delicately colored spring flowers and the singing birds are most alluring to book weary souls. Now, too, we have the beginnings of things. Shortly we shall be so overwhelmed with the abundance of life around us that a comprehensive study of nature will be impossible. Nature's spell is upon the child also, and we find it hard to arouse his flagging attention. Though the examinations do loom so large upon our educational horizon, we can surely spare a little time to encourage the children to go into the fields and woods to watch the opening of the leaves and the budding of new flowers, to take note of the places where the wild flowers grow and to listen for the notes of the birds as they come from their southern winter resorts.

—LAST Empire Day a gentleman passing one of our schools in Montreal where flags were gaily fluttering in honor of the day asked a little boy, " What are those flags flying for?" " Oh, those are for Empire Day," said the boy. " What's that?" said the gentleman. " Oh I don't know," replied the boy. How many of our children could have answered the question?

—WRITING in the *London Speaker*, G. K. C. attributes the pettiness of English patriotism to a gap in English education. He finds that " the English people are, as a nation, in the truly extraordinary condition of not knowing their own merits." He says :—" We have played a great

and splendid part in the history of universal thought and sentiment ; we have been among the foremost in that eternal and bloodless battle in which the blows do not slay but create. In painting and music we are inferior to many other nations ; but in literature, science, philosophy, and political eloquence, if history be taken as a whole, we can hold our own with any. But all this vast heritage of intellectual glory is kept from our schoolboys like a heresy ; and they are left to live and die in the dull and infantile type of patriotism which they learnt from a box of tin soldiers. There is no harm in the box of tin soldiers ; we do not expect children to be equally delighted with a beautiful box of tin philanthropists. But there is great harm in the fact that the subtler and more civilized honor of England is not presented so as to keep pace with the expanding mind. A French boy is taught the glory of Molière, as well as that of Turenne ; a German boy is taught his own great national philosophy before he learns the philosophy of antiquity. The result is that, though French patriotism is often crazy and boastful, though German patriotism is often isolated and pedantic, they are neither of them merely dull, common and brutal, as is so often the strange fate of the patriotism of the nation of Bacon and Locke. It is natural enough, and even righteous enough, under the circumstances. An Englishman must love England for something ; consequently, he tends to exalt commerce or prize-fighting just as a German might tend to exalt music, or a Flamand to exalt painting, because he really believes it is the chief merit of his fatherland. It would not be in the least extraordinary if a claim of eating up provinces and pulling down princes were the chief boast of a Zulu. The extraordinary thing is that it is the chief boast of a people who have Shakespeare, Newton, Burke, and Darwin to boast of.

The peculiar lack of generosity or delicacy in the current English Nationalism appears to have a possible origin in this fact of our unique neglect in education of the study of the national literature. An Englishman could not be silly enough to despise other nations if he once knew how much England had done for them. Great men of letters cannot avoid being humane and universal. The absence of the teaching of English literature in our schools is, when we come to think of it, an almost amazing phenomenon. It is

even more amazing when we listen to the arguments urged by head masters and other educational conservatives against the direct teaching of English. It is said, for example, that a vast amount of English grammar and literature is picked up in the course of learning Latin and Greek. This is perfectly true, but the topsy-turviness of the idea never seems to strike them. It is like saying that a baby picks up the art of walking in the course of learning to hop: or that a Frenchman may successfully be taught German by helping a Prussian to learn Ashanti. Surely the obvious foundation of all education is the language in which that education is conveyed; if a boy has only time to learn one thing he had better learn that. We have deliberately neglected this great heritage of high national sentiment. We have made our public schools the strongest walls against a whisper of the honour of England. And we have had our punishment in this strange and perverted fact, that while an unifying vision of patriotism can enoble bands of brutal savages or dingy burghers, and be the best thing in their lives, we who are—the world being judge—humane, honest, and serious individually, have a patriotism that is the worst thing in ours. What have we done, and where have we wandered, we that have produced sages that could have spoken with Socrates and poets who could walk with Dante, that we should talk as if we have never done anything more intelligent than found colonies and kick niggers? We are the children of light, and it is we that sit in darkness. If we are judged it will not be for the merely intellectual transgression of failing to appreciate other nations, but for the supreme spiritual transgression of failing to appreciate ourselves."

—Too many of our school girls are pale, puny and weak. Growing children of both sexes (and when are children not growing) should have plenty of outdoor exercise. Nothing can take the place of fresh air. Girls have so many little duties connected with the home, younger children to help, the baby to amuse, errands to run, lessons to learn and so on, that all their rightful play-time is taken up in exhausting instead of in recuperating exercise. It is an iniquitous custom, that of compelling all girls to practise on the piano whether they have taste for it or not. Some people were never intended to produce music. They

have no talent for it, and no taste for it. We want better music and more of it. We want a larger number of people who can appreciate good music and a fewer number who produce poor music. Then how absurd is the custom of assigning music lessons to children. "You must practise half an hour, an hour or two hours a day," says the teacher. Leschetizky, Paderewski's teacher, suggests that what a girl wants is not so many hours before the piano, but a closer connection between brains and fingers while at the piano. To practise when tired is a waste of time; and to practise with no heart in the work is worse than useless. The funny Chinaman binds the poor girls' feet. The funny Englishman binds the poor girls to a music stool.

### **Educational Experiments.**

#### **PROF. DEWEY'S EXPERIMENT.**

John Dewey's experiment school at Chicago is another bit of yeast that is fermenting. The school is three years old. The expenses the first year were about \$1,500; the pupils about fifteen. Next year there will be about a hundred pupils paying \$120 tuition; the expense of running the school will be about \$15,000. Dewey began with an interrogation, in fact with four interrogations:

First, he wanted to find out how the school could be brought into closer relation with the home and life of the neighbourhood. How can the child's experience be unified.

Second, "What can be done in the way of introducing subject matter in history and science and art, that shall have a positive value and real significance in the child's own life?" In other words, cannot the child learn things as well as symbols? Some 75 or 80 per cent. of the child's time for three years is used in learning form rather than substance.

Third, "How can instruction in these formal, symbolic, branches . . . be carried on with every-day experience and occupation as their background and in definite relations to other studies of more inherent content?"

Fourth, How can the child be given more individual attention?

When Mr. Dewey started his school he searched the school-furniture stores of Chicago for desks. He could not

find what he wanted. Finally an intelligent merchant said somewhat as follows: "You want a desk made for children to work in, these were made to listen in." That sentence contains the darkness of the old and the light of the new education. We dogmatically assert that "we learn to do by doing," and then with the narrowest of interpretations set children to work problems in algebra and paste pictures in compositions.

Booker T. Washington's school at Tuskegee learned to do by doing in lately building an assembly hall having a seating capacity of 2,500. The students did all the work, even to inserting the electric light fixtures. When the children in Dewey's school worked several hours in picking the cotton fiber, they learned impressively why the cotton gin made such an industrial change. Reddie's city boy whitewashing the sides of a pigeon-loft was getting a lesson in practical art and also experiencing what President Eliot calls the "joy of achievement."

The present consecration of high-souled, deep-thoughted men and women to the cause of elementary education is the morning star of a new era. Philosophy has boldly championed the cause of the child, and to-morrow the child shall receive his own. The spirit of search after a philosophical insight into education has been the star forever luring the wise men on and on; and whenever the eager feet of the seekers have located the star they found it standing not over a library, but over a little child.—*The Pathfinder*.

## MINUTES OF THE PROVINCIAL ASSOCIATION OF PROTESTANT TEACHERS.

AN ABSTRACT of the Minutes of the Thirty-fifth Annual Convention of the Provincial Association of Protestant Teachers of the Province of Quebec, held October 18th, 19th and 20th, 1900.

Each session of the foregoing Convention was held in the Assembly Hall of the High School, Peel Street, Montreal.

*First Session.*—The President, Dr. Peterson, occupied the chair, devotional exercises were held by Rev. Mr. Rexford, after which the minutes of last session of the previous convention were read and confirmed.

Reports of committees were then submitted as follows:—

The Executive Committee's report having been printed and distributed to the members, was taken as read, on motion of Messrs. MacArthur and Cockfield. After discussion the report was received and adopted on motion of Rev. Mr. Rexford, and Inspector Taylor, excepting the suggestions from the text-book sub-committee, all of which were referred back to the Executive Committee, with the following resolutions respecting suggestion No. 1, of the text-book sub-committee, namely, "that there is need of an elementary work on language lessons for use in elementary schools leading up to West's grammar." This was agreed upon in amendment to suggestion of the sub-committee, "that there is need of a simple outline of English grammar for use in schools, leading up to West's grammar."

The report of the Representative on the Protestant Committee, Mr. E. W. Arthy, was received and adopted after discussion on motion of Messrs. Taylor and McBurney.

The report of the Pension Commissioners was presented by Mr. Parsons, and was adopted on motion of Messrs. Parsons and Cockfield.

The report of the Curator of the Association Library was presented by Miss Louise Derick, and was adopted.

The report of the Committee on "New England Association" of Teachers, appointed to secure the next meeting of that body in Montreal, was received and adopted, and the committee discharged.

The report of the Committee on "Child Study," was received and adopted, and the committee discharged.

The report of the Committee on "Examinations and Course of Study," was received and adopted clause by clause. The committee was continued with Inspectors McGregor and Taylor, and Mr. A. J. Bedee added thereto.

A letter was read from Miss Hicks, acknowledging the resolution of the Association referring to the death of her father.

The President then introduced Mr. Whitney, Principal of Bishop's College, Lennoxville, who spoke briefly.

The convention then adjourned.

*Second Session.*—The President occupied the chair. Minutes were read and approved, after which Prof. Knee-

land's notices of motion to amend the constitution, were taken up and disposed of as follows by unanimous vote:—

(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 constitution and by-laws of this Association," shall be inserted.

(b.) That in section 6, page 7, the words, "not more than" shall 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 this Association," be deleted, and that the following words replace them, "by notice in the "Educational Record" of the Province of Quebec, at least three months before the assembling of convention."

Nominations were then called for and scrutineers appointed to conduct the balloting, viz: Messrs. Rolland, Smith, Ives, Call, Adams, Robins and Smiley.

Miss Travers was now introduced and read a very interesting paper on, "The Teacher out of School." The convention then adjourned.

*Third Session.*—The President occupied the chair and introduced Rev. Dr. Shaw, who welcomed the teachers in the name of the Protestant Board of School Commissioners of Montreal and the Protestant Committee. This was followed by the President's address, which was inspiring and helpful. Dr. Heneker then addressed Convention briefly on the educational prospects, after which the programme was concluded by the singing of the National Anthem.

*Fourth Session.*—The President occupied the chair and called upon Rev. Mr. Rexford, who opened the session with prayer, after which the minutes of two previous sessions were read and approved.

Miss C. M. Derick, B.A., was then introduced and read a very suggestive paper on "Science Teaching in Elementary Schools," which was followed by a paper on the "Relation of Science Teaching to the needs of our Rural Schools," by Mr. J. A. Dresser, M.A., of Richmond, Que. Both papers were well received and were discussed by



Messrs. Rexford, Taylor, Jordan and Miss Radford. The session was then adjourned to enable members to visit the exhibit of school-work displayed in the gymnasium.

*Fifth Session.*—The President occupied the chair and called the meeting to order, after which the minutes of the previous session were read and approved.

A paper on "The Teacher out of School from the Standpoint of the Parent," was then read by Prof. Kneeland, which was followed by a paper on "The Adornment of the School-room," by Mr. S. F. Robins, of Mount Royal School, Montreal.

These papers were discussed by Mr. Truell, Dr. Robins, Mr. Gilmour, Inspector Taylor, Dr. Shaw, Rev. Mr. Rexford and Prof. Kneeland. Interest was added to the discussion of the latter paper by several pupils of Mr. Robins' classroom exhibiting their method of making school-room decorations. Rev. Hugh Pedley was introduced and spoke briefly of the high ideal there should be in all educational work, after which the evening programme was announced and the session adjourned.

*Sixth Session.*—The President occupied the chair and introduced Dr. LeRosignol, who spoke upon the subject of "Economics in the High School." "The value of the Ideal in Teaching," was the subject of an address by Rev. Dr. George, of the Congregational College, Montreal. Mr. G. W. Parmelee and Alderman G. W. Stephens also addressed convention. Several selections by the Harmony Quartette of Montreal enlivened the evening's programme, which was closed by an announcement of the work for Saturday's sessions. Others upon the platform were Rev. Dr. McVicar, Rev. Dr. Shaw, Rev. Mr. Henderson, Rev. Mr. Rexford, Dr. Robins and Principal Petry.

*Seventh Session* —The President occupied the chair; the minutes of two previous sessions were read and approved.

The report of the judges on the exhibits of school-work was presented by Prof. Kneeland, and was adopted on motion of Prof. Kneeland and Dr. Robins, with the stipulation that the recommendations of the judges should be referred to the Executive Committee for its consideration

The following prizes and certificates were awarded :

ACADEMIES.

- (1) Cowansville Academy (on'y exhibit), second prize

MODEL SCHOOLS.

- (2) McGill Model School (only exhibit, but not eligible for prize).

COUNTRY ELEMENTARY SCHOOLS.

- (3) Howich No. I, first prize.  
Hinchinbrooke No. VIII, second prize.

CITY ELEMENTARY SCHOOLS.

- (4) Berthelet School, Montreal, first prize.  
Mount Royal School, Montreal, second prize.

SPECIAL PRIZES.

- (5) { Girls' High School, Montreal, and } equal.  
      { Senior School, " " " " }

The judges recommend that the special prize be divided between these two schools.

CERTIFICATES OF HONOUR.

- (6) Godmanchester No. VI, A certificate of honour.  
Hinchinbrooke " I, " " "  
Ormstown " XI, " " "

SPECIAL CERTIFICATES.

- (7) { The High School, Montreal, and the }  
      { McGill Model School, Girls' Department. }

These two schools are awarded certificates of honour for the variety and quality of their special exhibit, and the latter school also a certificate of honour for its ordinary exhibit.

- (8) The judges also commend Lorne School, Montreal, for its exhibit of " ambidextrous work," not so much for the quality as for the spirit displayed by the teacher who prepared the exhibit.

The report also urges that :

- (a) Inspectors and teachers should take special precautions to observe the regulations more strictly.
- (b) That the wording of the second regulation, paragraph second, be made more explicit.
- (c) That some public recognition of each school exhibiting its work be made, possibly in the public press, and added in closing that the inadequate representation of Academy and Model Schools was a matter of regret.

The usual votes of thanks were then recorded, after which several teachers were granted membership in the association.

The report of the Scrutineers was then submitted by Mr. Rolland, as follows :

President.—Rev. Dr. George, Principal Congregational College, Montreal.

Vice-President.—Dr. Wm. Peterson, McGill College, Montreal.

“ “ J. A. Nicholson, M.A., Westmount.

“ “ Rev. Inspector Taylor, M.A.

Recording Secretary.—J. W. McOuat, B.A.

Corresponding Secretary.—W. A. Kneeland, B.C.L.

Treasurer.—Wellington Dixon, B.A.

Curator of Library.—Miss Louise Derick.

Representative on Protestant Committee —E. W. Arthy.

Pension Commissioners.— } S. H. Parsons, B.A.  
 } H. M. Cockfield, B.A.

Members of the Executive Committee :

G. W. Parmelee, B.A.	Inspector Jas. McGregor.
Miss C. Nolan.	G. L. Masten.
James Mabon, B.A.	Miss Mabel Watson.
W. J. Messenger, M.A.	C. W. Ford.
Rev. E. I. Rexford, B.A.	Miss M. I. Peebles.
Miss E. Binmore, M.A.	Miss L. B. Robins, B.A.
H. J. Silver, B.A.	Arch. MacArthur, B.A.
	S P. Rowell.

The President thereupon declared the persons enumerated in the foregoing report as duly elected officers of the association for the ensuing year.

Dr. Robins reported on behalf of the committee appointed to revise the constitution, stating that the committee had delayed completing its work, awaiting the action of convention upon the several notices of motion before the convention for the purpose of amending certain articles, and asked that, with certain changes, the committee be continued during the ensuing year, which request was granted and the report adopted.

Dr. F. W. Kelly then treated the convention to a very interesting lecture on the "Lower St. Lawrence," for which convention tendered a hearty vote of thanks.

The question of distributing some of the specimen work then on exhibiton to the various teachers at work in the different parts of the Province, so as to remove the incredulity of the pupils, who were unwilling to believe that such excellent results were being produced, was introduced by Miss Alice J. Greig, and favourably received.

A hearty vote of thanks was then extended to Dr. W. Peterson, for his successful management of the affairs of convention and for the happy manner in which he had performed his duties as presiding officer.

Resolutions of condolence were also passed expressing hearty sympathy for the families of the late Sir Wm. Dawson, the late Aspinwall Howe, and the late Professor Fowler.

The convention then adjourned to meet at the call of the executive.

The following is a list of the various committees of convention :

(1) *Library Committee*, (1898) :

Miss Louise Derick.	Miss C. Nolan.
Rev. E. I. Rexford, B.A.	H. J. Silver, B.A.

(NOTE—This is a Standing Committee with an annual grant of \$25 00 to purchase books).

(2) *Examinations and Course of Study*, (1898) :

J. A. Nicholson, (con- vener).	N. T. Truell.
Jas. Mabon, B.A.	J. W. McOuat, B.A.
C. W. Ford.	F. C. Banfil.
Rev. E. I. Rexford.	Dr. J. M. Harper.
A. J. Bedee.	Insp. Jas. McGregor.
Inspector Taylor.	E. W. Arthy, (Rep. on Prot Com.)

(3) *Revision of the Constitution, (1899) :*

J. W. McOuat, (convener). Dr. S. P. Robins.  
 Rev. E. I. Rexford, B.A. E. W. Arthy.  
 Dr. J. M. Harper. G. W. Parmelee, B.A.

## Sub-Committees of the Executive.

(1) *Exhibits of School-work :*

S. P. Rowell (convener).  
 Miss M. I. Peebles. H. M. Cockfield, B.A.  
 " Louise Derick. Arch. MacArthur, B.A.  
 G. W. Parmelee, B.A. Rev. E. I. Rexford, B.A.

(2) *Printing and Publications :*

H. J. Silver, B.A., (convener).  
 H. M. Cockfield, B.A. Miss M. I. Peebles.

(3) *Periodicals. (Annual grant \$75.00).*

Miss E. Binmore, M.A., (convener).  
 Miss M. I. Peebles.

(4) *Financial Audit :*

Arch. MacArthur, B.A., (convener).  
 S. H. Parsons, B.A. J. A. Nicholson, M.A.

(5) *Text-books :*

E. W. Arthy, (convener).  
 J. W. McOuat, B.A. W. J. Messenger, M.A.  
 Rev. E. I. Rexford, B.A.

**Current Events.**

THE Central Executive Committee of the Provincial Association of Protestant Teachers is preparing an attractive and profitable programme for the Convention to be held next October. We are able to print some extracts from the provisional programme. Addresses will be delivered by Rev. Principal George, D.D., Rev. Canon Kerr, D.D., and others. Papers are to be read on "Book-keeping", "The Metrical System" and "The Teaching of Modern Languages". These to be followed by discussions. A Bickmore Lecture, and an illustrated lecture, "The Physical Features of Canada," are provided.

On Friday morning it is proposed to divide Convention into two sections. In the Elementary Section there will be model lessons in grammar, arithmetic and geography, given by teachers of skill and experience. The Superior School Sections will meanwhile be engaged in a "Round Table Talk" and in a discussion on "The Teaching of Latin."

—THE Triennial Meeting of the Dominion Educational Association will be held in the Normal School, Ottawa, on the 14th, 15th and 16th of August next. The railway rates will be a fare and a third if over fifty attend, a single fare if three hundred or over register. Programmes may be obtained from the Secretary of the Association, Ottawa. These programmes will be issued shortly.

There are four sections of work: 1. Elementary Section; 2. Higher Education; 3. Inspection and Training; 4. Kindergarten.

—THE National Educational Association of the United States holds its fortieth annual convention at Detroit, Michigan, July 8-12, 1901.

Some of the subjects for discussion are: "What is a Fad", "Is the Curriculum Overcrowded", "How Early May Hand-Work be Made a Part of School-Work", "Social Science and the Curriculum", "Economics in the Public Schools", "The Functions of the University in a prosperous Democracy", "Recent Growth of Public High Schools in the United States, as affecting the attendance at College", "Progress in Education", "The School and the Library", "Lesson of the Educational Exhibits at Paris", "The Ideal School", "Work and Play for the Child of the Elementary School", "Work and Play in Adolescence", "Nature Study in the Public Schools".

We notice that an address on "Some of Our Mistakes", by Principal George M. Grant, Queen's University, Kingston, Ont., is to be delivered at one of the evening sessions.

—THE recent report of the Superintendent of Public Instruction for the Province of Quebec shows that two-thirds of Protestant scholars are learning French while not more than one-fourth of Roman Catholic scholars are learning English.

—THE following facts and figures from the 1900 report of

the Superintendent of Public Instruction will be of general interest:

### THE QUEBEC PUBLIC SCHOOLS.

1900.	R. C.	Protestant.	Total
Schools . . . . .	4,953	959	5,942
Scholars . . . . .	274,679	36,574	311,253
Attending schools of different faith . . . . .	2,606	1,407	—
Teachers, total . . . . .	8,371	1,398	9,765
Teachers, 'Religious' . . . . .	3,259	1	—
Teachers, Lay, male . . . . .	277	114	391
Teachers, Lay, female . . . . .	4,835	1,283	6,118
With Diplomas . . . . .	4,497	1,314	5,811
Without Diplomas, Lay Teachers . . . . .	615	83	698
Without Diploma, 'Religious' . . . . .	3,259	1	3,260
Average salaries, Male Teachers, with Diplomas—			
Elementary . . . . .	\$242	\$663	—
Model and Academy . . . . .	487	830	—
Average salaries, Female Teachers, with Diplomas—			
Elementary . . . . .	111	152	—
Model and Academy . . . . .	131	291	—
French Scholars learning English . . . . .	73,506	—	—
English Scholars learning French . . . . .	—	24,608	—

—PHYSICAL TRAINING.—The American Association for the advancement of Physical Education held its twelfth convention in the city of New York on the 18th, 19th and 20th of April.

This association, which meets once in two years, was presided over by Dr. Luther Gulick, Pratt Institute, Brooklyn, and represents the leading students and exponents of Physical Education in the United States and Canada. The programme, which was arranged in sections, included theoretical work, and practical demonstrations in the public schools of New York and Brooklyn, and in the gymnasium at Columbia University.

These meetings were held in the halls of the Columbia University and of the Board of Education. Canada was represented on the programme by Dr. R. Tait McKenzie, of McGill University, who gave an illustrated lecture upon Facial Expression, Strain, Breathlessness and Fatigue. This paper attracted a good deal of attention, as many of the lantern views were taken from masks prepared by the lecturer.

As the programme consisted of eleven sections and each section included several important papers, it is impossible to refer to more than one or two items on the programme,

In order to provide time for physical education in the ordinary school periods, Dr. J. M. Rice, Editor of the *Forum*, undertook to show in a skilfully prepared paper that much time is wasted in the elementary schools in teaching the three R's. He asserted that after an examination of various schools, representing one hundred thousand children, the subjects of spelling and arithmetic were not affected beyond a certain point by the amount of time devoted to these subjects. That you could not tell from the results of the tests which he submitted whether a school spent one-half hour or one hour a day on the subject of spelling, and he concluded that all time spent on this subject after a certain maximum had been reached was waste time and could be devoted to some other without loss to this particular subject. He also maintained that he had established by these tests that this held good, within certain limitations, for the subject of arithmetic. He maintained, therefore, that we could obtain the normal results in these subjects by spending very much less time upon them than we are giving at present, and that the time thus saved would be available for physical and manual training.

In the discussion on the physical examination of school children the fact was brought out that a little care and attention in reference to this subject by the ordinary class teacher would not only serve the purpose of collecting materials for child-study; but would also enable the ordinary class teacher to account in a reasonable way for defects and difficulties which she observes in some of her pupils, and so be in a position to deal with the child not by blaming him, but by recognizing the true cause of the difficulty as a physical one that is to be reckoned with in the treatment of the child.

One of the most interesting items of the programme was a series of moving pictures, representing the various phases of school life in the class-room, which had been prepared by the city of New York as a part of their educational exhibit at Paris. By means of these pictures the assembling of the classes in the school hall, the salute given to the flag, the gymnasium exercises, and the manual training work were all exhibited in full operation on the screen by the lantern, and to make the scene more life-like, suitable music was provided by the phonograph, in keeping with



which the pupils marched in and out and performed their gymnastic exercises.

The meeting was altogether a marked success and revealed to those present the great amount of original and excellent work that is being done in connection with the study of the proper treatment and training of the physical nature of school children.—E. I. R.

—THE Ontario Teachers' Association is reaching the happy mean between the wants of those people who think that nothing but temperance should be taught in school and of others who think that the subject is out of place there.

The much discussed clause in the report with reference to the teaching of "Temperance in Schools" was finally adopted as follows:—

"Temperance and hygiene, including simple lessons on food, drink, diet, clothing, light, ventilation, drainage, exercise, narcotics and stimulants, should take the place of the subjects now known as physiology and temperance. There should be no examination in this subject, the standing of the pupils being determined as in literature and history." (That is by the teacher's report made to the Board of Examiners.)

—ABOUT 950 schools in England are competing for prizes for essays on the geography and general resources of the Dominion of Canada. Our Department of the Interior is distributing Canadian readers and geographies free for the purpose of giving information about our country.

—IT was a relief to all peace abiding citizens to learn that the stories about students' riots in St. Petersburg were gross exaggerations.

—PRINCIPAL Grant, of Queen's College, Kingston, at the annual convocation for conferring degrees in medicine, presented a prize of books to one of the graduates, Dr. Carr Harris, as a token of general esteem. This prize was awarded on the vote of the graduating class for the highest *morale*.

## TECHNICAL EDUCATION.

No Cassandra is needed to foretell the decline in commerce of any nation which neglects to adopt scientific

principles and methods in her manufactures and industries. Canada is well abreast of the times in quality if not in quantity, in some fields of industry—notably in agriculture and in the products of the dairy—through the assistance given and the educational work carried on by the various governments, especially that of the Dominion. However, a vast field that is yet fallow, a field of great potentialities, one of the greatest import to our incipient manufactures, one intimately associated with the development of our almost unlimited natural resources, of which we are wont to boast, is that of Technical Education.

Technical Education may be defined as that special education the object of which is to train persons in the arts and sciences that underlie a nation's industry and further development. The time has arrived when we, in Canada, must take active measures to inaugurate a general scheme of technical education, that we may not only foster our present industries, but create new ones; turn our natural resources into a thousand and one commercial commodities, and employ scientific methods in our struggle for a share of the world's markets. To accomplish this, we must begin at the bottom, with the actual producer, with the workman. The general intelligence and skill of our artisans must be raised to a higher plane. Opportunities must be offered whereby they can pursue those branches which broaden their horizon, teach the eye form and design, the hands skill, and the mind to think. These three working sympathetically and coherently together lift up the workman to a higher plane—a plane commanding better remuneration, widening the sphere of the manufacturer and furthering the progress of Canada.

Where we have applied scientific methods, we have attained success, as recently shown at the Paris Exposition. But we cannot rest on our laurels. As long as nature's stores continue to slumber in the bowels or on the surface of the earth we must be alive to our opportunities, and to our duties as a progressive nation. The future of our manufacturing industries depends entirely upon the application of the highest scientific skill and experience in developing natural resources and products.

Every scheme or system of technical education must be adapted to local conditions and circumstances. Technical education as carried on in Germany, England and other

European countries, would require modification if transplanted to Canada. It is not a continuation of the general education of a school system nor is it akin to manual training schools; it is an education for specialists, for men who have chosen their vocation in life, and who wish to perfect themselves solely for industrial pursuits.

Technical education is the handmaid of industry. The subject is of such vital importance to the development of Canada that it becomes a matter of national concern, and falling within the sphere of trade and commerce, it is eminently proper that it should receive the serious attention of the Dominion Government.

The Mother Country, so long the world's workshop, has learned to her cost that technical education is a matter of national bread and butter, and is beginning to make amends for her supreme supineness and ultra-conservatism. Since 1889 she has spent over twelve million dollars on technical schools, and the consequent stimulus to industry is already felt.

Professor Ernst Von Hall says: "Industrial and political prosperity does not depend on the accidental development of arbitrary forces, but on the earnest endeavours of a conscious purpose, based on a well-regulated and many sided system of education and culture." It is surprising that Switzerland, almost devoid of natural resources and unfavourably situated geographically for transport, can yet, with her superior artisans and technologists, produce manufactures which circumvest the world. What then should Canada, upon which the bounties of nature have been showered, not be able to do? Our possibilities surpass all dreams.

It is unnecessary to point out the recent achievements of Americans when competing with British manufacturers. The industrial competition is keen, is intense, and it is only by the closest attention, and by the application of the most recent scientific discoveries to industry, that the commercial warfare is decided.

We have spoken of the value of technical education more particularly with reference to our artisans and mechanics, but there is another and a higher field, that of research and discovery which needs cultivation. Little or nothing has been done therein in Canada; we have been content, or for lack of funds have been obliged to be content, with

utilizing scientific knowledge from outside sources, instead of having laboratories of our own to disclose some of the secrets of nature and science for the benefit of man. We should be able to produce technologists capable of taking charge of large industrial works, where now foreigners are employed, and capable of directing capital to the creation of new industries.

The experience and success of the progressive nations of the world are exposed to our view, from which we should draw lessons for our own industrial development.

Let us take our proper place, let us have faith in our capabilities, which are second to none; let our people have the benefit of the best technical education, so that the home market may be supplied and our ships, flying the Union Jack, may carry our manufactured products to the uttermost parts of the earth, thus spreading the good name of Canada.—*Otto J. Klotz*, in the *Commonwealth*.

### Official Department.

#### DEPARTMENT OF PUBLIC INSTRUCTION,

#### EXTRACT FROM THE MINUTES OF THE MEETING OF THE PROTESTANT COMMITTEE, HELD MAY 17TH, 1901.

*Resolved*,—"That having observed with deep regret the demise of the late Reverend Abbé Verreau, who from the establishment of Normal Schools in this Province, in the year 1857, occupied with marked success the important position of Principal of the Jacques Cartier Normal School, the Protestant Committee of the Council of Public Instruction desires to put on record its appreciation of the educational labours of the eminent ecclesiastic now removed from his life-long service, to express by the transmission of this resolution to the Honorable the Superintendent of Public Instruction and to the Press, its high estimate of one who in the history of our native land has become a recognized authority; and to offer a tribute of profound sympathy with his personal friends in their sorrow at the loss of an amiable and much respected friend, whose faithfulness in duty has been a continual inspiration to his co-labourers."

(True copy).

G. W. PARMELEE,  
Secretary.

THE  
EDUCATIONAL RECORD  
OF THE  
PROVINCE OF QUEBEC.

---

Nos. 8 & 9.

JULY-AUGUST, 1901.

VOL. XXI.

---

**Articles : Original and Selected.**

DOMINION SCHOOL COURSES IN MATHEMATICS.

At the recent meeting of the Dominion Teachers' Association held in Ottawa, the official programmes of study in the several provinces of the Dominion except Prince Edward Island were compared with each other in a paper read by Dr. Robins. While admitting the excellence in many respects of the courses defined by the school authorities, he criticized the methods enjoined for the beginnings of mathematical instruction, especially animadverting on the tendency in teaching arithmetic and geometry to treat insufficiently the intuitional foundations on which the sciences of number, and magnitude in extension depend, and to the tendency to forget that at least in its elementary aspect algebra is nothing more than a concise language in which reasoning about numbers may be conveniently recorded.

Time for reading the paper being limited, the author omitted the sections referring to algebra and geometry, but the substance of them as well as of the remarks on teaching arithmetic follow. The points briefly referred to are worthy the thoughtful attention of elementary teachers. It must be remembered that the schools known as District Schools in New Brunswick, Common Schools in New Scotia, Elementary and Model Schools in Quebec, Public Schools in Ontario, Manitoba and the North-West Territories, and Graded and Common Schools in British Columbia, are here referred to as Elementary Schools, excluding High Schools and Academies from consideration.

The comparison thus referred to algebra, geometry and arithmetic.

Algebra, to a limited extent, is demanded in the final grades of the Elementary Schools of the North-West Territories, of Manitoba, of Ontario and of Nova Scotia; it is permissible in the final grade of British Columbian Common Schools, and is assigned to the last two years in the Protestant Elementary Schools (2nd and 3rd Model School grades) of Quebec and in New Brunswick. In relation to this subject it may be briefly remarked that a course in algebra that begins and ends with the elementary rules, is a useless waste of time; that the customary mode of instruction implied in the programmes is eminently unscientific, inasmuch as elementary algebra is only a convenient language for the concise expression of reasoning about numbers; that its central conception is the equation; and that the elaborate additions, subtractions, multiplications and divisions with which it too frequently begins are an outgrowth, if we do not more rightly call them an excrescence, which in so far as they are valuable at all, are valuable chiefly for familiarizing the pupil with algebraic language as used in expressing the reasoning by which is established the trustworthiness of the distributive and commutative principles in their application to the fundamental processes of arithmetic—a conception of their value usually ignored.

The Nova Scotia and Roman Catholic Quebec Schools do not provide for geometry as a distinct subject. Elementary geometry is demanded in the North-West Territories, and is permissible in British Columbia. Manitoba, Ontario and Quebec Protestant Schools ask for the first twenty-six propositions of the first book of Euclid. Now, if elementary geometry means reasoned relations of form and magnitude among lines, surfaces and solids, leading to thoroughly understood, correctly expressed methods of mensuration of these magnitudes, it should begin very early in the school course, and is implied very early in many of the curriculums before us. But if it means Euclid, it is out of place until the High School or Academy is attained. The study of Euclid is most valuable as a means of acquiring the power to conceive, to arrange and to state with unimpeachable accuracy an argument, but it is by far too cumbrous to serve as a text-book on the foundations of the measure-

ment of that which is extended in space. It is more valuable for its form than for its content. Nova Scotia and the Roman Catholic Quebec elementary schools wisely ignore it.

Of Arithmetic much might be said, but as little as possible shall be now presented. It is matter of congratulation that the fundamental importance of mental arithmetic is recognized in all curriculums. It is gratifying that the curriculum for Ontario recognizes by implication the distinction between understanding an arithmetical process and being able to demonstrate it, postponing until the fifth or final grade the "Proofs of Elementary Rules." It is a pleasure to observe the sensible character of the work in grade 1 of the New Brunswick schools, which is defined as follows: "Develop ideas of number from 1 to 10 through the medium of objects. Practise all the fundamental operations with these numbers, first by means of objects and afterwards by the use of abstract numbers, until the pupils can perform the operations correctly and rapidly." It is, however, a great disappointment to find that the author of the programme who has assigned so well, so much better than the authors of many other programmes, the kind and amount of work to be done in the first year, has missed his fundamental principle so far as to say for the second grade,— "Develop ideas of number up to 100 on the same plan as in Standard 1." He does not seem to see the fundamental difference between the conception of numbers up to and including 10, as it exists in the mind of the competent arithmetician, and the conception the same mind entertains of a number like fifty-nine, too great to be grasped intuitionally, and therefore known only symbolically, or by combination of conceptions. If numbers up to ten be rightly taught, the numbers from ten to 100 cannot be taught on the same plan. So unique is the relation of ten and the numbers less than ten to our system of numbers that it is a matter of deep regret to find in the programme of Manitoba, in many respects admirable, "the numbers 1 to 20 their combinations and separation" taken as the work of Grade I, in integers, followed by the very same demand for Grade II. The Standard for Nova Scotia misses completely this fundamental distinction between numbers up to ten and numbers exceeding ten. It says for Grade I: "All fundamental arithmetical operations

“ with numbers, the results of which do not exceed 20, to be done with concrete or abstract numbers, accurately and rapidly ” ; and for Grade II : “ Numbers up to 100 on the same plan as in Grade I. In the province of Quebec the curriculum of the Roman Catholic Schools is as good as that of New Brunswick in the first year and better in the second year ; it is sensible throughout. That of the Protestant Schools is decidedly inferior to it. This last exacts too much for the first year, and in exacting it does not suggest the proper method of procedure. The course in Ontario covers more than one year in Grade I ; its exactions are so comprehensively stated as to permit the adept in arithmetical instruction to follow correct methods. A similar remark applies to the curriculum of British Columbia. As in the N. W. Territories the work of each standard does not correspond to the work of one year, it cannot be said that the work assigned is too much ; but it may be said that the assigning of the limits 1 to 25 is unscientific, as it ignores the distinction between the numbers that are and those that are not susceptible of clear intuition. In relation to some subjects, the programmes of Manitoba and the North-West Territories are indeed admirable ; but they introduce the study of fractions in the following manner, quoting the language of the Manitoba programme, which differs slightly although not essentially from that of the North-West Territories and is improved by its difference. For Grades I. and II. it says : “ Use and meaning of one-half, one-third, one-fourth, etc., to one-twentieth (no figures) ; relation of halves, fourths, eighths, thirds, sixths, twelfths ; thirds, ninths (no figures). For Grade III it says : “ Use and meaning of one twenty-first, one twenty-second, etc., to one one hundredth (no figures) ”. Now, while these programmes are to be commended in the attempt to restrict the teacher of fractions at first to very simple fractions treated orally, and it must be admitted that in the very first Grade the fractions  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{3}{4}$ ,  $\frac{1}{3}$ ,  $\frac{2}{3}$ ,  $\frac{1}{5}$ ,  $\frac{2}{5}$ ,  $\frac{3}{5}$ ,  $\frac{4}{5}$ ,  $\frac{1}{6}$ ,  $\frac{1}{7}$ ,  $\frac{1}{8}$ ,  $\frac{1}{9}$ ,  $\frac{1}{10}$  may be advantageously discussed orally with pupils who have clear intuitions of numbers up to and including ten, it is difficult to see why it should be thought a desirable thing to discuss with pupils of the first and second Grade such fractions as  $\frac{1}{17}$ . and  $\frac{1}{19}$ , or why it should be esteemed a real step in advance or one worth naming in a curri-



culum to pass during the next year from  $\frac{1}{21}$ , in precisely the same way to  $\frac{1}{100}$ .

A careful examination of the official programmes of the several provinces compels the thought that there is very great room for improvement in the arithmetical limit tables of the Dominion, more especially as to the initial stages of the work.

### **Educational Experiments.**

#### AN EDUCATIONAL EXPERIMENT FOR THE DOMINION.

In an address before the Dominion Association of Teachers held in Ottawa last August, Professor Robertson, of the Department of Agriculture, in the course of an address on rural education, challenged the Association to an experiment in education for the benefit of country schools, promising at the same time that money to carry out the experiment along right lines would be forthcoming. He said in substance (we quote from the *Ottawa Citizen*):—

The education given in the rural districts doesn't suit the people for their conditions in this country. Every attempt to make the education of young children utilitarian will defeat its own object every time. At the same time the education should fit in the after life. The children in rural schools do not share in the extra benefits that have come to our educational life. Among the difficulties is want of money. In the Province of Quebec over 300 teachers receive \$7 a month. People don't appreciate the value of education or else they would pay for it. Then there's a want of room on the time-table. If there was a want of room on my table for bread and butter, I would sweep the cakes into the pig trough. The third difficulty was a want of qualified teachers.

What is desirable is to cultivate a love of labor. If a country lad is trained to a love of study he will understand the nature of soils, plants and animals. Books are valuable, but if the imagination is not stirred the books had better be left on the shelf. The order should be nature first, human nature afterwards. Many of the schemes for reformation have been far too pretentious. The course of studies should be purposeful. I would like to see nature study put to the proof and the association undertake the work.

The money is not a question ; it can be found. To begin with the solid and obvious is the practical way ; pass on to the books afterwards. The teacher's part is to give the pupil the instruction not gleaned by the eye. For instance, place ten plants of wheat, corn, potatoes, etc., in a row. Let each pupil pull up a plant every week for ten weeks and the pupils know no more about crops, but they do know about nature, about plant life and its growth. Ten little rural schools and one teacher trained in these better methods to visit these schools for a while every week and the results would be marvelous. If the association will undertake this work it will have history to read at its next meeting.

Next as to evening continuation schools. Other countries have them and the people show up better in the increasing keen competition in the world. Is it better to have five poor little schools or one good school ? They have been a success in the United States. In Canada we have been satisfied with passing resolutions and saying nice things about ourselves. The question of money does not stand in the way. It wouldn't cost any more to run a rural school on this improved plan, with garden plots. The lad, I am after, is the commonplace one, who will fill the humble places in the country.

As to the teachers we have now. Take twenty-five rural teachers, give them a two months' training in this special course, and let them go back to their schools and put this thing to the proof.

### THE CHALLENGE.

Prof. Robertson advocated, as work for the association, experimental schools, consolidation of weak schools, continuation schools for lads who have left school, and the training of a number of teachers to try the new proposal. In ten years, he said, there would be a difference in the love of home, school, nature, country, and the love of God. He believed in imagining the best that could be. Supposing, said Prof. Robertson, a committee of this association was formed charged with the duty of seeing it, in their opinion, these proposals could be put to the proof by the next meeting, he would assure them of the necessary money within ten days after the committee was formed. He felt sure it was legitimate work for the association.

### Editorial Notes and Comments.

VACATION is over! We are at work once more full of life and energy after the long holiday: As we look back over the vacation that has gone we cannot but regret the fact that we have done so little of what we intended to do. We had planned to read several books bearing on our particular work, to devise new ways of dealing with certain difficulties, to collect material for the illustration of our work, to go where we should have a chance of meeting teachers from other parts of the country. It was "Old Father Sol" who laid us low with his fiery rod and compelled us to do the things we would not and prevented our doing what we had purposed to do. The intervals between the waves of heat were devoted to recuperation and not to study and other advance work.

It is a curious fact that the children too are full of energy, but in the majority of cases not along the same lines as the teacher. They want to continue the free, wild life of the holidays. Their connection with lessons has been completely severed, and it will require much tact and skill to make the contact once more.

—WE extend a cordial welcome to the teachers throughout the Province who are taking up the active work of teaching for the first time. You may make this year rich in experience, if you undertake the work with perseverance, pluck and hard application. This first year is an opportunity of a life-time and will shape all your future career. Have a set purpose in view engraved in adamant. Follow out this definite plan of action. Do not be swayed by every passing whim and caprice. But see to it that this purpose is the pursuit of truth. Only those find it who search for it unceasingly. This is as true with regard to education as it is with respect to anything else in life. Give the best that is in you to your profession. The boundless future alone can reveal to you your reward.

Be brotherly or sisterly to other teachers with whom you come in contact. Help when you can and accept assistance graciously when others can help you.

Let the teaching profession be the better for your being in it.

Keep abreast of the times, children very quickly lose respect for the teacher who knows nothing about what is going on in the world.

Read some good educational paper and send to the Editor of the RECORD what you find to be most helpful, that others may reap in the same field.

Read the best books that have been written on education and other subjects. Two or three books a year thoroughly digested will be more helpful than many books skimmed over.

Be loyal to those in authority over you, and sympathetic, impartial and tactful towards those to whom you stand in the relation of controller.

Be self-controlled, quiet and refined, that the children may have a good example constantly before them.

Place your work before everything else.

We welcome to another year's work those of our number who have already borne the yoke. New resolutions are the order of the day. May these bring a rich harvest in the coming year.

—A FACT brought out very forcibly at the Dominion Educational meeting in Ottawa, was that the provinces educationally had barely a bowing acquaintance with one another. The narrow provincial spirit that animated many of the discussions and a few of the papers was due to ignorance of the merits of sister provinces and not to want of sympathy. A kindly interest was manifested towards any attempt to light a candle in the dense darkness that prevailed. We shall gradually rise to the wording "our dominion" instead of "my province" as we gain more light. How can we have an adequate conception of "Empire," without passing through the "Dominion" stage of thought and action.

Perhaps it was the feeling that we ought to know more about the work of other provinces, and have greater unity of feeling among the various provinces that prompted the association to appoint the next meeting of the association for two years hence instead of three, as has been the custom. It would be very well worth the while of certain of the older provinces to cultivate the acquaintance educationally of some of the smaller provinces which are making rapid forward strides in matters relating to their schools.

—THE time-honored virtue of punctuality was honored more often by the observance than by the breach at the recent meeting of the D. E. A. It is to be regretted however that the Elementary Section was not organized until the afternoon of Wednesday, that a few readers of papers had to be hunted up, that others did not put in an appearance at all, and that some of the sections were dilatory in beginning the work. Yet it is to be noted with pleasure that the consensus of opinion was against the laggards and in favor of a clocklike observance of appointed times. The most signal instance of punctuality was the start off of the pleasure excursionists to the Experimental Farm and Britannia-on-the-Bay. Sad indeed was the fate of those members who read two o'clock to mean half-past two or even ten minutes past two.

—CERTAIN departments of the work of our Provincial education were well represented in the papers read at the meeting of the Dominion Educational Association of Teachers. The Honorable the Superintendent of Public Instruction in an interesting address emphasized the importance of love of country and of religion in education. The Normal Schools were represented by Prof. C. J. Magnan, of the Laval Normal School, who read an instructive paper on the way in which a national sentiment may be cultivated in primary schools, and by Dr. Robins, of the McGill Normal School, who considered the strong and weak points in the curricula of the various provinces, and the question as to the advisability of a Dominion registration of teachers. Mr. G. W. Parmelee, B.A., English Secretary of the Department of Public Instruction, spoke on "Education in Quebec." The inspectors who took part in the programme were Dr. Harper, Inspector of Superior Schools, who discussed the question of moral instruction for children and advocated a Dominion Educational Bureau; Inspector Parker, who considered the duties of inspectors outside the schoolroom; Inspector McOuat, who took up those of inspectors inside the schoolroom, and Inspector Hewton, who appeared on the official programme to set forth the inspector's duty towards the national life of the country. The academies received recognition through Principal Masten, who read a helpful paper on the home and school as co-workers, and Principal Truell, who discussed the teaching of French. Mr. Ernest Smith spoke of the

possibility of making the school a preparation for practical life, and Mrs. Clark Murray sent a paper on patriotism in school.

We hope to be able to publish extracts, at least, of these and other papers at some later date.

— DR. MacCabe, President of the Dominion Educational Association, in reviewing the progress of education during the three years that have elapsed since the meeting at Halifax in 1898, said:—

In the first place we find a strong tendency towards making education more practical—more helpful in fitting our boys and girls for the duties of practical life. In this connection, we note the great advance made in “nature study” since our last convention. In our Dominion there are now few schools in which something is not done in this field of work. Its effects in molding the intellectual, moral and esthetic powers of the child are incalculable. Another of the fields of work in which rich harvests are being reaped is that of manual training. The results here are striking. With this is closely connected art education. The teachers of manual work recognize the value of first drawing the object in exact proportions, then making it.

The training of our girls in domestic science, in all that pertains to making our Canadian homes the most comfortable and the most happy homes, is now stirring our educational world. While the question of the higher education of women is practically out of the sphere of discussion, the question of training in the best development of the household, the thought making and home keeping faculties, holds a first place in educational thought.

In our training for practical life—and this is the key note of educational work at the present day—one must not forget the building up of a strong national sentiment. In this comparatively young country, with its immense possibilities, with people of different races, religions, tastes and aspirations, it is of the utmost importance that the idea of a united Canada be woven through every part of the school work. Last, but not least, comes the consideration of the teacher himself. The first change necessary here is increase of salary. That the large majority of teachers receive salaries wholly inadequate is recognized from ocean to ocean, except by a few whose opinion I need not stop to discuss. This

is, I know, a difficult matter with which to deal, difficult in the light of finding out a safe and effective remedy. We are told that salaries will be increased when public opinion is educated up to this action. I fear none of us present to-night will live to see public opinion committing itself in this way. The interference of governments or education departments is, I grant, attended with difficulty and perhaps dangers; but I feel that any improvement in teachers' salaries must be brought about by governmental or departmental action.

—THE general business of the Dominion Educational Association as summed up in its resolutions was as follows:

The Association endorsed a recommendation to have the metric system of weights and measures adopted in Canada.

In regard to a request on behalf of the Daughters and Children of the British Empire that an hour a month in every school be set apart and a patriotic programme carried out at this time, the committee recommended that no action should be taken, as the programme submitted savored too much of war and bloodshed, as the basis of the greatness of the Empire. The amendment to this, that carried, cut off the last part of the resolution as it was thought that the public might take the clause to have special reference to the war in South Africa.

A committee of ten was appointed to act with Prof. J. W. Robertson in connection with the proposal to extend to the rural schools manual training methods. The committee is as follows: Dr. Inch, Fredericton; Prof. Brittain, Fredericton; Dr. Anderson, Charlottetown; Principal Robertson, Charlottetown; Inspector Parker and Prof. C. J. Magnan, Quebec; Superintendent McIntyre, Winnipeg; Principal Scott, Toronto; R. H. Cowley, Ottawa; Dr. MacKay, Halifax; Inspector Carter, St. John, N. B.; Dr. Goggin, Regina; and Dr. S. B. Sinclair, Ottawa.

A resolution favoring government grants to assist in increasing teachers' salaries in school districts which are not strong financially, was adopted.

A committee was appointed to report on a system of Dominion registration.

A communication from the W. C. T. U. in regard to inculcating temperance principles in schools was endorsed.

—THE coming of the Duke and Duchess of Cornwall and York to Canada may be made a very vivid object lesson in history.

—AT a meeting of the British Dental Association held in London last August, Dr. George Cunningham, a graduate of Harvard University, read a paper advocating the appointment of dental inspectors in schools to examine the teeth of children. Dr. Cunningham said that the school period is the most critical one in the life history of teeth, as nearly all troubles with these important instruments originate during school life.

We are tempted to ask why every one of the thousand and one diseases to which human flesh, bone and enamel are heir should not receive attention at the hands of the school. Children's teeth ought to be looked after, but this is the work of the home just as much as it is the work of the home to properly feed and clothe children, and in case of disease like scarlet fever, to ensure proper medicine, care and isolation. But the majority of parents will not look after this matter because children do not suddenly drop dead with toothache. They do not realize that there is a slow undermining of the health due to the pain and imperfect nutrition that follow on the neglect of decayed teeth.

The great problem is how to saddle the responsibility on the right shoulders, those of the parents. In the meantime this duty is being shoved on to those of anyone who will take it; therefore on to the school.

In the case of parents who are too poor to afford to pay a dentist we must have free, public, dental hospitals.

—A SWEEPING blunder in modern education has been discovered by Harold E. Gorst. So comprehensive and deep-rooted is this mistake that nothing but an entirely new foundation and new edifice will avail, says the discoverer. Discussing the question in the "*Nineteenth Century*," Mr. Gorst ably presents his case. He takes as an illustration the average well-educated man: "He is born, we will suppose, of parents whose means just enable them to give him the best attainable education, but do not suffice to render him independent of earning his own livelihood. At the age of five, probably earlier, he is taught to read and write. Half a dozen years are then spent preparing him, by a conventional course of elementary study for a public school. He is sent to the latter at eleven or twelve, and remains there until he is twenty or thereabouts. During this period he is crammed with precisely the same information as the other boys. His recreations are practically organised for him, and he acquires



uniform habits of mind with his companions. When he leaves, the school has stamped upon him a common individuality shared by all his school fellows. This process is then continued at the university. He enters with hundreds of other young men upon a certain course with a fixed object—the taking of his degree. The same kind of inflexible routine is conscientiously gone through, and his mind thoroughly flavoured with the university sauce which is to identify him throughout life. By the time he has graduated—not only in book knowledge, but in manners, habits of dress, thought, and everything else—his parents have done all they can for him. He has now to choose a career for himself. Feeling no call to the Church, he elects to go into the Civil Service competitive examinations. Then follows the greatest of all educational crimes—the stuffing of the brain with so much knowledge *avoirdupois*. He muffs at everything, however, and, having no taste for the law and being absolutely unfitted for business, he tries to make a living by his pen. Hundreds of others, he finds, are in a similar plight trying to do the same thing. But here, if anywhere, the defects of his training become conspicuous. Journalism wants ideas. He can only offer good grammar, a style founded upon Latin syntax, and some classical ornamentation. There is no market, he discovers for these commodities. They may be excellent accessories, but they are to be found like the masters of arts who pen them, at every street corner. So being equally unfitted by reason of his grammatical accomplishments for cheap reporting on the daily press, he drags on a miserable and immoral existence as a university coach, helping others to the same unhappy state of existence into which he has himself fallen. By the time he has arrived at middle age, he begins to discover that the world is not very well ordered; a fact which he probably ascribes to some defect in the political system. An exceptionally gifted man, even at this mature period, sometimes succeeds in shaking off the parasitic traces of his early training. But for the average person it is too late; and it is doubtful if he ever realises that he is the victim, not of a cruel and callous world, but of an idiotic system of education specially designed to fit the smallest possible number for survival.”

The remedy for this state of affairs, Mr. Gorst thinks, is a later period at which school life should begin, more foster-

ing of the curiosity and speculation of children and less forcing of the child mind in grooves, outside the essential subjects of reading, writing, arithmetic, history and the child's native language, more time for the developing of ideas and less time given to reading; more individual work with children and less class work. Mr. Gorst would begin specialization in education at the beginning of the school life, not at the close of the university course.

Setting aside other objections, the expense of educating the children of the state would increase enormously under these circumstances. After all it is not so much a question of subjects taught as of teachers who instruct. The living teacher can inspire his pupils through almost any subject. How necessary it is that we be men and women of broad, cultured minds! A narrow minded illiterate teacher would spoil children even under a perfect school curriculum.

### Current Events.

STUDENTS, past and present, of the McGill Normal School will have learnt with much sorrow of the death of Miss N. E. Green, Instructor in drawing in that institution.

Miss Green was in fairly good health until January last, when a bad attack of la grippe confined her to bed. Heart trouble supervened, aggravated no doubt by the necessity that she was under to get up too soon to tend her aged father who was also suffering from la grippe. As time went on Miss Green became worse, though she continued to attend to her school duties with her accustomed faithfulness. At the close of the session she with difficulty prepared and presented her report of the year, yet it was marked by the same neatness and carefulness that characterized all her work. On July 19th, after much suffering, she fell asleep. Never again shall we see the dear familiar face, never again shall we hear the familiar footfall, never again may we listen for the sound of the voice. It is still for evermore. But the influence of a blameless life is left to us.

—A GERMAN merchant, who has business connections all around the world, is quoted as saying: "I write all my letters in English. I can write in a page of English what would take three pages in German. Moreover, English expresses more clearly and exactly what I mean than is possible in German. There is no modern language so precise, so much to the point, so unmistakable." *The Pathfinder*.

We must teach our children reverence for their noble heritage, the English language.

—MAKE preparation to attend the meeting of the Provincial Association of Protestant Teachers, to be held in October. Much valuable work is in course of preparation.

—THE Philadelphia Court of Common Pleas has judicially decided that school-teaching is manual labour.

—PRESIDENT Thwing wants to know what educators are thinking of when they propose to leave out of the public school curriculum the great literature of the Bible.

—AFTER two years' experiment, New Brunswick, N. J., has decided to abolish the vertical handwriting in the public schools.

—IF the class in arithmetic were asked to stand up in the Chicago Dewey School, no one would rise, as this subject only comes into the school work incidentally. It is an accompaniment of carpentry work, cooking and sewing. Reading, writing and spelling hold similar positions with respect to the subjects that contain the important knowledge we have touching the universe and man, that is with history, geography, nature study, etc. In this school the classes in arithmetic, writing and reading do not know themselves. The class in spelling is even more ignorant of itself if that were possible.

—AT the recent meeting of the Dominion Educational Association, Mr. J. W. McOuat, B.A., Inspector of Schools, Lachute, raised an interesting discussion by drawing attention to the fact that many Canadian schoolrooms have maps designed in the United States. The map of North America, strange to say, presents the American and not the Canadian view of the contention with respect to the inter-

national boundary line of the north-west coast, on the Pacific Ocean, near Alaska. The United States is represented as possessing the coast waters, while the Canadian Government contends that the proper boundary line should be marked thirty miles from the coast. The moral seems to be that we should make and use our own maps. Certainly Canadian schools should only use maps presenting this and similar cases from the Canadian standpoint.

The discussion brought out the fact that not only were the teachers in the wrong, but that the Department of Public Works, Ottawa, in the map exhibit furnished by it at the Paris Exposition, had credited the United States Government with the disputed territory!

—THE next meeting of the Dominion Association of Teachers is to be held at Winnipeg, in July, 1903.

—THE Summer School of Manual Training for the Province of Quebec, held this year at Knowlton, had a very pleasant and profitable session. Twenty-seven students availed themselves of the privileges made possible by the kindness of Sir William Macdonald.

—THE South Pole is coming in for a share of attention from explorers. This present year there will be at least three attacks upon its icy fastnesses by men of as many nationalities, who will make separate attempts to discover unknown lands and solve some of the mysteries surrounding this great obscure region. One expedition will start from England, another is being organized by the Germans, while there will be a third from Sweden. This last will have financial aid from King Oscar himself.

—WHEN we consider that seven expeditions from as many different ports are to make separate and independent attacks on the North Pole, it will be seen that the South Pole is not to monopolize all the attention of explorers this year. Those from Russia, Italy and the United States are said to have almost unlimited funds at their disposal. One from Canada, under Captain J. M. Bernier, of Quebec, commends itself to some of the most learned men and societies of Canada on account of the fact that the plan was conceived and matured with regard to the laws of nature. Those who have studied the subject give it their approval. Cap-

tain Bernier is giving his services gratuitously to his King and country and will be assisted by a grant from the Federal Government. His Excellency the Governor-General is patron of the undertaking and Lord Strathcona President.

—NEW LIGHT ON THE ORIGIN OF SPECIES.—Prof. Hugo de Vries, the well-known Dutch botanist and biologist, is credited with a “momentous discovery” concerning the origin of species among plants. Briefly stated, his observations indicate that new species appear suddenly by mutation, never as the outcome of a progressive variation. He avers that he has been able, for the first time, to watch the formation and development of a new species. A reviewer of his work in the English scientific journal *Nature*, says: “The facts are so striking and convincing that an outsider, like the reviewer, cannot but feel that a new period in the theories of the origin of species and of evolution has been inaugurated.”—*Youth's Companion*.

—KNOWING HOW TO DRESS.—A few years ago a well-known teacher, who had founded and carried on for many years a successful school for girls in one of the middle States, decided to retire. She looked about for a successor.

Many candidates were brought to her notice. The place was an important one. The emoluments were large, no school stood higher in the esteem of the public, and Mrs. Blank was anxious to find just the right woman for the position.

At last a lady offered to take the school who apparently had every qualification to carry it on with distinction. She was one of the most learned women in the country, she spoke a half dozen languages, and was witty and wise in them all; she had a long and successful record as an educator.

But Mrs. Blank, after a brief interview, declined to consider her as a candidate, and also refused to make known at the time her reasons for this decision. Years afterwards she said to a friend:—

“There was no doubt as to her scholarship or her ability to teach, but her gloves were soiled and one shoe had lost half of the buttons. Trifles, you think? But they be-

trayed qualities which made her unfit to be the guide of young girls. The woman, whatever her ability, who does not respect herself enough to be clean and neat, will never command the respect of others."

The applicant never knew that her slovenly glove and gaping shoe cost her a position of ease and honour for life.

A place of trust, with a large salary, was open to women in one of the public departments in Washington several years ago. One candidate brought the highest recommendations, but was dismissed promptly by the committee who had the power of appointment. She was glaringly dressed in the extreme of fashion, with glittering jewels and nodding plumes.

"We want a working woman, not a cockatoo," said the chairman, after the absurdly dressed candidate had retired.

Nothing shows sense or discretion more accurately in men or women than the way in which they dress. If they attach just the correct importance to their coats or gowns, they are also likely to estimate the other factors of life at their just value.— *Youth's Companion*.

—NOT the good things we accomplish, but the better thing we plan.

Not achievement but ideal, is the measure of a man.— *Samuel V. Cole*.

—As an offset to the brewing professorship at the new Birmingham University, the Hon. Mrs. Arthur B. Russell has started a movement to raise funds for the establishment of a chair of temperance in London University.

—THE ANTI-CIGARETTE CRUSADE IN AMERICA—Measures against the sale of cigarettes have occupied a prominent place of late before the Legislatures of the United States. The House of Representatives in New Hampshire has passed one, providing that hereafter no person, firm, or corporation shall make, sell or keep for sale "any form of cigarette." The gift of a cigarette to minors is made a misdemeanour quite as much as the sale to adults. Persons violating the law may be punished by a fine of ten dollars for the first offence, and fifty dollars for any subsequent offence. This act, which seems almost certain to pass the Senate and receive the Governor's approval, is a sample of those which have been presented to most of the Legislatures that have been in session. The *Chicago Tribune*,

which recently investigated the subject very thoroughly, reports that only two States, Wyoming and Louisiana, have not given some attention to cigarette smoking, and eleven States have already passed laws against it. In some cases, it says, as for example Rhode Island and Ohio, the law, when first passed, was allowed to remain inoperative, but now public sentiment seems to demand its enforcement. The bills in question seem to have secured the support, not only of a great many legislators who are inveterate smokers, but also of a great many who are generally opposed to prohibitory legislation. They put the prohibition of the sale of cigarettes on a par with the prohibition of the sale of liquors to minors, inasmuch as cigarette-smoking is in a peculiar degree the practice of boys and young men. The anti-cigarette bills seem to have received the general support of school teachers.—*The Outlook*.

—THE school people of Lincoln, Nebraska, have just embarked on a venture which ought to result in pleasure for them and profit for the patrons of the schools. There is to be issued monthly from the office of the superintendent a magazine devoted to matters pertaining to the Lincoln schools. Superintendent Gordon states that it will be the purpose to discuss "questions and conditions of immediate interest pertaining to the schools, and to explain the aims and purposes of measures and methods, to the end that the intelligent co-operation of parents and friends may be enlisted in the work; to encourage effort toward better work in language, geography and other lessons, by giving space for the publication of various compositions by pupils, and for selections supplementary to the work of the classroom; to publish general and special news items and personals, each school being accorded space in which to insert the items affecting the interests of that particular school." If this purpose can be realized, the teachers and citizens ought to be brought into much more sympathetic relations than they are in most places. Without doubt the chasm between the home and the school has been caused by a lack of means for ready communication, and it seems that a local paper ought to be one way of bridging the chasm.—*The World Review*.

—TECHNICAL education in its lower sense is simply showing people how to do better what it is they want to

do, or others want them to do, so that they have the executive processes to be carried out more completely at their fingers' ends. This may very likely mean that they think less for themselves; it must mean that they have less room left in the regulation of their active impulses for doing whatever they please to do, or, I would rather put it, for doing whatever comes into their heads to do. And if you never do what comes into your mind to do, a time arrives when nothing comes into your mind at all. That, I think, is the danger. To leaders of industry and leaders in the cultivation of the human mind—educationists, as we call them—I would like to plead that, whatever they do, they should take care to leave enough room over for the initiative of the person with whom they have to deal.—*Dr. Sophie Bryant.*

### Model Lessons.

#### AN OBSERVATION LESSON.

BY S. L., MONTREAL.

This lesson was given a short time ago to a second primary class. I had planned my lesson, and though it is true, that

“The best laid schemes of mice an' men  
Gang aft a-gley”

—and much more frequently those of teachers—yet in this instance I was fortunately able to draw from the children the following observations in almost the same order as my plan. Only the words in italics, which were new to them, were supplied by me. Some new nutmegs, all except one wrapped in thin paper, lay in a covered box on my desk.

I told the children they might find out what was in the box by using their senses as I asked questions. My plan of lesson read:—1 light, 2 hard, 3 several, 4 oval, 5 smooth, 6 uneven surface, 7 dry, 8 odorous, 9 spicy, 10 nutmeg, 11 white, 12 dingy brown, 13 opaque, 14 *sapid*, 15 hot tasting=pungent, 16 agreeable, 17 vegetable kingdom, 18 natural, 19 *foreign*, 20 *tropical*.

Their curiosity was excited and they wanted to investigate, so calling on a boy, I asked him to lift the box. He did so and observed that whatever was inside must be light. From another, who came up and shook it “something rattled,



it is hard." Number 3, from another boy who had thought there were "many, some of them must be in little bags, because only one rattles." I took out that one unnoticed and allowed the box to be opened, when by feeling, they found out 4, 5 and 6, and with a slight suggestion 7 also. Upon telling them to use another sense, without taking off the paper, I had from one 8, and from another 9. "It smells like peppermint, spicy." I allowed some one to smell the one I had in my warm closed hand, and of course the child discovered 10. Holding it up in sight, 12 followed by 13. Taking the paper off, another found it looked white, and thought the one in my hand had been white at first, so we put 11 in its place on the board, for I generally write on the board as they observe, they like to see the list grow. A little girl found it had a taste; asking for one word to express this, I received 'tasteful,' but telling them taste has another meaning as 'she dresses in good taste,' I gave them 14, underlining it as a new word that I should expect them to remember and use; then 16, 17, 18, but they did not know the word foreign. One said "foreigners, because we call people who come from another country that." So 19 was put down and 20, both underlined. I referred to the globe to explain the last.

Another day we took up "experiments.." 1. One put it in the flame of the gas to show that it is inflammable. 2. Another showed that it can be broken into small pieces with a heavy weight, and we get the word 'pulverable.' 3. A boy asks if it will float on water, and is allowed to try, finding that it is heavier than water. 4 throws it with force to the floor and says it is not brittle. 5 cuts it open and says it is the same all through, solid. 6. Difficult to cut, tough. 7. The white rubs off. 8. One young philosopher wished to have one remain in water till next day to see if the water would soak in, and we then added to our list, *absorbent* and porous, for upon cutting it open he found it moist throughout, and that it could be cut more readily.

I tell them it is the kernel of a nut within a fruit which is of a soft pink colour like a peach. The leaves are dark, green and glossy, the blossoms are pale yellow and shaped like lily-bells and have a very fragrant smell. We find out the Banda Isles where they were first grown, and I tell them that the Dutch who owned these said that none of the seeds should ever be carried to any other place, for they

wished to be the only people who had them for sale as they received large sums of money for them ; but the gentle pigeons feeding on them disobeyed the command, for when they flew away to other islands they carried in their bills the nutmeg seeds. They dropped them in the fertile soil where they took root. I try to make them imagine the scene, hundreds of little brown boys, each carrying a long bamboo rod with a sharp hook at the end to pull down the high branches, gathering the ripe nutmegs, splitting them open and showing within the brown nuts covered with red net-work—mace. This I show them.

Some women watch the nuts drying on a bamboo frame over a slow fire until the nuts rattle in the shell. Being opened with small mallets out roll the nutmegs which are covered over with white lime to prevent the beetles eating them. I obtained this information from the "Primary Education," in which was the following, which I gave for dictation :—

### STORY OF THE NUTMEG TREES.

Upon an island, long ago,  
Some nutmeg trees were growing,  
With golden nutmegs all aglow,  
And red, ripe nutmegs showing.

The people said "We'll keep these trees,  
For nutmegs bring good prices."  
Loud laughed the little ocean breeze  
Above that isle of spices.

A whirr of wings the warm air fills,  
A flock of birds comes feeding,  
Then—nutmeg seeds hid in their bills—  
Up and away they're speeding.

Through dashing foam and spray they fly,  
O'er valley, plain and highland,  
The nutmeg seeds drop down and lie  
On many a tropic island.

Now, far and near, grow nutmeg trees,  
Bearing their precious spices,  
Loud laughs the little ocean breeze  
"For nutmegs bring good prices."

Your secret, sweet, oh nutmeg tree,  
One island could not hold it ;  
To all the islands of that sea,  
The little birds have told it.

**Practical Hints and Examination Papers.**

## REMINDERS TO TEACHERS.

“Men are only boys grown tall,  
Hearts don't change much after all.”

A truly noble teacher is never sarcastic.

Easy slip-shod ways of doing educational work will not produce strong, capable men and women.

Uninteresting work must be done in a careful, painstaking manner in the schoolroom, if the drudgery of life is to be borne with equanimity.

“The world is conquered by him who loves it most.”

Be helpful to your pupils out of school.

If you want to keep the love and esteem of your pupils and to rise in your profession, do some studying every day. Keep inching along.

“Instruction does not prevent waste of time or mistakes ; and mistakes themselves are often the best teachers of all.”

“He who binds his soul to knowledge steals the key of heaven,”

“Every addition to true knowledge is an addition to human power.”

All children desire to be treated justly and as a rule they know when they are so treated.

The greatest happiness in the schoolroom comes from the greatest activity.

Be on the watch for bad habits. They creep into the schoolroom so insidiously.

The children are always growing either upwards or downwards. They cannot stand still.

The great teacher is he who does not lose his child heart.

“Concentration is the secret of strength,” says Emerson, “in politics, in war, in trade ; in short, in all management of human affairs.”

Plant trees. Plant them with all the ceremony you please, but plant them. They are for use and for beauty. Why are so many school grounds uncared for in respect to this matter?

—The child should be given as much insight as possible into the *immediate* use that there is for the knowledge that he is acquiring. There is no more effective educational spur to the child than this. Imagine if you can how much enthusiasm you would summon up for some work that you expected would yield results in 1956. Is it right to expect children to be more long-sighted than you are yourself. This would have another value, for the teacher would be led to consider whether there was any use whatever for much that is done in the schoolroom.

—WHEN the teacher sees that a reading lesson is becoming a mechanical operation, she may, in the case of young children, to great advantage, stir up their flagging interest by allowing them to do what the sentence says. There are statements of all kinds of actions running through the readers. The child is full of life and activity and the restraints of the schoolroom go sorely against nature.

—Teachers who daily carry home basketfuls of papers to be marked have no time for self-culture, no time to keep abreast with the latest pedagogical thought, and, worst of all, no time to form adequate plans for the work of the succeeding day.—*Superintendent Frank Riger, Portland, Oregon.*

—Only they know how to teach who know how to arouse, to encourage, to incite.—*Bishop Spalding.*

—THE quality of the teacher is of more importance than any one other element in education.

—PEOPLE speak fifty times as much as they write, and yet pronunciation has received much less attention than spelling.—*Prof. William D. Whitney.*

Give more attention to the matter of pronunciation, teachers.

—A SUBSCRIBER writes:—"As I went into the kindergarten department of one of the public schools of a Newark

suburb; I noticed a drawing pinned to the door representing the rising sun, with radiating rays, and, underneath, the words 'Sunshine Factory.'

"What can any of our readers do to help manufacture sunshine for other teachers, for their own pupils, or for any one?"—*The New Education*.

—TEACHER, is your school alive or is it dead? Is each lesson of the day full of living germs of thought or are the pupils buried in the mere words of the lesson? Professor Tyndall hated the school where he spent so much of his valuable childhood because it had no life. Oh, for more *thought* in our school work!

—A VERY good subject for an observation lesson is climatic changes. Let all the children observe the sky, the wind, rain or snow, etc., at some stated time arranged for beforehand. Then draw from the children all that they observed. They will have but a poor opinion of the teacher who did not see one thing at least that none of them observed.

—TEST your method of teaching geography by answering the following questions: Does it tend to develop the perceptive and observational faculties? That is, do the children see more in a lesson than they formerly did when a new subject was introduced? Is there really good material in the lesson, or are you teaching unimportant facts? Does every lesson have some relation to the surroundings of the child or the activities of life which concern the child? Are you constantly on the watch, do you keep the children on the lookout for examples in their own neighborhood of the various phenomena with which geographies deal?

—I HAVE found children who took very little interest in the ordinary geography lesson evince a most remarkable appreciation of the reading of a book of travels. This reading aloud was given as a special treat on the afternoons of Friday.

—AT the close of one of the Easter *Open Days* a lady remarked to the Principal of one of our primary schools, "Have you room for my little girl? I should like to send her here, for I see that you teach *manners*." Now in this school there was no formal teaching of good manners, but the spirit of courtesy was always there, for the teacher her-

self was a refined and cultured lady, who set a good example and required her pupils to follow it. What an inestimable blessing such a teacher is in the schoolroom.

—IN making an ordinary box to hold chalk several theorems in geometry are practically demonstrated. (a) From a point in a straight line, one and only one perpendicular can be drawn; and (b) Converse of "a." (c) All right angles are equal. (d) Two straight lines perpendicular to the same straight line are parallel. (e) Converse of "d." (f) Two rectangles having equal bases and equal altitudes are equal. (g) Two rectangles having equal bases are to each other as their altitudes; *i.e.*, comparison of bottom and side. (h) Two rectangles having equal altitudes are to each other as their bases; comparison of side and end.—*Chicago Institute Course of Study.*

—WISDOM was in the heart of those teachers who took advantage of Sir Wm. Macdonald's generosity in providing courses of manual training for teachers. So many subjects of the school course can be correlated successfully with manual training. The child is intensely interested in action, takes great pleasure in that which his own hands have made, so that the more the work of the school is brought into relation with what the child does, the more valuable will it be to him.

—HOW NUMBER IS USED IN TEACHING GEOGRAPHY.—Definite measuring in geography necessitates the use of—  
1. Linear Measure.—The estimation and comparison of distances, length of coast-line, length of rivers, heights of mountains, depths of oceans. 2. Square Measure.—Area, comparative sizes of river basins, continents, food areas, mining and forest areas. 3. Measure of Bulk and Volume.—Estimation and comparison of the amounts of material carried down by rivers in a month, day, or year. 4. Measure of Force and Energy.—Comparative temperatures and atmospheric pressures. etc. 5. Measurement of Time.—Estimation of distances in relation to standard rates of travel.—*Chicago Institute Course of Study.*

—CHILDREN should be gradually taught to appreciate good books. There is no solace for after life like the love of a good book.

Oh, for a booke and a shadie nooke.  
 Eyther in-a-doo're or out ;  
 With the greene leaves whispering over hede,  
 Or the streete cryes all about.  
 Where I maie reade all at my ease  
 Both of the newe and olde ;  
 For a jolly goode booke wherein to looke  
 Is better to me than golde.

—*Old English Song.*

There are books to suit all ages. We Canadians have yet to consider the very important problem of the relation of public libraries to schools. Possibly the city of Worcester, Massachusetts, has as yet made the closest connection between these two. Each grade in each subject has been taken into account in collecting "The Children's Library." In fact there is a library for each grade, admirably arranged.

If we cannot do this, let us do what we can. D. C. Heath & Co. is publishing an admirable set of "Children's Classics."

—IF a child's taste in art and reading is to be refined, he must be surrounded by good pictures, statues and books. Except in very abnormal cases the child of the slum has vicious propensities, while the child in the cultured home (I do not mean wealthy home) has artistic tastes and lofty thoughts.

—IN order to show in the best way possible the manner of growth and the rate of growth of trees, twigs, plants, etc., the children should paint or model them to scale at frequent intervals. Let oral expression be enforced by art expression.

—IT is a good idea for the children of one grade to entertain the children of other grades. If properly conducted such an exercise would be promotive of a sense of oneness and of good feeling generally among the children. Such exercises should have a direct bearing upon the work of the grade that is entertaining.

—A CLASS ROOM HELP—THE NINE TABLE.—It is often as difficult to operate a given device as to get along without it. Some, however, are genuine savers of time and labor.

The nine table is usually found to be one of the hardest to fasten securely in the minds of pupils. It can be made one of the easiest. The following device is so simple and helpful that I take this means of giving it wider circulation. All the difficulties of the table, as it is usually given, are included in the following:

$$9 \times 2 = 18$$

$$9 \times 3 = 27$$

$$9 \times 4 = 36$$

$$9 \times 5 = 45$$

$$9 \times 6 = 54$$

$$9 \times 7 = 63$$

$$9 \times 8 = 72$$

$$9 \times 9 = 81$$

It will be noticed that the first figure in the product is in each case one less than the multiplier. For instance, when the multiplier is six, the first figure in the product is 5. This fixes absolutely the figure in the tens place.

It will also be seen that in each product the sum of the digits is always 9. This enables us to complete the answer. To illustrate, let us continue the work with 6 times 9. The tens figure must be 5, as shown above. The units figure must be four, since the sum of the digits of the product must be 9. Therefore, the product must be 54. The same is true of all the other products here given. By this device, the whole nine table can usually be permanently fastened in a few minutes.—*George Wheeler in the Philadelphia Teacher.*

This device for memorizing nine times is useful after the child has made the table for himself.

—THE power to understand rightly and to use critically the mother tongue is the consummate flower of education.  
—*C. W. Eliot.*

—“THE race of life has become intense and the runners are treading on each other's heels—woe be to him who stoops to tie his shoe strings.” Woe, too, to the teacher who so poorly instructs children in the art of living that they are handicapped by having to stop to do over work that ought to have been done well in school days. Let instruction bear on life.

—NEVER find fault with the children who try, even if failure seems to follow their efforts.



**Official Department.**

## NOTICES FROM THE OFFICIAL GAZETTE.

## DEPARTMENT OF PUBLIC INSTRUCTION.

*Fixing boundaries of school municipalities.*

His Honor the Lieutenant-Governor has been pleased by order in Council, dated the 17th of May, 1901, to detach from the municipality of Ireland South, county of Megan, tic, the following cadastral lots, of the township of Ireland, namely : 363, 364, 365, 366, 367, 368, 369 and 370, and annex them, for school purposes, to the municipality of Ireland North, in the same county.

This annexation will come into effect on the 1st of July, 1901.

*Erection of a new school municipality.*

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 17th of May, 1901, to erect into a distinct school municipality, by the name of "l'Enfant Jésus," the new parish of "l'Enfant Jésus," in the county of Beauce, with the same limits as are assigned to it by the proclamation of the ninth of March, 1901.

This erection is to take effect on the 1st of July, 1901.

*Notice.*

Whereas the dissentient school trustees of the municipality of "Cameron," in the county of Ottawa, have allowed a year to elapse without having a school in their municipality ; whereas they do not carry out the school law and take no steps to have schools according to law ; I, therefore, give notice that after three consecutive notices in the *Quebec Official Gazette*, I will recommend to the Lieutenant-Governor in council, that the corporation of trustees of the said dissentient schools for the said municipality be declared dissolved within the delay specified by law.

P. B. DELABRUERE,  
Superintendent.

Quebec, 25th May, 1901.

*Fixing boundaries of school municipalities.*

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 31st of May last, to detach from

the school municipality of "La Présentation de la Sainte Vierge," county of Jacques-Cartier, the following cadastral lots of the parish of Saint-Laurent, to wit: Nos. 505, 507, 509 to 515, inclusively, and 550 to 559, inclusively, and to annex them, for school purposes, to the municipality of "La Côte de Notre-Dame de Liesse," in the same county.

Such annexation will take effect on the 1st of July, 1901.

To erect into a separate school municipality, for Roman Catholics only, by the name of "Saint François d'Assise de Frelighsburg," in the county of Missisquoi, the following lots, to wit: Nos. 1 to 456, 188*a*, 212*a*, 47*a*, 60*a*, 216*a*, 235*a*, 287*a*, 398*a*, of the official plan and book of reference of the cadastre of the seigniory of Saint Armand, East; also Nos. 1 to 103, 86*a*, of the official plan and book of reference of the cadaster of the village of Frelighsburg, situate in the said seigniory of Saint Armand East; also Nos. 1, 2, 3, 190 to 196, 376, 377, 378, 559 to 563, 727 to 733, 910 and 911, of the official plan and book of reference of the cadaster of the township of Dunham, in the first lot of the ranges I, II, III, IV, V, VI, VII, VIII, IX and X, of the said township of Dunham, in the said county of Missisquoi.

This erection is to come into force on the 1st of July, 1901.

The notice given in the *Official Gazette* of the 30th of March last, pages 849 and 850, is null and void.

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 31st of May last, to detach from the school municipality of Saint Justin, county of Maskinongé, the following cadastral lots, to wit: Nos. 206, 207, 208 and 209, and to annex them, for school purposes, to the municipality of "Maskinongé," in the same county.

This annexation will take effect on the 1st of July, 1901.

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 31st of May last, to detach from the municipality of Notre Dame de Saint Hyacinthe, county of Saint Hyacinthe, the following cadastral lots of the parish of Notre-Dame de Saint Hyacinthe, to wit: from and comprising the No. 93 to No 105, inclusively, and to annex them, for school purposes, to the municipality of the village of La Providence, in the same county.

This annexation will come into effect on the first of July, 1901.

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 31st of May last, to appoint Mr. Edouard Bérard, school commissioner for the municipality of Saint George de Windsor, county of Richmond, to replace M. Pierre Kyrouac, who has left the municipality.

*New school municipality.*

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 20th of June (1901), to erect into a distinct school municipality, under the name of "Saint Louis de Gonzague," the following territory, to wit:

Bounded on the N. W. by range VII, of the township Watford, and by range IV, of the township Langevin, on the N. E., in "Langevin," by Sainte Justine, to the S. E. by the river Saint Jean, on the S. W. by the eastern extremity of the ranges IX and X, of the township of Metgermette, by the line which separates the ranges X and XI, of Metgermette, and by the line which separates lots 22 and 23, in the ranges XI, X, IX and VIII, of the township Watford, the whole in the county of Dorchester.

*Boundaries of school municipalities.*

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 20th of June (1901), to detach from the school municipality of Saint Samuel of Horton, county of Nicolet, the lots Nos. 1 and 2 of the VIIIth range of the Gore of Bulstrode, and annex them, for school purposes, to the municipality of Sainte Eulalie, in the same county.

*Changing limits of school municipalities.*

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 20th of June (1901), to detach from the school municipality of Ham South West (St. Adrien), in the county of Wolfe, lots Nos. 11, 12, 13 and 14, of the first range of the township of Ham, and to annex them, for school purposes, to the school municipality of "Notre-Dame de Lourdes de Ham North," in the same county.

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 20th June (1901), to detach from the school municipality of Sainte Jeanne de Neuville,

county of Portneuf, the following lots, to wit: Nos. 5, 6, 7 and 8, of the cadaster of the parish of Saint Basile, in the same county, and annex them, for school purposes, to the school municipality of "Bois de l'Ail," in the said county.

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 20th of June, 1901, to detach from the municipality of "Le Sacré Cœur de Jésus" the following cadastral half lot of the township of Tring, county of Beauce, namely: the south half of lot No. 25, in the VIth range of the said township of Tring, and to annex it, for school purposes, to the municipality of "Saint Victor de Tring," in the same county.

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 20th of June, 1901, to detach lots 1 and 2, in the 5th range, lot 1, in the 6th range, lot 1, in the 7th range, and lot 1, in the 8th range of the municipality of Orford, Sherbrooke county, from the school municipality of Brompton, Richmond county, and to re-annex them to the municipality of Orford, for school purposes; also to detach lot 25, south-west part of lot 26, south-west part of lot 27, in the 6th range, south-east part of lot 22, lots 23 and 24 in the seventh range; lots 35 and 36 in the 8th range; lots 28, 29, 30, 31 and 32 in the 9th range, and lot 28, in the 10th range of the municipality of Brompton, from the school municipality of Brompton, Richmond county, and to annex them to the school municipality of Orford, Sherbrooke county, for Protestant school purposes.

*Appointment of two school commissioners.*

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 20th of June, 1901, to re-appoint the Reverend F. X. Faguy and Mr. Eugène Blais, members of the Roman Catholic school commission of the city of Quebec, their term of office having expired.

*Appointment of a school commissioner.*

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 20th of June, 1901, to re-appoint the Reverend W. I. Shaw, D.D., LL.D., school commissioner of the city of Montreal, Protestant section, his term of office having expired.

*Erection of a new school municipality.*

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 28th June last, 1901, to erect into a distinct school municipality, by the name of "Saint Jacques de Parisville," the new parish of that name, in the county of Lotbinière, with the same limits as are assigned to it by the proclamation of the 18th of March last, 1901.

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 28th of June, 1901, to revoke the order in Council No. 241, dated the 9th of June, 1899, concerning the erection of the school municipality of "Mirabel," in the county of Two Mountains.

*Erection of a school municipality.*

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 25th June 1901, to erect into a distinct school municipality the rural municipality of Ascot Corner, county of Sherbrooke, such as erected by the 1st Edward the Seventh, ch. 54, excepting lots 3, 4 and 5 of ranges 1 and 2 of the township of Westbury.

*Fixing boundaries of school municipalities.*

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 25th June, 1901, to detach from the school municipality of Ahuntsic, in the county of Hochelaga, the following cadastral lots of the parish of Sault-au-Recollet, namely : Nos. 228, 230, 235, 238, 240, 247, 248, 249, 250, 251, 252, 253, 255, 258, 259, 261, 262, 273, 274, 275, 276, and 277, and to annex them, for school purposes, to the Protestant school municipality of "Sault-au-Recollet," in the same county.

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 25th June, 1901, to detach from the school municipality of Saint Severin, county of Champlain, the following lots, to wit : Nos 146 and 147, as also part of No. 158, belonging to Xavier Massicotte, of the cadaster of the parish of Saint Tite, in the same county, and to annex them, for school purposes, to the municipality of "Saint Tite" parish.

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 25th June, 1901, to detach from the school municipality of Saint Patrice de Beaurivage, county of Lotbinière, lots Nos. 392, to 422 inclusively, of the cadaster of the parish of Saint Patrice, and to annex them, for school purposes, to the municipality of Sainte Agathe No. 2, in the same county.

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 25th June, 1901, to detach from the school municipality of "Saint François du Lac", in the county of Yamaska, the islands "Saint Pierre" and "Embarras," and to annex them, for school purposes, to the municipality of "Sainte Anne de Sorel," county of Richelieu.

*Erection of new school municipalities.*

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 25th June, 1901, to detach from the municipality of Saint François de Sales, county of Laval, the following cadastral lots of that parish, namely: Nos. 1 to 26, included, and Nos. 193 to 200, included, and to erect them into a distinct school municipality by the name of "Port Many."

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 25th June, 1901, to detach from the school municipality of "Roseville," in the county of Gaspé, the following cadastral lots of the township of Sydenham, namely: Nos. 9 to 27, included, of the first range, south of the township of Sydenham, and to erect them into a distinct school municipality by the name of "Saint-Majorique."

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 25th June, 1901, to erect into a distinct school municipality, for Protestants only, by the name of Protestant School municipality of "Grande Frénière," in the county of Two Mountains, the lots known and described on the official plan and book of reference of the village of Saint Eustache, as numbers seventy-one and one hundred and forty-one (71 and 141).

In the parish of Saint-Eustache, as numbers 37, 52, 200, 204, 205, 209, 213, 214, 220, 224, 225, 259, 270, 271, 272, 273, 277, 299, 300, 302 and 305.

In the parish of Saint Joseph, as numbers 10, 163, 164, 165, 230, 374, 379, 380, 381, 384, 392 and 398.

In the parish of Saint Benoit, as numbers 8, 9, 11, 129, 183, 187, 201, 204, 214, 220, 244, 271, 273.

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 28th June, 1901, to detach from the school municipality of Bowman and Denholm, in the county of Ottawa, the following cadastral lots, to wit : Nos. 15, 16, 18, 23, 24, 25 and 26 of range III ; and 1, 2, 3, 4, 5, 6, 7, 8, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26 and 27 of range IV ; 2, 3, 18 and " A B " of the Vth range ; " A " and " C B " of range VI ; 21 and 22 of range VII. Also from the township of Villeneuve, in the said county : lots 2, 3 and  $\frac{1}{2}$  of 4 of range I ;  $\frac{1}{2}$  of 27, 28, 29,  $\frac{1}{2}$  of 30 ;  $\frac{1}{2}$  of 31 of range II ;  $\frac{3}{4}$  of 28, 29, 32 and 33 of range III ; also  $\frac{1}{2}$  of 3, and lots 5 and 6 of range IV, and to erect them into a distinct school municipality for Protestants only, by the name of " High Falls " municipality, in the said county of Ottawa.

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the twenty-eighth June, 1901, to detach from the municipality of " St. Gabriel West," county of Quebec, the following cadastral lots, to wit : Nos. 53, 147, 148, 149, 150, 151,  $\frac{1}{2}$  of 152, 153, 154, 155, 161, 163, 165, 225, 226, 227, 228, 229, 234, 237, 238, 239, 240, 241, 242, 243, 247, 248, 250, 251, 336A, 336, 364, 365, 366, 367, 441 and 443, and to erect them into a distinct school municipality, for Roman Catholics only, by the name of " Saint Gabriel of Valcartier.

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 28th June, 1901, to erect into a distinct school municipality, by the name of " Cascades," county of Soulanges, the following lots of the parish of Saint Joseph de Soulanges, namely : Nos. 423 to 447, inclusively, subdivision : Part of 446, of 448, of 449, of 450, of 451, of 452, of 453, of 454.

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 28th June, 1901, to erect into a distinct school municipality, by the name of " Saint Alphonse de Caplan," county of Bonaventure, the new canonical parish

of "Saint Alphonse de Liguori de la Rivière Caplan," with the following limits, namely: bounded on the west by the dividing line between lots Nos. 28 and 29 of the ranges IV, V, VI, VII and VIII, of the township New Richmond, to the north by the line which separates the lands undivided of lots Nos. 29, 30, 31, 32 and 33, of VIIIth range of said township of New Richmond, partly by the division line between the XIIIth and the XIIth ranges of the township Hamilton; on the east, partly on the ranges XII, XI, X and IX of the said township Hamilton, by the river Bonaventure to the point where it meets the line which separates lot No. 18 from lot No. 17, of the IXth range, of the said township Hamilton, partly by the said line separating lot No. 18 from lot No. 17, of the ranges IX, VIII, VII, VI, and V of the said township to the division line between the IVth and Vth ranges of the same township; on the south, partly by the division line between the IVth and the Vth ranges of the township Hamilton. This line being the north limit of the parish of Saint Charles de Caplan, partly by the division line between the ranges III and IV of the township of New Richmond.

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 28th June, 1901, to detach lots Nos. 13, 14, 15, 16, 17, 18 and 19, of Grande Grève, county of Gaspé, from the school municipality of Grande Grève, and lots 7, 8, 9, 10, 11 and 12, of l'Anse de Gros Cap aux Os, as well as lot 10, from the school municipality of l'Anse de Gros Cap aux Os, same county, and to erect them into a distinct school municipality, for Protestants only, under the name of "Seal Rock."

*Boundary of limits of school municipalities.*

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 28th June, 1901, to detach from the school municipality of Lingwick, county of Compton, the following lots, namely: Nos. 1 and 2, of the VIIth range, as well as lots Nos. 1 and 2, of the VIIIth range of the township of Lingwick, and to annex them, for school purposes, to the municipality of "Bury," in the same county.



*Erection of a new school municipality.*

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 28th June, 1901, to erect into a distinct school municipality, by the name of "Sainte Catherine de Hatley," the rural municipality of Sainte Catherine de Hatley, county of Stanstead, such as erected by the 1st Edward VII, chap. 55.

All the forgoing annexations and erections will take effect on the first of July, 1901.

*Appointment of a Catholic school commissioner.*

His Honor the Lieutenant-Governor in council has been pleased, by order in Council, dated the 28th of June last, 1901, to re-appoint Mr. Philippe Demers, advocate, K.C., and member of the House of Commons, commissioner of the Roman Catholic schools of the city of Montreal, 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 2nd of July, 1901, to re-appoint the Right Reverend Lennox Williams, D.D., Protestant school commissioner of the city of Quebec, his term of office having expired.



THE  
EDUCATIONAL RECORD  
OF THE  
PROVINCE OF QUEBEC.

---

No. 10.

OCTOBER, 1901.

VOL. XXI.

---

**Educational Experiments.**

SOME RESULTS OF TEACHING HISTORY IN THE  
PROVINCE OF QUEBEC EXPERIMENTALLY  
SHOWN.

S. P. ROBINS, LL. D., D. C. L.

My recent paper comparing the programmes of study in the several provinces of the Dominion, as read before the Dominion Association, referred thus to the teaching of history:

“History is perhaps best begun, as in the third form of the Ontario public schools, by local history. By such a beginning the same advantages are gained in the troublesome and extensive subject of history as result in the sister subject of geography from the introductory study of topography. It is well carried on by biographical sketches and striking historical incidents, as laid down in the programme of the North-West Territories and in that of Manitoba, best as to arrangement in time in the former, best as to mode of statement in the latter.”

“After reading with much care the historical programmes operative in the Dominion, I am convinced that observation has not misled me in the conclusion that the average Canadian school-boy is ill-furnished with historical information. Of the remote past he gets no glimpse. Canadian history is a thing of yesterday. The history of Great Britain goes back but two thousand years. As Scripture history is in all the provinces except Quebec ignored, and in at least one of them is definitely excluded,

while Greek and Roman histories are reserved for High School grades, the pupils of our elementary schools are too frequently amazingly ignorant of the primitive formative millenniums that preceded Christ. I fear it must be charged against the majority of our elementary schools in this Dominion that they send out their pupils without any clear conception of the course of time, and of the relation of great critical events and of significant historical personages to time. History is too large a subject for any system of schools. It is too large for any student. But surely every pupil who completes the course of the elementary school should have such a bold generalized scheme of the history of the world as may enable him to place aright amid the march of events the results of his subsequent casual readings in biography and history. If he can do nothing more extensive, the teacher, unless forbidden by school law and regulations, might read, supplying dates and explanations, the masterly bird's eye view of history given in 14 verses of the 2nd chapter of Daniel. My conviction is strong that the pupils of the Quebec schools, if their teachers are faithful, have a distinct advantage over those of other public schools in the Dominion, in that Scripture history is a part of the Common School Curriculum."

A somewhat lurid light is thrown on the question, "Are teachers faithfully using their opportunities for teaching their pupils the general course of history?" by the results of an examination held by me within the last few days. The following ten questions were submitted to fifty-nine students just admitted from all parts of the Province of Quebec as teachers-in-training to the Advanced Elementary class of the McGill Normal School, all of whom must have passed the examinations of the second grade of the Academies; submitted also to forty-nine teachers-in-training of the Model School class, of whom twenty-three hold teachers' diplomas, ten have actually taught in Quebec schools, and twenty-six hold A. A. certificates of the University.

The questions were these, not however arranged, as they are in this copy, in chronological order. About how many centuries ago did each of the following persons live: Abraham? Moses? Alexander the Great? Julius Cæsar? Christ? The Apostle Paul? Alfred the Great? Cromwell the Protector? Milton? Napoleon?

Bearing in mind historical uncertainties and the possibility of reckoning either from the beginning or from the close of life, or from any intermediate date, the greatest latitude of answering was permitted; for example, thirty-seven, thirty-eight and thirty-nine centuries were all taken as correct answers to the first question. The papers were carefully read and marked; but the results were very disappointing. One person in the Model School class answered nine questions correctly; one, eight; four, seven; seven, six; eleven, five. About one-half of the class answered half the questions or more. The average of the class was 4.4, one person having answered none correctly and two only one. Still less satisfactory was the answering of the Advanced Elementary class. One person answered eight questions; eight, six; nine, five. Thus about one-third of the class answered half the questions, or more; five answered no question and six answered only one. The average of the class was almost 3.6 answers.

Of the persons who failed to answer one or more of the questions, those in most hopeful case were those who knew that they did not know. So from the two classes, one hundred and eight persons in all, thirty-seven made no attempt to say how long ago Abraham lived; a still larger number, forty-five, confessed by silence that they could not approximately state the antiquity of Moses. Six persons answered the question about Abraham correctly and four that respecting Moses. The erroneous answers gave as much as two hundred and twenty centuries and as little as twenty-four centuries as the time that has elapsed since Abraham, and from one hundred and eighty centuries down to eighteen centuries and a half since Moses. All but one answered the question about Christ; but only one half of them answered correctly. Evidently most of those in error were misled, by the fact that this is the twentieth century, into believing that Christ lived twenty centuries ago. But one said that Christ lived one hundred centuries, and another thirty-four centuries ago. Three were persuaded that he lived only eighteen centuries ago. The only remaining biblical question concerns the Apostle Paul. Sixty-two persons answered correctly, ten made no attempt at an answer, twenty recognizing the fact that Paul was almost contemporary with Christ, followed in their answers the mistakes they had already made in rela-

tion to Christ. Of the rest one made Paul precede Christ by three centuries, and seven set him from two to five centuries later than Christ.

Three noted conquerors are named in the questions. Alexander the Great, rightly placed by eleven students, is ignored by thirty-four; is removed too far back five centuries by two; three assign him to the same century with Christ, one even giving him and Christ a common death-year; thirty-nine bring him well within the Christian era, of whom eleven apparently through some confusion with the Russian Alexanders, place him only from one to two centuries ago. Julius Cæsar is more considerately treated. Seventy-eight persons give him his right place in time; almost all the rest displace him only by a century or two, except that one student brings him within five centuries of our own time, and one removes him to the venerable antiquity of one hundred centuries ago. Napoleon, who died but eighty years ago, is placed in his proper century by little more than one-half of the whole number examined; eight do not make any reply; five think he lived three centuries ago; five, four; two, between four and five; three, five centuries; one, seven; and one nine and a-half centuries ago.

The remaining three names belong to England, two names renowned in arms and government and one in literature. Thirteen students declined to say when Alfred the Great lived, but thirty-nine replied to the question correctly. Many of the rest approximated to within a century or two of the correct answer, but one thought he lived three centuries ago; one, four centuries; one, four centuries and a half; one, five centuries; four, eighteen centuries ago; eight from nineteen to twenty centuries; one, twenty-two centuries; one, twenty-eight; and one, one thousand centuries, although we must suppose that this answer resulted from some confused recollection that this is the millennial year of Alfred's death. Forty-nine students knew approximately the time of Cromwell the Protector; ten thought it unwise to risk an opinion on the subject; of the rest of the two classes one person thought he lived one hundred and seventy-five years ago, but there was a strong tendency to place him too far away in time; thus six thought he lived five centuries ago, six six centuries ago, and three seven centuries ago. Milton's name is

passed in silence by nine teachers-in-training. Twelve understate his remoteness from our own time : seven think he lived one hundred years ago ; one is confident that he was alive only fifty years ago. Twenty-one overstate the time that has elapsed since his life began and ended ; three place him five hundred years back ; two, six hundred, and one seven hundred. Sixty-three place Milton in his own century.

That egregious mistakes will be made by individuals in such an examination is to be anticipated ; but that so many serious mistakes should be made by classes of teachers entering on a course of training suggests the need of serious inquiry, first into the wisdom of our courses of study, and then into the qualification and diligence of our staff of instructors. How is it that more than five per cent of the pupils who have recently left the second and third grades of our academies are unable to answer a single one of the questions so submitted, cannot within a hundred years, state the position in time of personages that fill so large a place in the thought of the world ? Why should it be impossible for another eight per cent to reply correctly to more than one question of the set of ten, when among them are these two : " How many centuries ago did Christ live ? did Napoléon live ? " It is scarcely credible that another eleven per cent could not answer three of these questions, that an additional twelve per cent failed to answer four, that more than one-third of the whole number examined were unable to answer one-third of the questions ; in fact, the average answered less than one-fifth of them.

The most disquieting result is that so many students can have taken our school courses until attaining the age of at least sixteen years without learning to think in true time relation. It is not from the point of view of the educationist a very serious matter that this or that fact is forgotten by a pupil ; it is matter of grave concern if the pupil has not learned to think connectedly and to arrange his facts aright in the great categories of time, space and causation. We are not very much surprised that some pupils misplace facts of profane history in relation to one another and to those of sacred history. We can excuse the pupil who makes Julius Cæsar a contemporary of Alexander the Great, or that other who assigns to the same century, Alfred the Great and the Apostle Paul, or even the

three who think Christ and the great Alexander to have been contemporaneous. But in these days of schools that teach biblical history, of Sunday Schools in which the Bible and the catechism are the text-books, and of weekly sermons by professional experts in the book of books, how is it that a teacher of two years' standing can place Abraham and Moses in the same century? that a teacher of one year's standing can place Paul three centuries before Christ, and Christ half a century before Moses? that a pupil who has passed the second grade academy examination can place Abraham one hundred years before Christ, Paul two hundred years after Christ, and Moses two hundred years after Paul? that another of similar standing can put Christ fifty years before Abraham, seventy-five years before Moses and Alfred the Great, and these in turn seventy-five years before Julius Cæsar? and that another shall arrange Christ, Abraham, Moses, and the Apostle Paul in this order chronologically at intervals respectively of one hundred and seventy-five years, seventy-five years and fifty years? One teacher of two years' standing answers two of the above questions, one of one year's standing is equally successful, but a third who has been an acceptable teacher for two years, answers none.

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

—THE sounds of joyous welcome to the Heir Apparent to the Crown of Great Britain and to his Most Gracious Consort have been ringing over all the Dominion from the Atlantic to the Pacific. An event unparalleled in the history of the Dominion has been taking place during the past few weeks, the absolute abandonment of a whole people to welcome their royal guests who in all human probability will become the future King and Queen of the great British Empire.

It is with much satisfaction that we note the high position that education holds in the community, as testified to by the honors that the King has been graciously pleased to bestow upon the Principals of three of our Universities: Upon Dr. Peterson, Principal of McGill University, Montreal, upon the Reverend George Grant, Principal of Queen's University, and upon Rev. Olivier Mathieu, Principal of Laval University, Quebec, the titles of Companions



of the Most Distinguished Order of St. Michael and St. George have been conferred. All educationists rejoice in these favors, not only because of the great worthiness of the recipients, but because of the distinct honor thus placed upon education in general.

—THE festivities in connection with the visit of the Duke and Duchess of Cornwall and York were saddened by the terrible calamity that threw into deep mourning the great Republic to the south of us. In her time of rejoicing Canada did not forget the nation that was grief-stricken, because wicked men, without provocation, had ruthlessly slain their leader.

—IN discussing "The Teaching of English Literature," a writer in *The Pilot* recently contributed some good sound common sense remarks on the subject. He confesses, what many teachers think, that examinations do not bring to the front the students who really enjoy and appreciate the author read. The boy who shows the greatest depth of thought in regard to one of Shakespeare's plays is often the boy who can neither spell nor use English correctly. His comments upon the play are not to be found in any *authorized notes* on the subject, and are therefore not admitted to count for marks. He has ideas, but as they do not coincide with those of men of great learning and deep research (though they are the best that the child mind could produce), they are ruled out. Children are encouraged to learn by heart the views of others on some literary work instead of expressing what they themselves see. A case is cited among several referred to by the author: "The question, if I remember right, was the character of Hamlet, or some point in his character (whichever it was I did not set it, though I looked over the answers). I came across one answer very mature in thought and expression. "What a remarkable child!" I said to myself. Then I came across another, identical with it in thought and expression except for a hideous blunder towards the close. This was enough. The same passage came under my eyes over and over again, sometimes with a hideous blunder, sometimes without. It was our old friend 'Gervinus' whom the astute teacher of a seminary for young ladies, anticipating the question, had made these candidates learn by heart." The author adds: "The results of such methods are not merely

negative; at the best they beget an aversion to literature, or a misconception of what literature means; at the worst they teach young minds to vent opinions in mangled forms, instead of gathering impressions for themselves. Much of our criticism is simply epidemic, a moral and intellectual cholera, and I deprecate the cultivation of its bacteria in the young."

—No teacher in the Province who can attend the meetings of the Provincial Association of Protestant Teachers, to be held in Montreal October 10-12, can afford to absent himself.

The mental uplift that comes from contact with applied enthusiasm can be obtained in no other way so well as in attendance at this meeting. It is not to the point for a teacher to say that he is not interested in the subjects laid down in the programme, for good pedagogical principles are exemplified in the teaching of each and every subject, and the enthusiasm of the live teacher is contagious. If your work is dragging and lacking in life, come and catch the inspiration of noble thought for noble work.

Elementary teachers will find Friday morning's work in the Elementary section of especial value. Model lessons are to be given in the important subjects of arithmetic, geography and grammar, by teachers of experience and recognized skill. The many other excellencies of the programme are printed in another column.

—WE heartily commend the enterprise of Mr. W. H. Johnson who sent to each subscriber to the *Bulletin of the American Bureau of Geography*, a neat little box containing specimens of lead and zinc from the Kansas-Missouri-Arkansas, mining camps, to illustrate his article, in the above mentioned magazine, on "The Lead and Zinc Fields of the Ozark Uplift." Each specimen is in a compartment of its own and is accompanied by a little strip of paper containing a minute analysis of the rock. On the inside of the cover of the box is a typical scene in the Kansas-Missouri-Arkansas mining region.

This idea might be utilized by teachers in an exchange of natural products of the various parts of the Dominion, for the purpose of making object lessons more useful and interesting. The teachers residing in the asbestos regions might make up little boxes, showing the various forms of

asbestos and some at least of the uses to which it is put in commerce, to exchange with the teacher who lives near the cotton industry. So we might go on. We shall be pleased to publish a list of objects that teachers would like to exchange, and would do what we could to facilitate the exchange.

—THERE was a misprint in the date of last month's Record. The words July-August ought to have read August-September.

—DR Farrell, of Halifax, Nova Scotia, the Canadian Delegate to the Congress on Tuberculosis, held in Berlin last May, sends to us a copy of the proceedings of that Congress. We have already brought before the notice of teachers the importance of sunlight, fresh air, good food and happiness in preventing the contraction of the disease, and the part that the teachers can play in wiping out the "White Scourge." Any teacher desiring to do a little gratuitous good work along this line may accomplish her object by spreading abroad the tidings sent to us by this Congress that the food supply of many children is so limited that they have not strength to withstand the disease. Dr Farrell says:

"While much was said at the Congress about milk as a source of contagion, there did not seem to be sufficient attention given to the great value of milk as a food. Good pure milk, properly taken and digested, is one of the most valuable foods we have. It is one of the very few articles of diet which contains all the elements for the nutrition of tissue, and when pure and rich it is invaluable as a food, both for the prevention and cure of consumption. A pint of good milk has more value as a nutrient and tissue builder than a bucketful of soup, beef-tea bovril or meat extract of any kind. It is a food *par excellence* for the young. To have its full value it must be not only rich in cream but it must be pure. In case there is danger of infection in the milk, it should be Pasteurized, that is, treated twice at least to a temperature of 160° F.

There are two ways in this country by which children are robbed of their milk supply. One is the habit of giving young children tea as a drink at their meals, just as it is taken by their parents. The habit is injurious in two ways: the tea, as it is generally made, may be harmful and it

prevents the child taking so much milk. Another habit among farmers, which may not be very common, but which occurs often enough to be noticeable, is to take the largest amount of cream possible from the milk to make butter for the market and to feed the children on skim milk. By these means a great wrong is done to the child; its tissues are ill-nourished and it becomes an easy prey to the tubercle germ.

### Current Events.

—THE following are the officers of the Dominion Educational Association: President, Dr. D. J. Goggin, Regina, superintendent of education for the N. W. T.; Vice-Presidents, the heads of education for the different provinces; Directors, Principal Scott, Toronto; F. H. Schofield, Winnipeg; Dr. S. P. Robins, Montreal; G. W. Parmelee, Quebec; G. U. Hay, St. John, N. B.; Dr. J. B. Hall, Truro; Prof. Robertson, Charlottetown; F. H. Cowperthwaite, Vancouver; Secretary, W. A. McIntyre, Winnipeg; Treasurer, J. T. Bowerman, Ottawa.

## PROVINCIAL ASSOCIATION OF PROTESTANT TEACHERS OF QUEBEC.

OUTLINE PROGRAMME OF CONVENTION, OCT. 10-12, IN  
HIGH SCHOOL, MONTREAL.

### *Chief items.*

Wednesday, Oct. 9, 8 p. m.

Meeting of Executive Committee.

Thursday, Oct. 10, Morning, 10-12.

Routine business, Reports, etc.

Afternoon, 2-5.

Bookkeeping, Principal McBurney, B.A., Granby.  
Educational Waste, Principal Ford, Coaticook.

Evening, 8-10.

Addresses of Welcome, Ven Archdeacon Evans, D.C.L.,  
and others.

President's Address.

Music, etc.

Friday, Oct. 11, Morning, 9-12.

Section (a), Superior Schools—

- { The Teaching of the Classics—Miss Robins,  
B.A., McGill Normal School.
- { Round Table Talk—conducted by Principal  
Dresser, M.A., Richmond.

Section (b), Elementary Schools—

- { Grammar—Miss Nolan, Holton.
- { Geography—Miss Ross, Montreal.
- { Arithmetic—Miss McKechnie, Danville.

Afternoon, 2-5.

Manual Training. C. Johansson, Esq., McDonald Manual Training School, Montreal.

Some Notes on the Teaching of Modern Languages, Prof. Gregor, Ph. D., Montreal.

The Metric System, Prof. N. N. Evans, M. A. Sc., Montreal.  
Discussion opened by Lieut.-Col. Burland, B.A. Sc.

Evening, 8-10.

Physical Features of Canada, Ill'd Lecture, Prof. Adams, Ph. D., Montreal.

Saturday, 9-12.

Yukon and Alaska, Ill'd Lecture, Rev. E. I. Rexford, B.A., Montreal.

N. B.—Teachers who arrange for their own billets, as well as those who require them, should notify Miss Peebles, Montreal.

W. A. KNEELAND,  
Corresponding Sec'y.

—THE *School Journal* of New York, in reviewing the last 100 years in education, says :

“The greatest achievement is, no doubt, the establishment of the free common school for the universal education of the people. Deep-rooted prejudices had to be overcome, one by one, before the upbuilding could be begun. The thought that the poor are as much entitled to a good education as the rich had not entered the public conscience a century ago, the several leaders were valiantly fighting for

its practical recognition. To-day it is universally recognized that the education of the masses is the paramount necessity in a democracy."

It places chief among the builders of the common school Luther, Comenius, Basedow, Thomas Jefferson, Horace Mann and Pestalozzi. Luther established the idea of civic obligation and state authority in public education. Comenius outlined the first complete scheme of education, extending from the mother's school to the university. Basedow began the conversion of the world to the principle of a secularized public instruction. Thomas Jefferson introduced the idea of the complete system of the free education of a people at public expense. The adoption of a plan for the universal education of the people in common schools, free to all was largely the result of Horace Mann's heroic advocacy.

The next great step was the liberalization of education for women.

—BABYLONIAN LIBRARY DISCOVERED.—The University of Pennsylvania has been supervising the excavations in Babylonia for a period of ten or twelve years, and during that period many valuable discoveries have been made. The finds of the past year, however, have far surpassed in value those of all previous years. The great temple of Nippur has been found and the great library partially unearthed. Seventeen thousand tablets covered with cuneiform writing have been taken out, and 150,000 more are known to be in rooms yet to be excavated. Prof. Hilprecht, who is leader of the exploring party, says: "These tablets are of special value because of their national character. They contain the myths and accounts of the ancient wars of the Babylonians and their rules of grammar, mathematics and astronomy.

The city of Nippur has been identified with ancient Calneh (see Genesis, chapter X, verse 10), and the history of the Babylonians carried back to 7,000 years before Christ. It is thought that a translation of the many tablets recently discovered will even extend their history to a yet earlier period. Besides the temple and library, a grand palace, with a frontage of 600 feet, has been unearthed. This was covered beneath some 70 feet of debris. It is thought to be the dwelling of the priest-kings of Nippur.

—*The Pathfinder.*

—GERMS IN MODELLING CLAY.—It will soon be easier to tell what familiar articles are free from disease germs—if any are—than what are dangerously infected with them. The health inspector of Montclair, N. J., now reports that he finds the modelling clay used in common by pupils in the kindergartens and elementary schools an active agent for carrying disease microbes. The germs of typhoid, diphtheria, etc., are able to live in the clay a number of weeks, he finds, and the only way to sterilize it is to bake it at a high temperature for 45 minutes or more.

—THE ministerial decree for the simplification of French syntax has been withdrawn. It is expected that a second decree bearing the stamp of approval of the French *Académie* will soon be forthcoming.

—CLASSIC ART REJECTED FOR THE SCHOOLS.—The board of regents of the University of the State of New York has prepared a list of one hundred works of art—paintings, sculpture and architecture—for use in the public schools of the state. Many famous classics are omitted. Some of these were left out because they would be objectionable to Hebrews, some because they were too nude, and others because they did not represent the artist's best ability. The choice of the list was based on the views of seventy-five persons, representing all classes of patrons of the public schools. Among the works excluded are the madonnas, Da Vinci's "Last Supper," Meissonier's great war piece "1807," because it suggests war. The others rejected include "Venus of Milo", Praxiteles' "Hermes" and Rosa Bonheur's "Horse Fair", the latter because the critics considered it "second rate".—*Our Times*.

—"I've kep' school", said a Kentucky mountaineer, whose eyes were opened by a visit to Berea College, "but I can't say I've ever taught." With more adequate provision for training and an ever-rising standard of qualification, the pedagogical profession is taking on a new dignity and power. All the more important is it not to rush things, for the finest results must depend on full tides of vitality. In twelve states associations of teachers met during the recent holidays. Schoolroom work is wearing to brain and nerve, and it is open to question whether it is wise to pack the vacations with shop-work, however attractive or handsomely done.—*Youth's Companion*.

**Model Lessons.****THE FOUNDING OF MONTREAL**

By Miss Isabel Brittain, B A., High School, Montreal.

*Books of Reference.*

Kingsford's "History of Canada", vol I.

Parkman's "Jesuits in North America" chapters XV and XVIII.

Bourinot's Canada, pp. 133-137.

Winsor's "Cartier to Frontenac."

To pupils who live in the Province of Quebec or indeed in Canada, what could prove more interesting than a lesson on the founding and early life of the Metropolis of their country.

To teach this lesson do not allow the pupils to use a text-book at all ; but, as important names are mentioned from time to time, write them on the board, and allow the pupils to copy them with a word or two of explanation.

If the lesson is taken up in Montreal or its neighbourhood, mention such names as Place d'Armes, Place Royale, Hôtel-Dieu, Maisonneuve and Mance, which they are familiar with ; and tell them that there are most interesting facts in Montreal's early history in connection with each of these names. This will give them something to look forward to.

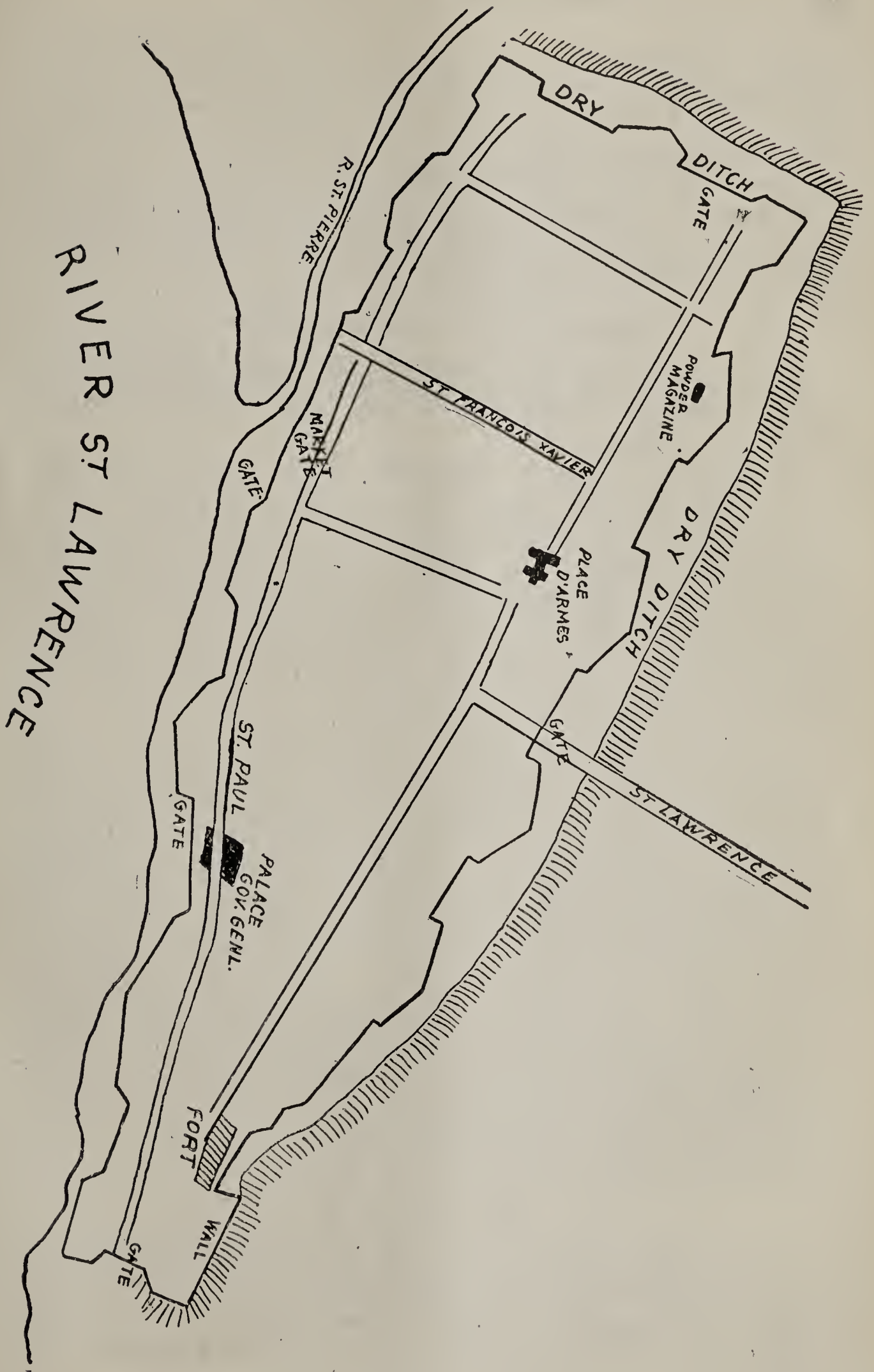
**LESSON PROPER.***Geography of Lesson.*

Draw on the board, before the pupils, a map of the river St. Lawrence about as far up as Lake Ontario, marking with especial distinctness the river Ottawa, and the island of Montreal. Direct the attention of the class to the physical features of the land on either side of the river, and note the great perseverance of the early explorers in continuing their journeys, when they saw the rugged and barren nature of the lower St. Lawrence.

Mark on the map places where settlements had previously been made, viz. :—Quebec, Three Rivers, Tadousac, and the Richelieu and L. Champlain, because of their exploration. From this outline and their previous study they have an idea of the condition of the country, as regards its settlement, before Montreal was founded.



Map of Montreal about 1750.



Now let them study particularly the geographical position and physical features of the island itself, and find out why the city has become the metropolis. The great importance of its position at the junction of the two great rivers, and at the head of navigation, must be realized.

Montreal's position in the country being learned, draw on the board an enlarged map of the island and show where the city, mountain and Lachine Rapids are located.

*Motives which led to its foundation.*

Meanwhile, in France, what events were taking place, which led to the foundation of this mission station with its threefold nature ?

Mention the names of Olier and Dauversière, and tell how wrapt up they were in the desire to perform this work, and of the resources they collected, also that a great deal of the money was supplied by wealthy ladies in France. Montreal was a mission station dedicated to the Virgin, and the settlers were to found a convent, seminary and hospital. Their idea in founding the latter was to teach the Indians about the love of God, by showing them the love and goodness of mankind.

As Olier and Dauversière were unable to go out to Canada, Paul de Chomedey, Sieur de Maisonneuve, was chosen as the executive head of the expedition. Great self-sacrifice was shown by all those who went out, but especially by the leaders. Now we come to the names of Maisonneuve and Jeanne Mance, which ought to be written down by the pupils. Associate Jeanne Mance's name with the foundation of the Hôtel-Dieu hospital, a name with which they are familiar. The first hospital was built quite close to the river, outside the pickets. Speak of the site and dimensions of the present hospital where they have many relics of Jeanne Mance, also a portrait of her, which one of the sisters was much pleased to show me, when I visited the Hôtel-Dieu.

*The Expedition.*

About sixty persons left France to carry out this enterprise, Maisonneuve and Jeanne Mance with others, sailing from La Rochelle in 1641. They arrived at Quebec, where they were obliged to winter, in the autumn of the

same year. Here the dangers and difficulties of their undertaking were clearly presented to them by Montmagny, the Governor at Quebec.

Undaunted, Maisonneuve determined to press on ; and in the spring of 1642, he, with his followers, sailed up to Montreal, accompanied by Montmagny and a rich and talented lady, Madame de la Peltrie, who left the nuns at Quebec, to cast in her lot for a time, with those at Montreal.

Maisonneuve landed at Pointe-à-Callières or Place Royale, as it was before this called by Champlain who had spoken of this spot as a suitable site for a colony. This is now Custom House Square ; show its position on the enlarged island which was drawn.

### *Montreal.*

The first act of the new arrivals was the celebration of mass, performed by Father Vimont, and in connection with this, and the voyage up the river, read to the pupils pp. 207-210 from "Jesuits of North America." This account of the birthday of Montreal is so beautifully given, that they cannot fail to be impressed. Fortunately, while constructing their fortifications, they were unmolested by Iroquois who were unaware of the settlement. Later on the inhabitants were kept in continual dread by these Iroquois, who showed great persistency in attacking small parties and individuals. Tell how an act of kindness in receiving a refugee Algonquin revealed the settlement to the enemy. Describe the difficulties under which agriculture was carried on, and the exploit of Maisonneuve, which is supposed to have taken place on Place d'Armes Square, hence the name.

This spot is marked to-day by a magnificent statue of the founder of the city, with a smaller representation near the base, at one corner, of Jeanne Mance binding up a child's wound. Give a short account of the figures at the other three corners, and describe the four *bas-reliefs* and the scenes they depict, giving altogether a full and accurate description of the monument.

Show to the class a picture of the monument or of Maisonneuve and Jeanne Mance, or what will be much better, if the pupils live in the city, take or encourage them to visit the monument and make a study of it. They will be amply repaid, looking at it from the point of

view of its historical associations, and also as a work of art. At the same time visit the Place Royale, although the spot is much changed, as the little stream, at the mouth of which Maisonneuve landed, now courses in a sewer beneath the street.

The pupils having taken down the date of the founding, and four or five names mentioned during the lesson, are now in a position to prepare a home lesson on the subject, which might be of this nature.

Let them write out or prepare to write out, a short account of the work, under such heads as position and physical features of Montreal, motives which led to its founding, nature and object of the colony, when and by whom founded.

In teaching and learning this lesson let our object be to live and feel for the time being with the people who participated in the founding. Breathe the atmosphere of 1641. One is so apt to forget that those people, although it is more than two hundred years ago, lived and thought and felt as we do. Anything which will help to bring us back to that period is invaluable. For this special lesson a visit to the woods would be very helpful, but if this is impracticable, Parkman will be a wonderful aid. He seems to breathe the air of the age of which he speaks, and as we come up the river with Maisonneuve and his party, we can hear quite plainly the songs of the birds and the lapping of the water against our boats.

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

### REMINDERS TO TEACHERS.

—It is work alone that educates. The early stages of work with the child, we call play. Play is often very hard work indeed, but delightful work to the child, for he directs it. Can we not use this truth in education and hand over more of the directing to the child, that the work done may become more pleasant.

—“ONLY the complacent, non-progressive teacher shuns contact with contemporaries, or can afford the absence of professional intimacies.”

—It never rains roses ; when we want more roses we must plant more trees, says George Elliot. When the

nation wants a truer estimate of life among its people, it must sow a more generous spirit of education in the common schools. The end of life is not the making of money nor the gaining of fame and distinction; neither is the end of education the seeking of prizes, diplomas, degrees and percents.

—HELP children to cultivate the habit of cheerfulness.

—ALL good work is purposeful.

—KNOWLEDGE given to the child is often too much condensed. Condensation should not come first but last.

—TRY earnestly to love every child who sits in your schoolroom. You may leave if you do not enjoy the work, but the child must stay and endure.

—EFFECTIVE teaching cannot be accomplished by the teacher who is a mere copyist.

—TOO MUCH GRIND.—In many an urban street and avenue, boys and girls on their way home from school, in these spring afternoons are seen carrying thick and weighty bundles of books. Is it not possible that they are expected to study to excess outside of school hours? Is there not now and then a tendency to do too much stuffing in too short a time in our methods of education?—*New York Tribune.*

—THE *London Academy* is a good authority on English style. It says: "Serao is an industrious journalist in Naples, and if ever a writer reflected his environment, she does." Few writers would so boldly use "his" and "she" in connection with each other. In other words "his" becomes of common gender. Many people, in order to avoid using "his or her" in such a sentence as "Every teacher will use his or her discretion," blindly use "their." This is of course wrong; but it seems to me "his" can be used generically in such cases with propriety and advantage. A queen is ruler of a kingdom, not of a queendom. The masculine can be inclusive of the feminine. Was not Eve made from Adam's rib?

—TRAIN your pupils to recite in good English, but do not worry them by interruptions while they are speaking. Make a note of incorrect or inelegant expressions. It would be a good plan at the beginning of the next lesson

on the same subject to have the *corrected* expressions on the blackboard and have a short drill on them.—*Educational Review*.

—WRITE these sentences and commit them to memory in order that you may be able to use them correctly in conversation :

It is I.	Is it I?	Whom do you wish?
It is he.	Is it he?	I see who you are?
It is she.	Is it she?	For whom must I call?
It is they.	Is it they?	Who goes there?
It is for me.	Is it for me?	With whom shall I go?

—*Teachers' Institute*.

Replace the dash, opposite each of the following nouns by a suitable verb, and similarly supply a subject for each verb given below :

Emma _____.	_____ write.
Sheep _____.	_____ sings.
Meat _____.	_____ roll.
People _____.	_____ wash.
Worms _____.	_____ cuts.
Lord Strathcona _____.	_____ scratch.
Kitchener _____.	_____ drink.
Men _____.	_____ crawl.
Thought _____.	_____ read.
Knowledge _____.	_____ thinks.
Paste _____.	_____ scream.
Teachers _____.	_____ teach.

Another exercise in composition is to note the many ways in which a person's name may be written, try your own name in the manner appended :

William Makepeace Thackeray.

William M. Thackeray.

W. Makepeace Thackeray.

W. M. Thackeray.

W. M. T.

—TEACHERS who have in view an object lesson on "slate pencils" will find useful the following clipping from one of our exchanges :

THE MAKING OF SLATE PENCILS.—Formerly all slate pencils were cut bodily from the solid slate, just as it is dug from the earth. Pencils made in this way would general-

ly contain more or less grit, which would cause the pencil to scratch. To overcome this objection a process was introduced whereby the slate is ground to a very fine powder and bolted through fine silk, all the gritty particles being thus removed. The powder is then made into a dough by moistening it, and formed into the final shape by being forced through dies under heavy pressure. The pencils are made in lengths of three feet or more, and then cut up while still soft. They are then allowed to dry in the open air and are finally annealed in a kiln. Pencils can be made in this way from the small fragments and waste from commercial slate, the material thus costing nothing. It is a good proof that the new method has supplemented the old when a single concern at Chattanooga, Tenn., made last year 20,000,000 pencils of this kind.

—“EDUCATION!” exclaimed Dr. Samuel Hanson Cox, an eminent Presbyterian minister of the last generation, “Education! What an idea! Generalized, it covers all time, affects all eternity!” Education! It is the transforming influence of the world. It is the difference between the United States and Mexico, between England and Turkey. It is the basis of our Christian culture. It takes the Indian of the plains, and puts him into the shop of the mechanic. It takes the negro from the cabin, and makes him the owner of a plantation. It carries the Bible to the cannibal and makes him a child of the Kingdom

Education seizes the pencil, and the world stands in admiration before the Last Supper and the Sistine Madonna, Da Vinci and Raphael.

Education takes the chisel, and from the marble block appears the glorious Jupiter of Phidias and the majestic Moses of Michael Angelo.

Education of the hand and heart, of the mind and soul! Unceasing, endless, infinite, eternal! No subject too profound for its grasp, no thought too exalted for its touch.

Moses and St. Paul, Plato and Demosthenes, Luther and St. Augustine, Newton and Shakespeare, Goethe and Mendelssohn, Edwards and Emerson.

Could I in stature reach the pole,  
Or grasp creation in my span,  
I'd still be measured by my soul:  
The mind's the stature of the man.

Prof. W. W. Davis in the *Lutheran Observer* :

—THE interests of father, mother and teacher with regard to the child should be identical, along many lines. If teachers would constantly say to themselves, "If this were my own child what would I like done with it," there would be less friction between teachers and parents.

—MAKE SOMETHING STICK.—Much is said now-a-days about making school work pleasant, about making children happy, about exciting and cultivating interest in study, about escaping the bondage to the text-book, etc. This is all well, and full of hope for the future. I want merely to say that the teacher must not be carried off his feet, and come to feel or to lead his children to feel, that there is no work to be done, no difficulties to be overcome, no unpleasant things to face and conquer, no necessity for storing away what is learned in such a careful, methodical, perhaps laborious way, that it can be readily and accurately recalled when it is wanted.—*School and Home Education.*

### Books Received and Reviewed.

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

—LONGMANS, GREEN & Co., NEW YORK.—Chatty Readings in Elementary Science. We can most heartily recommend these books for supplemental reading in science, and for school libraries. The books (three in number so far) are graded as to difficulty. The printing, coloring and engraving, are all good, and the subject matter is most interesting and useful. The simple reading of these books would tend to arouse the curiosity of children in regard to nature.

—B. F. JOHNSON PUBLISHING Co., RICHMOND, VIRGINIA. Johnson's Physical Culture. Price 25 cents. This is an admirable little work, especially valuable for small country schools.

—UNIVERSITY PUBLISHING Co., NEW YORK, BOSTON, NEW ORLEANS.—The Courtship of Miles Standish and other poems. The press work is clear and the binding good. For a critical study of this poem of Longfellow, the Standard Literature series is very good. Price, paper 12½ cents, cloth 20 cents.



**Correspondence.**PROVINCIAL ASSOCIATION OF PROTESTANT  
TEACHERS OF QUEBEC.

*To the Editor of the* EDUCATIONAL RECORD :

Permit me through your columns to announce to teachers commissioners and others, the Annual Convention of Protestant Teachers to be held in the High School, Montreal, on Oct. 10, 11 and 12, 1901. Attention has already been called to the very interesting programme; we now add a few words of instruction to those who are coming:—Purchase an ordinary first-class ticket to Montreal, and at the same time ask the Station Agent for a "Standard Certificate form." Present this to the treasurer in Montreal, on Thursday, 10th, for signature. When buying a ticket for the return trip, show this signed certificate to the Station Agent in Montreal 15 minutes before train time, and the rate for return will be one-third. The R. & O. Nav. Co. will issue return tickets at one and one-third fare, good to leave 8th, 9th and 10th, and return up to 15th Oct. Lady teachers requiring billets must apply to Miss Peebles (McGill Normal School) *on or before* Oct. 9th, or the High School on the 10th Oct., and must see her at the High School *before* 11 *a. m.* on Saturday, 12th, so as to get the rebate allowed, which is 50 cents a day towards board and lodging.

Thanking you for your courtesy,

I am, dear Mr. Editor,

Yours faithfully,

W. A. KNEELAND,

Corresponding Secretary.

Riverside School, Montreal, Sep. 16, 1901.

**Official Department.**

DEPARTMENT OF PUBLIC INSTRUCTION,

Quebec, May 17th, 1901.

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

Present:—The Rev. W. I. Shaw, LL.D., D.C.L., in the chair; George L. Masten, Esq.; Professor A. W. Kneeland, M.A., B.C.L.; the Rev. A. T. Love, B.A.; the Right Rev. A. H. Dunn, D.D., Lord Bishop of Quebec; Samuel Finley, Esq.; H. B. Ames, Esq., B. A.; Gavin J. Walker, Esq.; the Rev. E. I. Rexford, B.A.; Principal S. P. Robins, LL.D., D.C.L.; John Whyte, Esq.; James Dunbar, Esq., K.C., D.C.L.; E. W. Arthy, Esq. and W. L. Shurtleff, Esq., LL.M.

The meeting opened with prayer by the Rev. A. T. Love.

The minutes of the last meeting were read and confirmed.

Apologies were submitted for the absence of Dr. Peterson and Mr. Maclaren.

The Chairman introduced Mr. Shurtleff, who replied to the welcome extended to him.

The Secretary made his report upon the state of business, and read a letter from his Excellency the Governor General in acknowledgement of the resolution of the Committee in relation to the death of Her Majesty Queen Victoria.

It was moved by Dr. Robins, seconded by Mr. Finley, and

*Resolved*,—“ That having observed with deep regret the demise of the late Reverend Abbé Verreau, who, from the establishment of Normal Schools in this Province, in the year 1857, occupied with marked success the important position of Principal of the Jacques Cartier Normal School, the Protestant Committee of the Council of Public Instruction desires to put on record its appreciation of the educational labours of the eminent ecclesiastic now removed from his life-long service, to express by the transmission of this resolution to the Honourable the Superintendent of Public Instruction, and to the press, its high estimate of one, who, in the history of our native land has become a recognized authority; and to offer a tribute of profound sym-

pathy with his personal friends in their sorrow at the loss of an amiable and much respected friend, whose faithfulness in duty has been a continual inspiration to his co-labourers."

A letter from Mr. C. S. Holiday was read, when it was moved by Mr. Rexford, seconded by Mr. Arthy, and

*Resolved*,—"That the Inspector of Superior Schools be instructed to prepare an alternative paper in French for Grade II Academy on the Progressive French Reader, Part II, the first seventy pages."

Mr. J. A. Nicholson's application for a special paper in French for one pupil was not entertained.

The Secretary was instructed to say, in reply to an enquiry from Mystic, that owing to the small number of model school pupils now and for some years attending the Mystic model school, and considering the proximity of Bedford academy, the Committee thinks it best, in the general interests, to remove the Mystic school from the model school list.

A letter from Mr. Dewar was read asking for the payment of a grant of \$50.00 to Chelsea, which lapsed in 1898. The Committee resolved that in the circumstances the payment could not be made.

A letter from Mr. E. W. Arthy regarding text-books, and one from Inspector Parker respecting teachers' diplomas, were read and laid on the table.

Letters from the Messrs. Grafton and from Mr. Renouf, asking for the authorization of certain text-books, were read and referred to the sub-committee on text-books.

It was moved by Mr. Whyte, seconded by Mr. Walker, and

*Resolved*,—"That the Secretary of the different municipalities obtain from the teachers the date of the visits of the Inspectors and the length of time spent in the school, and that the Secretaries communicate the same to the Department with their reports.

The Secretary reported that there was a vacancy on the Protestant Central Board of Examiners in consequence of the departure to England of the Rev. Dr. Adams. It was

*Resolved*,—"That the Lieutenant-Governor in Council be requested to confirm the recommendation, hereby made, of John W. McOuat, B.A., of Lachute, to fill the vacancy just mentioned."

The Secretary asked for an interpretation of the resolution of the February meeting in regard to the examination to be provided in the Normal School for such pupils as wish to take the grade II academy examination in order to enter the Normal School.

It was declared that after this current year all pupils must take grade II examination in the Normal School or elsewhere, and that the special certificates from certain schools in Montreal shall not thereafter be accepted in lieu of this examination.

The Secretary laid on the table:—(a) A map marking the site of each superior school in the Province. (b) A catalogue of specimen text-books now on file in the Department. (c) A list of Protestant teachers with a statement of the length of their services in their present positions, and in the Province, respectively.

The Secretary was instructed to send the catalogue to the Chairman of the Text-Book Committee for his information, and to send him samples of any books mentioned therein, should he desire them for examination.

The Secretary was further directed to lay on the table, at each meeting of the Committee, a list of such specimen copies as may be added to the present collection, in order that the Committee may ask for the examination of any book that it may seem desirable to adopt.

Bell's Latin Course, already received, is to be examined by the Text-Book Committee.

A letter from Mr. M. Hutchinson, K. C., was read. The Committee resolved,—“That since the question raised therein as to the permission to issue debentures for school purposes relates by law to the Superintendent of Public Instruction and the Lieutenant-Governor in Council, the Committee does not judge it expedient to make any recommendation in regard thereto, especially in view of the fact that the time at the disposal of the Committee does not give opportunity for a full consideration of such questions.”

A statement was read by the Secretary, showing that the sum of fifteen hundred dollars had been paid to the Committee by the Government on the 21st of June, 1900, in order to remunerate him for additional work done in connection with the revision of the school law during the past few years. It was resolved that the said sum be transferred to the Secretary.

The Rev. E. I. Rexford read the report of the sub-committee on the course of study, which, after being considered, clause by clause, was adopted.

Professor Kneeland read the report of the sub-committee on June examinations, which was adopted, and reported on behalf of the sub-committee concerning bursaries for candidates for elementary diplomas as follows :

(1) That fifty bursaries of \$20.00 each be provided, of which ten shall be reserved for distribution by the authorities of the McGill Normal School.

(2) That of the remaining forty bursaries, five be allotted to each of the Protestant Inspectorates of the Province, save that for the counties of Gaspé and Bonaventure, there shall be five allotted to both.

(3) That candidates shall not be residents of Montreal or its suburbs.

(4) That they shall have furnished to the Secretary of the Protestant Committee, before the May meeting thereof, a statement from the head of the school, endorsed by the Inspector of Superior Schools or by the Inspector of Common Schools in Gaspé and Bonaventure, that the candidates for the bursary are naturally fitted for the work of teachers and are in good health. This condition may be waived in the distribution of the ten reserved bursaries above mentioned

(5) That a sub committee appointed at the May meeting, annually select from the number of applicants from each Inspectorate those whose cases appear to them the most deserving, and report to the Protestant Committee at the September meeting. This sub-committee shall have power to adjudge such bursaries as may not be awarded in one or more Inspectorates, to such surplus candidates from other Inspectorates, as may appear to them most deserving.

(6) That in case any candidate entitled to a bursary under the above regulations, should elect to enter the advanced elementary school class of the Normal School, his bursary shall be augmented from the funds of the McGill Normal School, by a sum sufficient to render it equal to the bursary paid to members of that class.

(7) That these bursaries be paid by the Principal of the McGill Normal School under the same regulations as govern the payment of bursaries to those holding advanced elementary and model school diplomas as far as these are

applicable ; and to this end that the sum appropriated be credited to, and deposited in the Bank with the Bursary Fund of the McGill Normal School.

The sub-committee on text-books reported in favor of authorizing Renouf's Easy Exercises in English, a book designed to precede West's Smaller Grammar, and Grafton's New Elementary Geography which is designed to precede The New Canadian Geography. The latter book is to receive authorization only on condition that it be made fully satisfactory to the sub-committee. The report was adopted.

The Rev. Dr. Shaw reported on behalf of the sub-committee on the examination of documents submitted by applicants for diplomas upon extra-provincial diplomas. The report was adopted as read.

The examination papers for June, prepared by the Inspector of Superior Schools, were laid on the table, when it was moved by Mr. Whyte, seconded by Mr. Walker, and

*Resolved*,—"That the examination papers laid on the table to-day by the Inspector of Superior Schools be referred to a special sub-committee consisting of Mr. Arthy, Professor Kneeland and the Rev. E. I. Rexford, to confer with Dr. Harper concerning some changes to be made in compliance with the report submitted to this Committee last September by the supervisors.

The list of deputy examiners, as prepared and submitted by the Inspector of Superior Schools was approved, and his interim report upon nine academies and thirteen model schools, which have been visited since the February meeting, was laid on the table after the reading of the Chairman's summary.

The financial statement was submitted by the Secretary :

*Receipts.*

1900.

Nov. 19th—Balance on hand.....	\$3,692 90
March 4th—Deposit Government Grant.....	1,500 00
	<hr/>
	\$5,192 90
	<hr/> <hr/>

*Expenditure.*

1900.			
Dec.	6th—G. W. Parmelee, salary.....	\$	62 50
Dec.	20th-- <i>Chronicle</i> Printing Co., minutes and extra tabular statements.....		18 00
1901.			
Jan.	7th—J. M. Harper, express, postage, etc.		228 68
Jan.	9th—J. M. Harper, salary.....		300 00
March	1st—G. W. Parmelee, salary.....		62 50
March	9th—James Perry, for 6 tables for use of June Examiners.....		14 25
March	30th-- <i>Chronicle</i> Printing Co., 100 copies minutes of November meeting...		7 00
May	1st—J. M. Harper, salary.....		300 00
May	17th—Balance on hand.....		4,199 97
		\$	<u>5,192 90</u>
	Balance on hand as per B. B.....	\$	4,214 22
	Outstanding cheque.....		14 25
	True balance.....	\$	<u>4,199 97</u>

*Special Account.*

1901.			
April	17th--City Treasurer of Montreal.....	\$	<u>1,000 00</u>

*Contra.*

1901.			
April	17th--Dr. S. P. Robins, for Normal School.....	\$	<u>1,000 00</u>

A sub-committee for the preparation of the superior education grants for next meeting was appointed, to consist of the chairman and the teachers' representative, *ex-officio*, and Messrs. Rexford, Love and Masten.

There being no further business, the rough minutes were read and the meeting adjourned till Friday, the 4th of October next, unless called earlier by order of the Chairman.

G. W. PARMELEE,  
Secretary.

## TEACHERS' PENSION FUND.

## REVENUE AND EXPENDITURE ACCOUNT FOR 1900-01.

	<i>Revenue.</i>			
	\$	cts.	\$	cts.
4 p.c. on grant to Public Schools.....	6,400	00		
4 p.c. " " " Superior Schools..	2,000	00		
2 p.c. on salaries of Profs. in Normal Schools.....	593	39		
2 p.c. on salaries of School Inspectors	715	92		
2 p.c. on salaries of Teachers in schools under control.....	17,491	76		
2 p.c. on pensions paid during the year.....	812	91		
Stoppages paid by teachers them- selves.....	49	42		
Interest on capital to 1st July, 1900.	9,258	97		
Annual grant from Government.....	5,000	00		
Balance in hand from last year.....	744	71		
Total ..	—————		43,067	08
<i>Expenditure.</i>				
Pensions paid out of annual Revenue	41,816	00		
Refund of Stoppages .....	256	87		
Cost of management.....	307	56		
Pension of Elise Ouellet, reimbursed	11	47		
Balance in hand .....	675	18		
Total .....	—————		43,067	08
<i>Capital Account.</i>				
Amount of capital 1st July, 1900 .....	185,890	20		
Stoppages on pension for capital.....	1,043	68		
Other stoppages.....	8	16		
Total .....	—————		1,051	84
Pensions paid out of capital...\$341 23				
Refund of stoppages out of capital.....	52	41		
	—————		393	64
Balance belonging to capital.....			658	20
1st July, 1901—Total capital to date.....	—————		186,548	40



THE  
EDUCATIONAL RECORD  
OF THE  
PROVINCE OF QUEBEC.

---

No. 11.

NOVEMBER, 1901.

VOL. XXI.

---

All around me every bush and tree  
Says Autumn's here, and Winter soon will be,  
Who snows his soft, white sleep and silence over all.

—LOWELL, "An Indian-Summer Reverie."

**Educational Experiments.**

**STUDY OUT OF SCHOOL HOURS.**

To require home study of pupils or not to require it has been for years, and is now, one of the questions which have vexed parents and teachers. Teachers, some of them, have said it was necessary, others that it was unnecessary; parents, some of them, have said their children needed the home hours for recreation, others that they should be kept at their books so that they might not get into mischief. Meanwhile no one has made a thorough study of the question to determine whether pupils succeeded as well without as with study out of school hours. However, the New York *Evening Post* is authority for the statement that experiments have recently been conducted in three San Francisco schools, apropos of a bill prohibiting the requirement of home study by pupils in certain grades of the grammar schools, which is now awaiting the governor's signature. In commenting upon the experiment the *Post* says:

The principal of one school, after making a careful comparison of the work achieved by the class from which home work was not required with that of other classes, confessed his surprise to find that the "no-home-study"

class holds its own with the rest. I have watched the work closely; and the examinations were carefully prepared and conducted. I desire to continue the experiment further. From another school there came a joint report signed by several teachers declaring: "The work of the no-home-study section has equalled in every respect that of the home-study sections." The teachers add that in their judgment pupils should do the greater part of their work within school hours. The principal of the third school reported that the percentages of the pupils not required to study at home were as high as and even higher than they had been when home work was imposed. He added that in addition to the good results shown in the lessons there was also an improvement in the deportment of the pupils under the new system. The experiments are to be continued on a more comprehensive scale, and the San Francisco papers hope that the Board of Education will see the wisdom of relieving childhood from one of the onerous burdens put upon it by the present system of public education.—*Prof. M. V. O'Shea in The World Review.*

—THAT a scholar is not the product of lecture courses is a self-evident fact. Scholarship is attained by hard persistent solitary toil; by a constant mental discipline deliberately undertaken by the student himself. If the methods of the kindergarten and primary school were continued throughout school life and followed up in after life merely by lecture courses, we should have no scholars in a few years. The child must be taught to rely more and more upon himself, and less upon the teacher. Now the best independent work can be done away from the school and all suggestion of possible help. The school hours might be made shorter to allow of this independent work in the higher classes of the school and the hours that the child is actually in school might be utilized to greater advantage in bringing him to a proper condition to do independent work, but to cut out homework entirely from the higher grades would be a serious mistake. For the first two years of school life homework is confined to collecting material for nature study and has nothing to do with books. For the next three years the utmost care should be taken to see that the impossible is not given to pupils to do, and that the time for homework is very short, but

gradually on the increase. With years comes responsibility, so the older pupils should be made to feel that they must do more and more independent work. We are aiming to produce strong, capable, independent men and women, not a race of weak, incompetent, dependent creatures, the prey of anybody and everybody. The great waste of child energy is not in the doing of home lessons, but in long school hours profitlessly employed, in the assigning of home lessons without proper care, and in want of system in dealing with the lessons that have been assigned. It is a great incentive to independence for a boy to know that no trifling excuse will be accepted in lieu of a good recitation.

### Editorial Notes and Comments.

—IT has been suggested that the poetical quotation from Samuel Cole, that found its way into the columns for "Current Events," in the September number of THE RECORD, was perhaps as novel a piece of news as could have found its way there. Even quotations from Shakespeare and Milton might possibly, with advantage, figure occasionally under such a heading without tarnishing the freshness of the Events.

—TEACHERS must raise their voices against society in its endeavors to fasten upon them the stigma "objects of charity." Teachers want salaries on which they can live. They are tired of being taunted publicly with the smallness of their stipends. Lewis Elkin, of Philadelphia (in the goodness of his heart be it said to his credit), has left an estate of nearly \$2,000,000 in trust for the benefit of aged and indigent school-teachers of that city. This gentleman would have conferred a much greater benefit on the teachers, as well as on the community at large, if he had given this sum towards increasing the salaries of teachers in Philadelphia, so that they might provide for their own old age. Whoever heard of such a legacy for worn out doctors and lawyers? A servant is surely worthy of his hire. How can a body of men and women looking to charity for support in their declining years train up a provident, independent race of men and women?

—APROPOS of the teachers' salary question, some of the members of Convention were for agitating to get special legislation to increase the salaries of elementary teachers: others saw the difficulty solved by giving bonuses to poor localities, while the more careful and thoughtful believed the best way of effecting any good result would be for all concerned in the matter "to reason together." But alas and alas for the salaries, we have "reasoned together" for many a long and weary day with the result that in some localities the monthly salaries have been raised from \$15 to \$18 a month. We have not yet gone as far as "to strike" as the Toronto teachers have.

—THOUGH the number of teachers who registered at the late Convention reached the high total of 443, several familiar faces were missed from the meetings.

—THE Convention of 1901 was a decided success, both as to numbers and as to the quality and quantity of the work accomplished.

The papers read were, without exception, thoughtful and practical. The discussions in the main were for the purpose of gaining some needed reform or establishing some truth and not merely for the practice of oratory on the part of animated vacuums.

The new feature of the programme "Model Lessons" was a great success. Miss Ross, Miss McKechnie and Miss Nolan, pioneers in this departure, have placed the Association under a debt to them in having so ably carried out its wishes with regard to these lessons. So successful were they that a resolution was passed asking the new Executive to place "Model Lessons" on the next programme.

As so small a number of those who wished to hear Miss Ross' lesson in geography could be accommodated in her class-room, we print, this month, an outline of the lesson with accompanying illustration, both, from necessity, considerably curtailed however.

—THE lectures to teachers of the city and district of Montreal are of unusual interest this year. We notice among them three illustrated lectures on historic countries of widely different types of civilization. "Egypt" (a Bickmore lecture), by Rev T. S. McWilliams; "Italy," by Dr. C. W. Colby, of McGill University, and "Ancient Mexico,"

by Prof. Starr, of the University of Chicago. To teachers of Latin, the lecture on Sunny Italy will prove of great value. We may hope to have Greece in the near future. The educational topics of the course are "Modern Principles of Hygiene as applied to Schools," by Dr. Ruttan, and "Commercial Education," by Dr. Wilson, Director of the Commercial Museums, Philadelphia. As the subject of "Commercial Education" was under discussion during the "Round Table Talk" at the recent Convention of teachers, Dr. Wilson's lecture will be awaited with interest by many teachers. "The Wood-pulp Industry of Canada" and the "Coal and Iron Deposits of Canada," the former by Prof. Penhallow, and the latter by Dr. Adams, both of McGill University, will serve to keep awake interest in the development of Canada. Prof. Lafleur's lecture on "Comparative Literature" will be looked forward to with pleasure by all who know Prof. Lafleur as a lecturer.

—AN exchange suggests that children should have physical exercise in polite manners as for example in bowing, shaking hands and sitting down. There is no doubt that practical knowledge of the essentials for pleasant social intercourse would be very helpful to the child. There is a great difference among children in this regard and the difference is largely due to the unequal benefits derived from parents. Incidentally the teachers might counteract much of the pernicious home training or supply the lack of home training in regard to the essentials of politeness.

It is a matter of grave concern with many thoughtful teachers and other citizens that good manners among children are on the decline.

—BIRTHDAY books are upon the teachers in a flood. The Editor would warn teachers to beware of what they subscribe their names to in the way of quotations, especially if their birthdays chance to be in the fall or winter season. Always read the quotation to which you affix your signature lest you find yourself in the same box with the teacher who appended her name to that sentiment of Shakespeare:

"I have lived long enough ; my way of life  
Is fall'n into the sear, the yellow leaf."

—RODGER Ascham in his Schoolmaster says: "Learning teaches more in one year than experience in twenty; and

learning teacheth safely when experience maketh more miserable than wise. He hazardeth sore that waxeth wise by experience. An unhappy master is he that is made cunning by many shipwrecks ; a miserable merchant, that is neither rich nor wise until after some bankruptcies. It is costly wisdom that is bought by experience. We know by experience itself that it is a marvellous pain to find out but a short way by long wandering ; and surely he that would prove wise by experience, he may be witty indeed, but even like a swift runner that runneth fast out of his way, and upon the night, he knoweth not whither. Erasmus, the honor of learning of all our time, said wisely that experience is the common school-house of fools and ill men. Men of wit and honesty be otherwise instructed, for there be that keep them out of fire, and yet were never burned ; that beware of water, and yet were never nigh drowning ; that abhor falsehoods, and never break promises themselves."

The normal schools save an enormous amount of bitter experience. Some months ago a teacher with no *experience* to fall back upon except that which she had gained by a two years' course of training in the McGill Normal School, but with much valuable *instruction* in the art of dealing with children, took charge of a very disorderly, unruly school. The first afternoon when work was finished she started to go home but found herself locked in by the pupils. About nine o'clock at night she was liberated. During the walk home, late at night, all the instruction of two years' bearing on the question was focused on this case of discipline, with the result that in less than a week the chaos of several years' standing was reduced to as perfect order as was necessary for properly carrying on the work of the school.

All teachers are not so quick to bring their knowledge to bear upon their difficulties. A little timely help and sympathy on the part of the principal of the school may be of great value to a young teacher. We must not expect as much from the young teacher as from the seasoned pedagogue.

—PROF. Richard T. Ely writing, in the *American Review of Reviews*, a sketch of the life of the late Prof. H. B. Adams, his colleague in the John Hopkins University, refers with special emphasis to his talent for discovering and developing the capacities of young men.

“ We were continually talking about our boys; and what has impressed me strongly in this connection has been his insight, his genius, in discovering talent where others did not see it, and the encouragement which he gave to concealed, covered-up, latent talent. I remember that years ago a gentleman who now is regarded by many as a leader in his own line, told me that Dr. Adams was the first one to encourage him to believe that he could make something of himself. And is it not a great thing, a very great thing, in a teacher to see capacity, to nurse it gently in early and feeble days and help to bring forth fruit in maturity? Some teachers in their critical severity seem to have a repressing influence; but Dr. Adams was always positive and constructive in his work and consciously so. I believe that everyone who ever studied under him will say that he never felt repressed by him, but, on the contrary, felt encouraged in making the most of his talents.”

### Current Events.

—THE conditions of the remarkable will of Lewis Elkin, just probated in Philadelphia, are as follows:

Any unmarried female teacher, who shall have taught in any of the public schools of this city for a period of twenty-five years, and has, at the time of her application, no means of support, shall receive from the income of my estate the sum of four hundred (400) dollars per annum, to be paid to her quarterly, clear of all taxes, during the term of her natural life, if she should continue without means of support for that period.

### IMPORTANCE OF MANUSCRIPT FOUND BY DR. PETERSON

The importance of Principal Peterson's discovery of the lost Codex Metellianus of Cicero is being widely appreciated. The *Classical Review* says: “ Dr. Peterson, of McGill University, Montreal, has discovered the lost Metellianus of Cicero, in a ninth century manuscript of Lord Leicester's library at Holleham. A facsimile from this codex appeared some twelve or thirteen years ago in Chatelain's *Paléographie des Classiques Latins*, but otherwise nothing has been known of it till now. By deciphering an erased library

mark, Dr. Peterson has proved that the manuscript was once at Cluni, and is in fact the volume numbered 498 in the catalogue of 1157-1161."

This find is of great interest on account of its history, and as justifying the work of modern critical editors. It contains the Catilinian, Caesarean and Verrine orations. It was, as its book-mark shows, one of the books in the library of the reformed Benedictine monastery of Cluni, in France, which was sacked by the Huguenots in 1562. Principal Peterson sent a copy of the book-mark to Mr. Leopold Delisle, of the Bibliothèque Nationale, Paris, and obtained a confirmation of this history.

The importance of the discovery consists in the light it can throw upon the true text of Cicero. The earliest copies known before were of the eleventh century, and many of the manuscripts were as late as the fifteenth and hopelessly corrupt. To obtain a correct version of the great orations the Germans had to collate forty-five different manuscripts. This codex is of the ninth century. It therefore carries authority back a couple of hundreds of years at one step, and as it bears every mark of being a most faithful copy of a very ancient original, it is quite possible it is only the second remove from Cicero himself. It bears out the contention of modern critics and gives additional authority to late manuscripts whose weight up till now has been estimated on internal evidence only. Altogether Principal Peterson may be congratulated on bringing to light a very interesting and valuable record of ancient literature.—*Montreal Witness.*

## PROVINCIAL ASSOCIATION OF PROTESTANT TEACHERS OF QUEBEC.

### NEW OFFICERS OF THE EXECUTIVE.

President..... ..	Rev. W. I. Shaw, LL.D., D.C.L.
1st Vice-President.....	E. W. Arthy.
2nd do .....	J. A. Dresser, M.A.
3rd do .....	Miss L. Robins, B.A.
Rec. Sec..... ..	J. W. McOuat, B.A.
Cor. Sec..... ..	W. A. Kneeland, B.C.L.
Treasurer..... ..	W. Dixon, B.A.
Cur. of Lib... ..	Miss Brittain, B.A.
Rep. Prot. Com..... ..	H. J. Silver, B.A.



Pension Com'rs.....	{	H. M. Cockfield, B.A.
	{	M. C. Hopkins, B.A.
G. W. Parmelee, B.A.		Rev. E. I. Rexford, B.A.
Inspector McGregor, M.A.		Miss E. Binmore, M.A.
James Mabon, B.A.		Rev. Ins. Taylor, M.A.
W. J. Messenger, M.A.		C. A. Humphrey.
J. H. Nicholson, M.A.		E. M. Campbell, B.A.
C. W. Ford.		Chas. McBurney, B.A.
A. MacArthur, B.A.		S. P. Rowell.
Miss M. I. Peebles.		

## CONVENTION COMMITTEES.

1. *Library Com.*—Miss Brittain, *Convener*.  
Rev. E. I. Rexford, H. J. Silver,  
Miss Derick, J. H. Dresser.
2. *Examinations and Course of Study*.  
A. *Superior*.—J. A. Nicholson, *Convener*.  
J. Mabon, Rev. E. I. Rexford,  
Dr. J. M. Harper, C. W. Ford,  
N. T. Truell, A. E. Vaughan.  
B. *Elementary*.—J. W. McOuat, *Convener*.  
Rev. E. M. Taylor, E. W. Arthy,  
Ins. McGregor, E. Smith, H. J. Silver.
3. *Salaries*.—Inspector McGregor, *Convener*.  
Dr. J. M. Harper, Ins. H. J. Hewton,  
E. Smith, Ins. McOuat.
4. *Views of Can. Phys. Features*.—Dr. J. M. Harper, *Conv.*  
A. E. Vaughan, Thos. I. Pollock.

## SUBCOMM'S OF EXECUTIVE COMMITTEE.

1. *Exhibits*.—S. P. Rowell, *Convener*.  
Miss Peebles, H. M. Cockfield,  
Miss Robins, G. W. Parmelee,  
A. MacArthur, Rev. E. I. Rexford.
2. *Printing and Publishing*.—H. J. Silver, *Convener*.  
Miss Peebles, H. M. Cockfield.
3. *Periodicals*.—Miss Binmore, *Convener*.  
Miss M. I. Peebles.

4. *Finance and Audit.*—Mead C. Hopkins, *Convener.*  
 A. MacArthur, J. H. Nicholson.
5. *Text Books.*—J. W. Arthy, *Convener.*  
 W. J. Messenger, J. H. Dresser,  
 J. W. McOuat, Rev. E. I. Rexford.

### Model Lesson.

## GEOGRAPHY

By MISS MARGARET ROSS, High School, Montreal.

### NATURAL FEATURES AND COMMERCIAL LIFE.

A general idea of the commercial life of a country should be given children as soon as they have gained a good knowledge of its surface features, regions of production, drainage, length of warm season and position with regard to world markets. If they are trained to see that spots of commercial and industrial activity are the direct results of natural conditions, maps will be made intelligible to them, and they will memorize details of political geography readily.

In developing the meaning of terms used in commercial life utilize, as far as possible, the simple conditions with which children are familiar. Allow them to describe, in their own language, trade transactions they have seen. These can then be translated into the language of commercial geography.

Teach the use and meaning of the words "trade," "commerce," "producer," "consumer," "surplus," "industry" and "raw material."

### ILLUSTRATIONS.

1. Jones has a knife—Brown has a top; Brown wants a knife—Jones wants a top; they *trade*.

2. A farmer is a *producer* of butter, eggs, etc., he produces more than he needs; what he has left over is his *surplus*. He uses, or *consumes*, many things, such as cloth, boots, tea, etc., which he does not produce. He exchanges his surplus at the country store for what he consumes. This is *trade*.

3. Farm produce is sent to the city where it is not produced, but consumed. Goods produced in the city are sent to the country and consumed by the farmers. This exchange is trade.

4. No country produces all it consumes, but every country has more of some one thing than it needs. The country that buys this surplus is a *market*. Exchanges of surpluses is trade; and trade on a large scale is *commerce*. Trade between sections of a country is domestic commerce; trade between countries is foreign commerce.

#### CAUSES OF LOCATION AND GROWTH OF TRADE CENTRES.

Show that every trade centre is near some natural feature that affects its commercial life, and that as trade becomes active, good roads are made and railroads are built. In this connection, make a thorough study of local conditions. There is a geographical reason for the existence of your village, town or city.

1. Small trade centres in a farming region generally commence with the mill where there is water-power, and the general store (probably near the mill); then follows a church, next a school, a town hall, etc., and a small trade centre has come to life.

2. A large number of small trade centres means a large number of general stores. These are supplied by wholesale houses and factories; thus a large producing region will have at least one large trade centre, the location of which will be governed by the drainage of the region, and its position with regard to other markets.

(In this connection take up a few of the great centres of the world, showing how they have attained their growth. For instance, London, on a tidal river, near great manufacturing districts and opposite great markets, is the greatest port in the world; Chicago is the greatest lake port and railroad centre in the world, the reasons for this fact being obvious.)

#### CONDITIONS THAT BRING ABOUT INDUSTRIAL DEVELOPMENT.

TRADE FOLLOWS DEVELOPMENT

RAILROADS FOLLOW TRADE AND INDUSTRY.

Any producing work, that employs a number of people is an *industry*. Industries will spring up where there is

water-power with which to run machinery; where coal and raw material are near at hand, or where there is easy access by water to coal, raw material and markets. People employed in factories must be housed, fed and clothed. Shops, banks, schools, churches, hospitals, etc., will multiply with the population. Workmen, business men and professional men all need to make a living and all need each other. Great public buildings, great public works and great railroads come as the centre grows.

### TRADE AND INDUSTRIAL CENTRES OF CANADA.

Montreal is our greatest port because it is at the head of ocean navigation, a thousand miles inland towards the regions that produce and consume. It is situated near the junction of two great rivers, one, the outlet of the best water way in the world, stretching back to our great wheat fields: the other, the outlet of a rich timber region. With one transshipment, goods brought from other countries are *distributed* by rail and boat over the Dominion; our surpluses (foodstuffs, lumber, etc.) are brought to Montreal and shipped to foreign markets. Montreal is thus a great distributing centre; a great industrial centre (her coal and raw material are carried to her chiefly); a great trade centre and a great railroad centre on account of her position.

(Study Quebec, Vancouver, St. John, Halifax, as ports, and the last three as terminals of the great railroad lines).

### TORONTO.

The whole peninsula of which Toronto is the great trade centre, is a rich agricultural region dotted with smaller trade centres and crossed by railroad lines. Compare the industries of Montreal and Toronto: One with large cotton factories, sugar refineries, rolling mills, etc., the other with large factories making agricultural implements, mill machinery, furniture, carpets, etc., things consumed in a region of wealthy farmers. This difference is explained by geographical conditions, and these same conditions partially explain why Toronto holds a large and successful Fair each year, while Montreal holds none.

(Study Hamilton, London, Winnipeg, Sherbrooke, St.

Hyacinthe, Regina, Calgary, etc., as distributing centres in producing regions )

### OTTAWA.

Situated at the junction of two rivers flowing from a richly wooded region, Ottawa, using the great water-power of the Chaudière Falls, has grown to its present dimensions under the influence of the large lumber industries. In the region drained by the Ottawa and its tributary lakes and streams, trees, are cut, hauled to the banks of the streams and in the spring are sent down the river to the mills, where they are sawn. The lumber is then sent down the Ottawa and St. Lawrence for transshipment at Quebec and Montreal, from which ports our lumber surpluses are exported to foreign markets. The Canada Atlantic Railroad followed the lumber industry to the regions of production, and is now used largely as a short route in connection with a number of steamers, between the Great Lake ports and Quebec and Montreal.

### TYPES OF RAPID GROWTH RESULTING FROM THE OPENING UP OF RICH PRODUCING REGIONS.

*Rossland.*—This town, in a rich mineral region, was, not many years ago, a mining camp. The Crow's Nest Pass Railroad was built to open up this region and to lessen the cost of transportation of mining machinery and mine products. To-day, Rossland is a town of 8,000 inhabitants, furnishing with several other mining centres, a cash market for the ranches.

(Similar growths in mining regions are Dawson, Nelson, Trail, Slocan, Kaslo, etc).

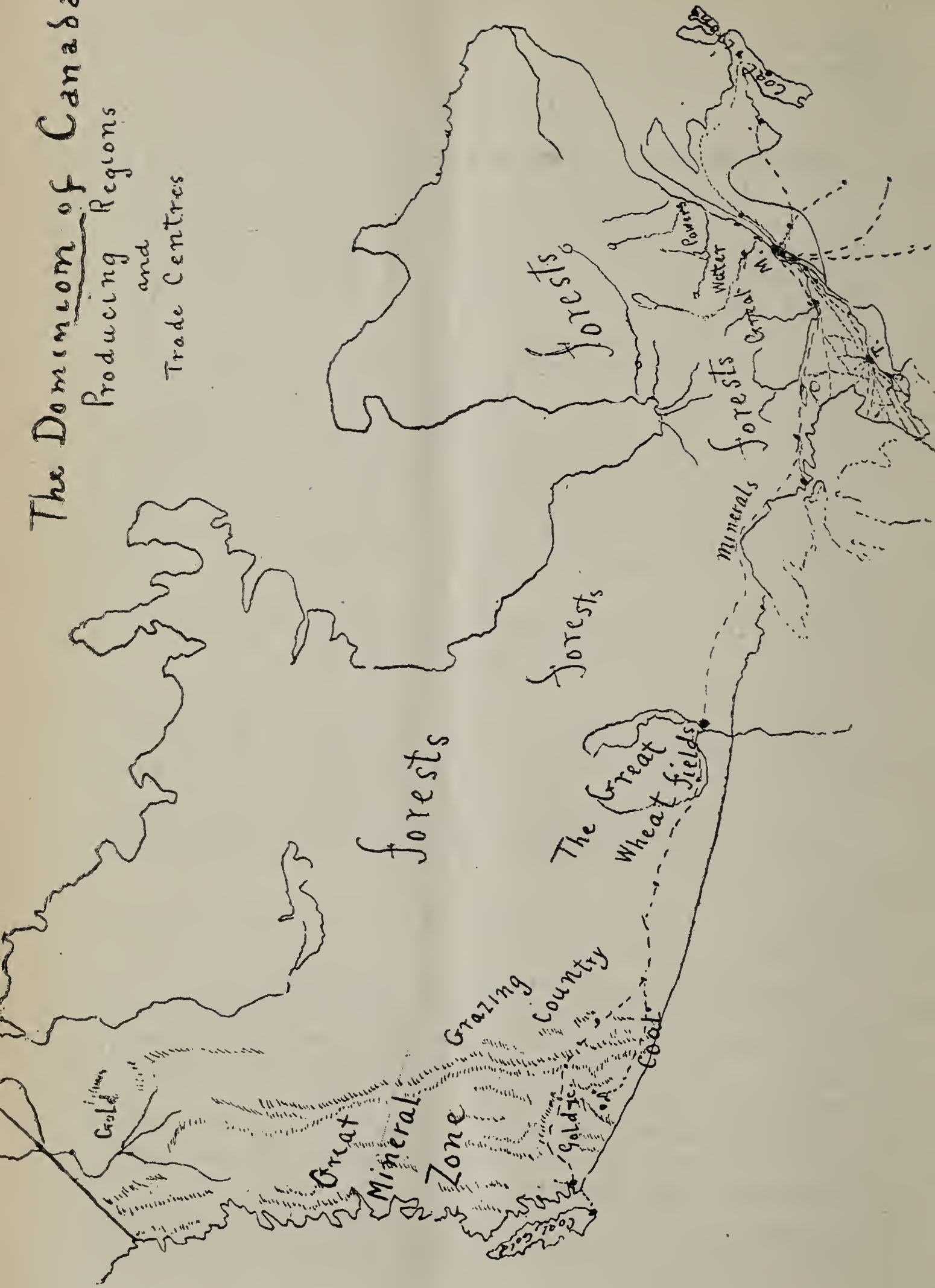
*Shawenegan*, in a wooded region, uses the great water power of the Shawenegan Falls to manufacture pulp and paper. This industry, which was followed by a railroad, employs a large number of men, and makes of Shawenegan a rapidly growing trade centre.

The development of towns such as Cornwall, Valleyfield, and the "Soo," using our great water-power, has come about in the same manner.

*Sydney*, on a good ship harbor, is within easy access of vast quantities of coal and iron. Natural features are

# The Dominion of Canada

Producing Regions  
and  
Trade Centres



working to make this town a great steel manufacturing centre, as they are also bound to make of Nova Scotia, in the near future, a centre for the building of steel ships.

Small centres will come to life as our population increases. Some will die as a result of geographic features ; large ones will grow or retrograde as they are affected by natural conditions. Our children should study the geography of their own country in such a manner that the knowledge they gain may help them to be good citizens ; and they should study the geography of other countries with constant reference to home conditions.

### WHAT OUR TEACHERS SAY.

—OUR principal is a man in a thousand. He can even make a good teacher out of a poor one. I do not mean to say that he can supply brain to the teacher who lacks that important commodity. But if the trouble lies principally in want of system and method or in poor discipline he works and worries over her with the greatest patience and persistence until out of what appeared to be very unpromising stuff he has produced a really good teacher. Did you ask what reward he got for it ? Well, we all respect and love him. That is all. I never knew him to give up a teacher as a hopeless case. He has changed one from class to class half a dozen times until he found the work she could do well.

—WHY do we not keep Arbor Day, Washington's birthdays, Independence days, etc., etc ? These coming once a fortnight would prove a very pleasant diversion. Perhaps we are better as we are, however, for it would be a great tax upon our time to have to hunt for appropriate (rubbish I was going to say) literary *gems* in song and story for these oft-recurring dissipations.

—I HAVE been in two schools now where I have had to make my own black-boards, because those provided were so demoralized that I could not find two consecutive square inches of surface from which the black had not been gouged out. I do not give the receipt, for I am going to take out a patent and get rich.

—THE black-boards in school gave me a great amount of trouble when I first began to teach. Now I have splendid

boards. I make them of the dark green paper frequently used for curtains. This, tacked on old boards after the holes have been filled up, or fastened to the covers of packing boxes, makes a better black-board than could be bought. I would not exchange with anyone. Perhaps part of the satisfaction lies in the facts that the children help me and that we can have as much black-board as we like to make.

—I WAS reading the other day of the impracticable apparatus that was found in one school-room, a tellurian globe, one set of geometrical blocks, one set miscellaneous charts, two sets of reading charts, one set of book-keeping charts, one set of reading charts, one astronomical and geometrical map and one set of outline maps. I began to take stock of the various mechanical devices that the fad freshets in their subsidence had left high and dry on my little part of the educational bank. I found a discolored life-size picture representing all the internal economy of man—a legacy from the days when it struck one or two of our educational leaders like a thunderclap that to know where his stomach was and how big it was, the child must see it in gory colors on the life-size chart. But now the heart, loosened from its fastenings, has found an anchorage in its proper place, the stomach. Next my eye lighted on a globe set in a solid oak frame. The frame was good but the globe was as unreadable as the sphinx. The softening hands of time had reduced the whole surface to one uniform yellowish grey. Some old history charts next obtruded themselves on my notice, a memento of the time when history was a matter of dates merely. A genealogical table of the kings and queens of England was modestly hiding in one of the cupboards. After the lapse of ten or twenty years it may be brought forth next “Empire Day” to trace the descent of Edward VII. Then once more oblivion, for how long? A patent gong to ring in three rooms at once hangs silent with the faded green cord and tassel still depending from it. And what of the various text-books that have come in upon us in floods and have gone out in like manner. Some of them ought to be preserved to furnish a history of the “Science of Education.” Here is an old dictionary that spells music, musick, and has not one half the words of a modern dictionary. But time is too short to spend more in this investigation. What I want to know is, “Who is the



residuary legatee of all this rubbish? Have I the right to burn up these things?

—THE curse of our school is frivolous fashionable mothers. We cannot get any serious work done by the children.

—IT has been suggested that a suitable addition to the working benches in the Sloyd classes would be some court plaster, a pair of small scissors, vaseline, linen rags for bandages, and thread and needles. Are teachers more clumsy than children in the use of tools? The majority of accidents seem to be among the former.

—I THINK that it is time we teachers gave heed to the admirable advice of Byron in *Don Juan* :

“O ye! who teach the ingenious youth of nations, Holland, France, England, Germany or Spain, I pray ye flog them upon all occasions. It mends their morals,—never mind the pain.” In spite of all modern teaching to the contrary, for some offences, nothing can compare in efficiency with the above mentioned method of discipline.

## DIRECTORY OF SUPERIOR SCHOOLS FOR THE YEAR 1901-1902.

### ACADEMIES.

*Aylmer* :—Mr. Thomas I. Pollock, B.A. ; Miss M. H. Whitcomb, Miss Minnie McLean.

*Bedford* :—Mr N. C. Davis, B.A. ; Miss A. A. Ellison, Miss Alice Batcheller ; Mr Thomas, Instructor in Manual Training.

*Coaticook* :—Mr. C. W. Ford, Miss Annie A. Wadleigh, Miss Clara J. Trenholme, Miss Kate I. Hall, Miss Laura Van Vliet, Miss Isabel Wadleigh, Miss Winnifred Nunns.

*Cookshire* :—Mr. Wm. E. Enright, B.A. ; Miss L. R. ~~Bochus~~ Bochus, Miss V. Maude Lefebvre, Miss Sylvia B. Lee.

*Cowansville* :—Mr. L. D. Von Iffland, M.A. ; Miss M. M. Watson, Miss E. F. Buck, Miss E. E. McCoy.

*Danville* :—Mr. R. H. A. Connolly, M.A. ; Miss Grace L. McKechnie, Miss Eleanor Dunlop, Miss Christina M. Palliser.

*Dunham L. College* :—Miss Elizabeth O'Loane, Rev. H. Plaisted, B.A. ; Miss Faith Fyles, B.A. ; Miss Elizabeth Brooks, Miss Lilian Jackson, Miss Elizabeth Ball, Miss Elizabeth Cowan.

*Granby* :—Mr. Charles McBurney, B.A. ; Miss M. L. Stimpson, Miss Carrie Norris, Miss Marion Gill, Miss Mary Gill.

*Huntingdon* :—Mr. C. S. Holiday, B.A. ; Mr. F. H. Barrington, B.A. ; Miss Carrie Moore, Miss Elizabeth Gordon, Miss Anna Dickson.

*Inverness* :—Miss M. McCuaig, Miss Ruth Hunter, Miss E. R. McKenzie.

*Knowlton* :—Mr. Levi Moore, B.A. ; Mrs. E. R. McDonald, Miss E. A. Barker.

*Lachute* :—Mr. N. T. Truell, Miss M. Gertrude Huxtable, B.A., Miss J. Ella Fraser, Miss Janet T. Greig ; Miss Margaret H. Scott, Miss Norah M. Banford, Miss Helen Paton.

*Lennoxville* :—Mr. O. E. Rublee, B.A. ; Miss Lydia Shaw, Miss Cora Davis, Miss Cora Young.

*Montreal High School (Boys)* :—Rev. E. I. Rexford, B.A. ; F. W. Kelly, B.A., Ph. D. ; E. L. Curry, B.A. ; Wellington Dixon, B.A. ; H. H. Curtis, A. W. Strong, B.A. ; W. B. T. Macaulay, B.A. ; I. Gammell, B.A. ; J. P. Stephen, James Walker, J. T. Donald, M.A. ; R. Squire Hall, B.A. ; Orrin Rexford, B.A. ; Chas. K. Ives, B.A. ; C. B. Powter, Miss M. Ross, Miss A. D. James, Miss M. J. Clarke, Miss I. McBratney, Miss L. Binmore, Miss L. Sinclair, Miss C. M. Smith, Miss G. S. Francis, Miss A. O'Grady, Miss B. Irving, Miss M. Metcalfe, Miss A. S. Dewitt, second year ; Miss Cameron, Miss A. Dodds.

*Montreal High School (Girls)* :—Rev. E. I. Rexford, B.A. ; Miss G. Hunter, B.A. ; Miss M. Wilson, B.A. ; Miss F. Taylor, Miss Brittain, B.A. ; Miss E. C. Charlton, Mrs. Allen, Miss Tatley, Miss Hammond, M.A. ; Miss M. Clark, Miss Mewhort, Miss Ferguson, Miss Lily Clark,

Miss McLea, Miss J. Bremner, Miss Shaw, B.A. ; Miss Ethel Fisher, Miss A. J. Rodger, Miss Butteris, Miss Gordon, Miss Mary Campbell, Miss Morrow, E. L. Curry, B.A. ; J. T. Donald, M.A. ; Mrs. Simister, Professor Couture, Miss Holmström.

*Ormstown* :—Mr. J. W. Alexander, M.A. ; Miss M. Dennis, Miss Liliias Surprenant, Mrs. E. McCartney.

*Quebec High School (Boys)*.

*Quebec High School (Girls)* :—Miss Elizabeth Macdonald, Mrs. F. N. Walton, Miss M. M. Wilkinson, Miss C. F. Dunkerley, Miss Theodora MacNaughton, Miss C. E. Rondeau, Miss V. A. Tremaine.

*Shawville* :—Mr. Wm. D. Armitage, Miss M. E. McGregor, Miss Ethel Moulton, Miss Laura Bulmer.

*Sherbrooke* :—Mr. J. H. Keller, B.A., Miss Gertrude Jackson, B.A., Mrs. McLeod, Miss E. Sangster, Miss Edith Campbell, Mrs. Nellie Berry, Miss Idonea Nourse, Miss M. Waterhouse, Miss Wiggett, Prof. Bellefontaine, Prof. Fletcher, Miss McLagan, Miss Dupuis.

*Stans'ead* :—Rev. Charles R. Flanders, B.A., D.D., Mr. Maynard M. Hart, M.A., Mr. Fred. L. Daye, B.A., Miss Alice J. Rugg, B.A., Miss Iola J. Shufelt, Mr. Frank O. Call, Mr. W. R. Young, Miss Alice J. Congdon.

*St. Francis College* :—Mr. J. A. Dresser, M.A., Miss C. Hinds, B.A., Miss A. Beckett, Miss K. B. Morison, Miss J. M. Varney.

*North Ward School* :—Miss E. A. Elliott.

*St. Johns* :—Mr. Charles P. Green, B.A., Miss Alice A. Boudreau, Miss Carrie Nicholls.

*Sutton* :—Mr. R. M. Noyes, B.A., Miss M. Wallace, Miss E. Sweet.

*Three Rivers* :—Mr. H. A. Honeyman, M.A., Miss Annie M. Saunders, Miss Annie M. Smith.

*Valleyfield* :—Mr. W. J. Messenger, M.A., Miss S. McDonald, Miss Mabel Ross, Miss E. J. Spearman, Miss Hortense Lawrence, Miss Janet Lowe.

*Waterloo* :—Mr. James Mabon, B.A., Miss Annie E. Boothe, Miss Margaret M. Matheson, Miss Ida M. Pearson.

## MODEL SCHOOLS.

- Arundel* :—Miss R. Bulman, Miss I. Davies.
- Barnston* :—Miss J. Elizabeth Nunns, Miss Ida Davis.
- Berthier* :—Mr. Max Liebich, Mr. W. H. Bennett, B.A.
- Bishop's Crossing* :—Miss Ethel Abercrombie, Miss Ella Lowry.
- Buckingham* :—Mr. A. E. Vaughan, Miss Edith Higginson, Miss Edyth Russell, Miss Edythe McGregor.
- Bury* :—Miss Kate E. Stobo, Miss Edith Dawson
- Chicoutimi* :—Rev. W. A. Stewart, Mrs. Stewart.
- Clarenceville* :—Mr. Abner J. Bedee, Miss Mary Hall.
- Clarendon* :—Miss Jennie Armstrong.
- Como* :—Miss Nettie LeRoy, Miss Nellie Hodgson.
- Compton* :—Mr. W. T. Briggs, Miss Nellie P. Bliss.
- East Angus* :—Miss Emma Jackson, B.A., Miss Ruby M. Simpson, Miss Ida W. Henderson.
- East Hatley* :—Mr. H. D. Hunting, B.A., Miss N. E. Bayley.
- Fairmount* :—
- Farnham* :—Mr. Ernest W. Hodgins, Mrs. M. Brown, Miss H. R. Jones.
- Frelighsburg* :—Miss Marion A. Solomon, Miss Janet D. Douglas.
- Gaspé Basin* :—Miss Charlotte S. Moe.
- Gould* :—Miss Annie E. McDonald, Miss Clara M. Hanright.
- Hemmingford* :—Mr. Forrest Sadler, Miss Mary F. G. Rennie.
- Hull* :—Mr. John L. Walton, Miss Jennie Hutchins, Miss Edna M. Edey, Miss Bertha L. Reid.
- Kinnear's Mills* :—Miss Esther M. Smith, Miss Nettie D. Bracken.
- Lachine* :—Mr. C. A. Jackson, Miss C. W. Woodside, Miss A. Day, Miss W. Manson, Miss E. N. Lancaster, Miss I. Copland, Miss M. Bray.
- Lacolle* :—Miss Annie F. Teeson, Miss Sarah J. O'Dell.

- Leeds Village* :—Miss Annie C. Melrose, Miss A. C. Mackenzie.
- Magog* :—Mr. Jas A. Mackay, Miss Mildred M. Rhicard, Miss Ermina Carpenter, Miss Adelaide Hawley.
- Mansonville* :—Mr. F. C. Banfill, Miss B. B. Boright, Miss J. Edith McClatchie.
- Marbleton* :—Miss W. F. Cunningham, Miss B. W. Fraser.
- Megantic* :—Miss Katherine B. Goodfellow, Miss Mary G. Howard, Miss Mary R. Judd.
- Montreal West* :—Mr. G. A. Jordan, Miss Ola Ferguson, Mrs. M. A. McCubbin.
- New Richmond* :—Miss Edith L. Gilker, Miss G. Maude Harvey.
- Paspebiac* :—Miss Ida Fair, Miss Olive A. Smith.
- Portage du Fort* :—Miss Lillian McCaskell, Miss N. E. Grant.
- Rawdon* :—Miss Mary R. Kirkwood, Miss K. L. Boyce.
- Sawyerville* :—Miss Léonie Van Vliet, Miss Henrietta M. Giles, Miss Gertrude Brouard.
- Scotstown* :—Miss Grace A. McLellan, Miss Annie F. Burns, Miss Annie F. Bowman.
- South Durham* :—Miss Rachel Stevens, Miss Annie Woolfrey.
- Stanbridge East* :—Miss Janett Anderson, Miss Jessie Corey.
- St. Andrews* :—Miss Jeanie A. Topp, Miss Ella Robertson.
- St. Hyacinthe* :—Miss Jennie G. Bracken, Miss Grace E. Johnson.
- St. Lambert* :—Mr. Merrick A. Leet, Miss Jennifried P. Solomon, Miss Ina Rowat, Miss Elizabeth Walsh, Miss Margaret Hill.
- St. Sylvestre* :—Miss Emily Adams.
- Ulverton* :—Mr. A. E. Duncan, Miss Agnes Mitchell.
- Waterville* :—Miss Edith E. Miller, Miss Etta MacBride.
- Windsor Mills* :—Miss Louise M. Miller, Miss Nora K. Hodgson.

**Official Department.**

## DEPARTMENT OF PUBLIC INSTRUCTION.

QUEBEC, October 4th, 1901.

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

Present:—The Rev. W. I. Shaw, LL.D., D.C.L., in the chair; George L. Masten, Esq.; Professor A. W. Kneeland, M.A., B.C.L.; the Rev. A. T. Love, B.A.; the Right Rev. A. H. Dunn, D.D., Lord Bishop of Quebec; Samuel Finley, Esq.; H. B. Ames, Esq., B.A.; Principal W. Peterson, LL.D., C.M.G.; W. S. Maclaren, Esq., M.P.; Gavin J. Walker, Esq.; the Honorable Sidney A. Fisher, B.A.; the Rev. E. I. Rexford, B.A.; Principal S. P. Robins, LL.D., D.C.L.; John Whyte, Esq.; James Dunbar, Esq., K.C., D.C.L.; E. W. Arthy, Esq.; W. L. Shurtleff, Esq., LL.M.

An apology from Dr. C. L. Cotton for enforced absence was read.

Prayer was offered by the Chairman.

A copy of an order in Council was read by which the Honorable Sidney A. Fisher was appointed a member of the Council of Public Instruction in succession to Mr. W. J. Watts, K.C., resigned.

Mr. Fisher was welcomed to the meeting by the Chairman and took his seat.

The minutes of the last meeting were read and confirmed.

The Secretary reported upon the various items of unfinished business.

The report of the sub-committee on the distribution of the Superior Education Funds was read by the Rev. E. I. Rexford, and after consideration, clause by clause, was adopted, as recorded below.

## DEPARTMENT OF PUBLIC INSTRUCTION.

Quebec, 4th October, 1901.

REPORT OF THE SUB-COMMITTEE ON THE DISTRIBUTION  
OF GRANTS.

Your sub-committee begs to report that it held two sessions yesterday, at both of which all the members of the sub-committee were present, namely: the Rev. Dr. Shaw, the Rev. A. T. Love, G. L. Masten, Esq., Superintendent E. W. Arthy, and Elson I. Rexford.

(1) In examining the returns of the Inspector of superior schools and in preparing a provisional scheme for the distribution of the Superior Education Funds, your sub-committee had the valuable assistance of the English Secretary of the Department and of the Inspector of superior schools. Moreover the work of your sub-committee was greatly facilitated by the carefully prepared tabular summaries submitted by the Inspector of superior schools.

(2) After careful consideration of the weak schools which received special warning last year and other similar cases, your sub-committee begs to recommend: (1) that the status of the following schools be maintained, namely: Aylmer, Bedford, Three Rivers and Como; (2) that St. John's be transferred to the model school list; and (3) that Mystic, Haldimand and Fort Coulonge be transferred to the elementary school list.—*Adopted.*

(3) In order to encourage the academies to provide themselves with the necessary apparatus for an elementary course in physics, your sub-committee recommends that upon the report of the Inspector of superior schools that an academy has purchased suitable apparatus for this purpose, an extra equipment grant equal to one-half the certified cost of such apparatus be made to the institution, provided, however, that this extra grant in no case exceeds fifty dollars. *Adopted*, with the following addition:—That the Committee take steps to secure the preparation and authorization of a list in which shall be set forth the various pieces of apparatus, with the price of each, recommended for use in the course in elementary physics, and that it be an instruction to the sub-committee on the course of study to draw up such a list with power.

(4) In accordance with the resolution of the Protestant Committee passed February 22nd, 1901, your sub-committee recommends that regulation 87 be amended, by replacing section 3 by the following: "No model school shall take up the work of any of the academy grades unless (1) it is equipped as an academy in point of staff, and (2) it has the special authorization of the Protestant Committee for this purpose."—*Adopted*.

(5) In harmony with the recommendation of the Provincial Association of Protestant Teachers, your sub-committee recommends that an increase of fifty per cent be made in the amount of equipment grants to model schools and academies. *Adopted*, with the addition that it be an instruction to the Secretary to prepare and issue a circular to the superior schools recommending the purchase of such suitable pictures as are published by the "Art for Schools Association" for the decoration of schoolrooms.

(6) The Secretary of the Department submitted the following statement of the amount available for distribution for superior education:—

Marriage License Fees.....	\$7,317 00	
Less for management.....	200 00	
	<hr/>	\$ 7,117 00
Leg. App'n. Prot. share of .....	\$9,466 66	
Less fixed charges		
Teachers' Association..	\$200 00	
Inspector's salary.....	700 00	
	<hr/>	\$ 900 00
		8,566 66
Addition this year to Leg. App'n .....		\$ 2,000 00
Interest on M. L. Fund.....		1,400 00
Jesuits' Estate settlement interest.....		2,518 44
		<hr/>
		\$21,602 10
Less prizes for well kept school grounds.....	\$175 00	
To provide for A. A. exams.	500 00	
June exams.....	500 00	
Printing, papers, etc.....	400 00	
	<hr/>	\$1,575 00
		<hr/>
Available for distribution.....		\$20,027 10



(7) Your sub-committee recommends that one-half the amount arising from Marriage License Fees, namely: (\$3,558.50) be distributed among elementary schools of poor municipalities, and that the other half be distributed among institutions of superior education.

It was moved in amendment, by Mr. Fisher, seconded by the Rev. Mr. Love: Whereas the Protestant Committee of the Council of Public Instruction has available for superior education the sum of \$2,000, by virtue of Ed. VII, Ch. I., additional to what was available last year; Therefore be it resolved that the sum of \$1,000, being equal to one-half of said sum, be added to the amount allotted to poor municipalities out of the Marriage License Fees, and that for the year 1901-2, the sum of \$4,558.50, out of the Marriage License Fees, be hereby reserved for poor municipalities.

This amendment was lost, and the clause was adopted as presented.

(8) In accordance with the method followed last year, your sub-committee recommends (a) that sixteen academies and three special schools receive \$200.00 as basal grants, and that the six remaining academies receive \$150.00 as basal grants, and (b) that ten model schools receive a basal grant of \$75.00, and that the remaining twenty-eight regular model schools receive a basal grant of \$50.00, and (c) that eight model schools be placed on the special list with grants, as follows:

Paspebiac. ....	\$100 00	Berthier.. .....	\$50 00
New Richmond...	100 00	Arundel.. .....	50 00
Gaspé Basin.....	100 00	Haldimand. ....	50 00
Chicoutimi .....	75 00	Fort Coulonge..	50 00

(9) In determining the proposed distribution of the equipment grants and the bonus grants, the principles adopted at the last distribution have been followed.

(10) The following scheme for this distribution of the amount available for superior education has been prepared in accordance with the foregoing principles, and is recommended for the approval of the Committee.

(Signed) WILLIAM I. SHAW,  
Chairman.

## GRANTS FOR 1901.

## UNIVERSITIES.

McGill.....	\$2,075 00
Bishop's.. ..	1,125 00
	<hr/>
	\$3,200 00

## ACADEMIES.

	Grants.	Bonuses.	Eq. Grants.	Total.
Huntingdon .....	\$200	\$179	\$75	\$454
Lachine .....	200	170	75	445
Sherbrooke.....	200	141	75	416
Waterloo... ..	200	125	60	385
Knowlton .....	200	110	60	370
Ormstown .....	200	102	40	342
Stanstead .....	200	100	40	340
Coaticook .....	200	87	75	362
Danville .....	200	93	60	353
Cookshire .....	200	90	60	350
St. Francis.....	200	79	60	339
Valleyfield .....	200	84	60	344
Bedford .....	200	69	40	309
Granby . .....	200	76	60	336
Shawville .....	200	61	40	301
Cowansville .....	200	62	60	322
Aylmer .....	150	.....	40	190
Lennoxville .....	150	.....	25	175
Inverness .....	150	.....	40	190
St. Johns.. ..	* 150	.....	.....	150
Three Rivers .....	150	.....	40	190
Sutton.....	150	.....	25	175

\* Grant to cease as an Academy.

## SPECIAL ACADEMIES.

Compton Ladies' College.....	\$200
Dunham Ladies' College.....	200
Girls' High School, Quebec.....	200

## MODEL SCHOOLS.

	Grants.	Bonuses.	Eq. Grants.	Total.
St. Lambert .....	\$75	\$47	\$60	\$182
Fairmount .. .....	75	30	60	165
Clarenceville .....	75	31	60	166
Lachine .....	75	30	60	165
Mansonville .....	75	29	35	139
Hemmingford .....	50	27	35	112
Buckingham .....	75	27	60	162
Bury .....	75	27	60	162
Portage du Fort .....	75	24	35	134
Compton.....	75	23	60	158
Sawyerville ... ..	50	22	35	107
Scotstown ....	50	22	35	107
Montreal West.....	50	21	35	106
Stanbridge East.....	50	22	60	132
Farnham .....	50	21	35	106
Rawdon .....	50	.....	35	85
East Hatley .....	50	20	35	105
Bishop's Crossing.....	50	20	35	105
Como .....	50	19	35	104
Megantic .....	50	.....	35	85
Gould .....	50	.....	35	85
Kinnear's Mills.....	50	.....	35	85
St. Andrews... ..	50	.....	35	85
Frelighsburg. ....	50	.....	60	110
Ulverton.....	50	.....	35	85
Lacolle .....	50	.....	35	85
Hull .....	50	.....	25	75
East Angus .....	50	.....	35	85
Mystic .....	* 50	.....	.....	50
Magog .....	75	.....	25	100
Marbleton.....	50	.....	35	85
Waterville .....	50	.....	60	110
South Durham.....	50	.....	35	85
St. Sylvestre .....	50	.....	35	85
Windsor Mills.....	\$50	.....	\$35	\$85
Leeds Village.....	50	.....	35	85
Clarendon .....	50	.....	25	75
St. Hyacinthe.....	50	.....	60	110
Barnston.....	50	.....	25	75

\* Grant ceases.

## SPECIAL MODEL SCHOOLS.

Paspebiac.....	\$100
New Richmond.....	100
Gaspé Basin.....	100
Chicoutimi.....	75
Haldimand.....	* 50
Arundel.....	50
Fort Coulonge.....	* 50
Berthier.....	50

\* Grant ceases.

## SUMMARY.

Awarded to Poor Municipalities.....	\$ 3,558 50
Universities.....	3,200 00
Academies (Grants).....	4,100 00
“ (Bonuses).....	1,628 00
“ (Equipment Grant).....	1,110 00
Model Schools (Grants).....	2,200 00
“ “ (Bonuses).....	462 00
“ “ (Equipment Grant) ...	1,565 00
Special Academy Grants.....	600 00
Special Model School Grants.....	575 00
Additional Equipment Grant to Academies that are supplied with apparatus for physics.	1,000 00
	<hr/>
	\$19,998 50
	<hr/>

GEO. W. PARMELEE,  
Secretary.

It was resolved that the distribution of the superior education funds, as provided in the report just adopted and in the accompanying list, be transmitted to the Lieutenant-Governor-in-Council for approval under articles 444 and 450 of the school law.

It was resolved that it be an instruction to the Secretary to lay on the table of this Committee, at its next meeting, along with certain official correspondence between the Department and the Principal of McGill University, the document referred to by Rev. Mr. Rexford as embodying the arrangement by which the Marriage License Fees were merged in the general fund for superior education, so as to show that it is not open to any individual to represent the

universities as benefiting from that part of the fund only to the prejudice of the poor municipalities.

Moved by Dr. Robins and the Lord Bishop of Quebec, that a sub-committee be named by the Chairman to arrange a new scheme for tabulating the results of the June examinations.—Carried.

Professor Kneeland, convener, Dr. Robins and Mr. Rexford were appointed accordingly.

A letter was read from the Secretary of the Protestant Teachers' Association, together with a series of resolutions, which were passed at the last annual convention of that body.

The Secretary was instructed to inform the Association that the Committee had acted, this year, in harmony with their recommendation concerning the increase of the equipment grant, and that copies of the other recommendations would be prepared to place in the hands of the members of the Committee before next meeting, when consideration would be given to the various matters.

A letter from the Rev. J. Williamson, of Montreal, was read, asking for the "recognition" of his private school, in order that he might obtain exemption from taxation as provided by the charter of the City of Montreal.

As it appears from article 362 of the city charter that it is the Council of Public Instruction, and not one of the Committees thereof, which is to give the required "recognition," the matter was referred to the Secretary of the Council.

Letters from Messrs. Renouf, Grafton & Sons, Copp, Clark & Co., and Geo. N. Morang, concerning text-books, were read, and the Secretary submitted a list of books received since last meeting. The Secretary was instructed to submit to the sub-committee on text-books such books as the sub-committee may desire to examine with a view to authorization.

Applications were received from the school boards of Beebe Plain, Longueuil and Kingsbury, asking for permission to raise their elementary schools to the rank of model schools, respectively.

It was resolved that the Inspector of superior schools should visit these three schools, and report thereon before the next distribution of grants.

A letter from Mr. C. W. Ford, regarding teachers without diplomas, and regarding academy work in model schools, was referred to the Department of Public Instruction for attention.

The Chairman submitted a letter from the Reverend E. S. Howard, of Lawrenceville, concerning school inspection. The letter was ordered to be placed amongst the official correspondence, and the Secretary was directed to obtain information and to make a report for the next meeting of the Committee.

The minutes of the meeting of the Protestant School Inspectors, which in accordance with the directions of the Committee was held in July last, were read.

The report of the supervisors of the June examinations was read, and was remitted for the proper signatures.

It was resolved that inasmuch as regulation 94 of the Protestant Committee no longer serves its intended purpose since the adoption of the new course of study, the said regulation be repealed, and is hereby repealed, subject to the approval of the Lieutenant-Governor in Council.

The annual reports of the Inspectors of elementary schools were laid on the table.

The annual report of the Inspector of superior schools was read. He recommended that the prizes for well kept school grounds be awarded as follows:—

1st —Sherbrooke Academy .....	\$100 00
2nd—Danville Academy .....	50 00
3rd —Dunham Ladies' College.....	25 00

It was resolved that this recommendation be approved.

Sutton academy and Bury model school were mentioned in the report as worthy of special commendation, and Knowlton academy and St. Francis College school were mentioned as schools which are putting forth praiseworthy efforts to improve their grounds with a prospect of future success in these competitions.

FINANCIAL STATEMENT OF THE PROTESTANT COMMITTEE  
OF THE COUNCIL OF PUBLIC INSTRUCTION.

*Receipts.*

1901.

May 17—Balance on hand.....	\$4,199 97
July 8—Unexpended balances.....	900 99
	<hr/>
	\$5,100 96
	<hr/> <hr/>

*Expenditure.*

1901.

May 18—G. W. Parmelee, transfer to, as provided in the minutes of May meeting.....	\$1,500 00
June 22— <i>Chronicle Printing Co.</i> , minutes..	16 00
“ 27—T. J. Moore & Co, supplies for Dr. Harper.....	127 09
July 2—Geo. W. Parmelee, salary.....	62 50
“ 2—J. M. Harper.....	300 00
“ 10—Geo. W. Parmelee, to pay expenses of Inspectors' meeting.....	100 60
“ 10—Geo. W. Parmelee, to pay deputy examiners.....	481 60
Sept. 27—J. M. Harper, postal and express charges.....	204 10
“ 27—W. Vaughan, grant to A. A. Board...	500 00
Oct. 4—Balance on hand as per B. B.....	1,809 07
	<hr/>
	\$5,100 96
	<hr/> <hr/>

*Special Account.*

June 22—Superintendent of Public Instruction.	\$3,918 44
	<hr/> <hr/>

*Contra.*

June 22—Transfer to Superintendent of Public Instruction.....	\$3,918 44
---	------------

Audited by the Chairman and found correct.

The sub-committee on course of study recommended that supplementary explanations concerning the revised course of study be issued through the Department to superior schools in order to clear up some doubtful points and to provide for one or two points not included in previous instructions. This recommendation was adopted.

Moved by the Rev. Elson I. Rexford, seconded by Professor Kneeland, and

*Resolved*,—That the Committee on the course of study be requested to take into consideration the question of periodic reports of pupils' standing to parents, and to report upon the matter at a future meeting.

It was agreed to hold the next meeting at the usual place, on Friday, the 29th day of November, or earlier on the call of the Chairman.

The rough minutes were then read and the meeting adjourned.

GEO. W. PARMELEE,  
Secretary.



THE  
EDUCATIONAL RECORD  
OF THE  
PROVINCE OF QUEBEC.

---

No. 12.

DECEMBER, 1901.

VOL. XXI.

---

His breath like silver arrows pierced the air,  
The naked earth crouched shuddering at his feet,  
His finger on all flowing waters sweet  
Forbidding lay—motion nor sound was there :—  
Nature was frozen dead,—and still and slow,  
A winding sheet fell o'er her body fair,  
Flaky and soft, from his wide wings of snow.

FRANCES KEMBLE—Winter.

**Articles : Original and Selected.**

**PROFESSIONAL READING FOR TEACHERS.**

By Hon. Channing Folsom in *The Teacher*.

“ Reading maketh a full man ; conference a ready man ;  
and writing an exact man.”

The reading of teachers may readily be classified under three heads :

1. Reading for recreation and general culture.
2. Reading relative to the subject-matter of the several branches to be taught.
3. Pedagogical reading.

No one of these three lines can properly be held up to a body of teachers as the *most* important ; no one of them should be recommended to the exclusion of the others.

1. It would seem to need no argument that teachers, above every other class, should be men and women of culture.

Having charge of the intellectual training of the rising generation at the most impressionable period, it seems self-evident that the teachers of our public schools should be persons of such literary taste as will have a lasting influence for good upon the minds and characters of their pupils.

But reading must be practised as much for the teacher's self as for its influence upon the school. The good teacher is always a growing teacher, and intimacy with the makers of the world's literature is essential to the broadening of the teacher's intellectual horizon. Many of the most cultivated people of every community have become such from their reading habits; this is true as applied to teachers as well as to those of other ranks. Not only does the reading habit supplement a liberal education; it goes far to supply the lack of educational advantages. But it must be remembered that a taste for good reading is not usually an inborn but an acquired one. Having been once acquired it increases with indulgence.

One writer says: "No man having once tasted good food or good wine, or even good tobacco, ever turns voluntarily to an inferior article." In general, this is true as applied to our choice of reading.

Every teacher should aim to acquire a taste for the best literature that mental growth may be constant, and that culture and power be ever increasing.

The private library of the teacher should receive some accession every year. The public library is invaluable, but it cannot take the place of your own collection, however small it may be, of the books you love.

This general or miscellaneous reading for which I plead may follow the taste and inclination of the individual. Most of us find a satisfaction in following some particular line of study. But whatever be the preference—science, history, politics—do something systematically. In this course you will find pleasure, recreation, and growth.

2. I have indicated as the second line of reading necessary for the improvement of teachers, the reading of works relative to the subject-matter taught.

Too often teachers are satisfied with the meagre knowledge of a particular branch of study that may be gained from the use of the text-book. This is especially noticeable in such branches as history and geography.

The teacher who entertains precisely the same view of almost any topic, and of the best presentation of it, that he held five years ago, probably falls short of being a first-class teacher. If his scope has not been broadened by collateral reading; if his views have not been modified by new light gained from acquaintance with additional authorities; if he continues year after year asking the same questions and content with the same answers; he is probably more machine than teacher.

“Reading maketh a full man.” And the teacher above all others must be “full.” To teach any subject well, he must know vastly more of that subject than he expects or even desires to teach. Not only is this knowledge necessary to insure successful, enthusiastic teaching, but it must be an ever-increasing knowledge. Thorough knowledge of a subject on the part of a teacher is the first requisite for a proper presentation of it to the pupil.

This line of reading, then, is inferior to no other as an influence for improvement in teaching. If my position is correct, that a taste for good reading is an acquired one, it follows that teachers should have such knowledge of books as will enable them to inspire their pupils with a desire to read the good, and to guide them in their selection. You may destroy the “dime novel” of which you have dispossessed its stealthy reader, but unless you substitute something better, and train him to a liking for it, your lecture on cheap literature will be wasted. Now that our public libraries are working in close sympathy with the school, it behooves every teacher to know books.

Enlarged privileges to the pupils in the use of the library bring enlarged duties to the teacher in directing that use. A good reading habit is invaluable to every pupil, and the acquisition of this habit, with the large majority of pupils, is dependent upon their training in the public schools.

“The extent to which pupils are interested in the books from the library will be measured by the extent to which you help them to understand and appreciate them.” And the extent to *which* you help them must of necessity be measured by your own understanding and appreciation.

I have sometimes been misunderstood by teachers in the application of my advice as to a course of reading calculated to enlarge the knowledge of some of the branches found in the school curriculum. For a teacher of United States his-

tory, for example, I would not advise a daily study of the topic under consideration by the class, *merely*. But rather a course of reading in history which would tend to fill the teacher's mind with the historical spirit; and an adherence to this course, even to the extent of limiting the time devoted to the daily lesson as such. A note-book, or better still a text-book interleaved for notes, will go far towards taking the place of this daily study of the lesson. When a teacher has taught the same subject for a term of years, more improvement will result from increasing the general knowledge of the subject than by confining himself to details. And the maxim so often laid down, "Never conduct a recitation without making a thorough and special preparation for it," may be best honored by a little thought upon method of presentation. And time, otherwise used in mulling over petty details already familiar, may be far better used in reading some reliable, standard book which will help to saturate the teacher with the *spirit* of the subject.

3. Let us now consider the third division of my subject, viz., the improvement of teachers by reading the literature of pedagogics

We have heard and read much for many years relative to "teaching as a profession." No occupation can properly be dignified as a "profession," entrance to which has no test but the preference of a school board, and the requirements of which are only the satisfaction of the people.

Only a small percentage of our teachers are or are likely to be, of college education. Only a few, comparatively, have taken a Normal school course; and the proportion is not likely to change materially for the better until a different public sentiment prevails, and different legal requirements of the would-be teacher have been enacted.

The public school teachers of a state should be leaders of public sentiment respecting this matter; instead, we are quietly acquiescent in legislation affecting our position and standing in the community. To lead public sentiment, or to influence it, teachers must first prove their worthiness to be leaders. They must be in touch with educational leaders of the country. They must understand educational principles. They must know somewhat of the history of education. They must be able to distinguish between science and empiricism.

To this end teachers must read pedagogical works. What results have we to expect from such reading?

A professional spirit will result from pedagogical reading. Lawyers, physicians, and clergymen read the literature of their respective professions. The member of any of these, professions regarding whom there is a doubt in this respect very soon loses the confidence of the public, and deservedly so

The worker in wood, the worker in metals, the collector of postage stamps, each has his special periodical which he reads faithfully, and by which he profits. But many a teacher would laugh to scorn a suggestion that his work and his influence might be increased by his subscription to, and his regular reading of, an educational journal. Some plead that they cannot afford it. *They cannot afford not to do it.*

When teachers are familiar with the best educational literature of the day; when they read regularly some educational journal; when their knowledge of educational matters stamps them as experts in their business; then indeed may we expect them to be leaders of public opinion in all matters educational, then will every teacher be a nucleus around which will gather a local sentiment which will raise the teachers to the position of trusted public officials.

This line of reading will keep the teacher in touch with different theories of education; with the claims of the advocates of new branches of study, or of old branches in new places; will keep him informed as regards the rights and duties of teachers as limited or defined by new laws or recent decisions; and in many such ways will advance him towards the position of a member of a "profession."

Again, it will make better teachers. The untrained and inexperienced find this the only path open to them for the study of the art of teaching and the science of education.

What shall such a teacher read? That in which she is interested; that which she understands and appreciates. Descriptions of class exercises, illustrations of methods, devices, matters that appear *practical*, will naturally appeal to such. But she must remember that a good teacher is more than a copyist of another. What is read must be assimilated; the underlying principles understood; and when

practised in the class room, adapted to conditions and circumstances.

That reading will prove of value which makes the teacher a thinker rather than an imitator. That reading which makes of the reader simply a copyist of devices without any study of the philosophy of the devices is not desirable. That many teachers get nothing more from pedagogical reading does not argue against the reading. The young teacher who reads thoughtfully and understandingly what seems to be most helpful will thereby advance to an appreciation of a higher grade of "professional" reading.

Reading begets reading.

The trained, the educated, the experienced, the successful teacher needs this kind of reading equally with those of less advantages, and to such it is no less valuable.

"Everybody knows more than anybody." The person who thinks that all knowledge will die with him is an uncomfortable person to do business with. And the teacher who has nothing more to learn is past his best days. Only the growing learning teacher should have a place in the ranks.

There are no past masters of education. There is none so wise or so successful that he can afford to say that he has no use for the opinions of others. Moreover, no matter how thoroughly one has studied the principles and science of education he needs to keep them fresh in mind by occasional re-reading.

To be a leader in educational matters, the teacher must be familiar with the current changes in the educational world.

This kind of reading will inspire and maintain enthusiasm for the vocation of teaching. It is by reason of loss of enthusiasm that old teachers fall to the rear of the procession, having been outstripped by the younger generation. As long as the physical and mental powers remain unimpaired, a teacher should not become a "back number."

It is not years that name a teacher old, but rather the dallying of sympathy, neglect of the signs of the times, failure to observe progress about him, narrowness, cynicism, and self-satisfaction. Many a teacher, young in years, becomes cynical, looks with scornful pity upon the enthusiasm of the beginner, and dolefully prophesies,— "She will soon get over that." "She will learn better by experience."

Pedagogical reading will go far towards preventing this tendency ; it will keep the teacher out of ruts ; it will prevent him from becoming a worshipper of his own style of work.

We all know teachers, men and women, who in spite of accumulated years, are as progressive, as ready to learn, as earnest students of methods and principles, as any of their younger brothers and sisters. These, while health and power remain, will never be too old for service.

No one can object to a course of reading of this character on the score of lack of variety or lack of kind and grade desired.

Journals are published weekly, monthly, and quarterly, adapted to all teachers, from the kindergarten to the college ; from the young girl of limited education to the scholar of rare attainments and profound acquirements ; from the copyist of a device to the student of a philosophy. Publishers are constantly publishing books of equally wide range.

Among the contributors to these journals and the authors of the books, are numbered some of the brightest intellects of the age—successful, practical teachers, who have worked their way to eminence without the advantages of previous training ; normal school graduates and principals ; presidents and professors of colleges, themselves college trained.

Some teachers tell us that much of the pedagogical writing of the day is beyond their understanding and appreciation. I confess to a feeling of sympathy with them. But the fact that some of the educational philosophers are beyond our comprehension, need not prejudice us against such reading as we do understand, nor deprive us of that which interests us. And perhaps we may find the very discipline that we need, in a grapple with the theories that seem beyond our comprehension.

It is urged by some that they have not time for such a course of reading ; a large part of the time devoted to mere drudgery,—to the marking of examination papers and the correcting of slate work, occupying in the case of many teachers every spare hour of sunlight and often extending far into the night, might be more usefully employed in improving the mind by reading. In my judgment, better teaching would result. Pupils would be better taught by

thinking, well-informed, cultivated men and women than by marking machines.

I close with the words of another, a superintendent in another state,—

“I never write a recommendation for any teacher who has not been a subscriber for a good educational journal before she asks for my recommendation. She owes it to herself to keep in sympathy with the progressive members of the profession, as she cannot without reading regularly the best thought which only finds timely expression in the best journals. She owes it to her school, which she cannot teach to the best advantage without knowing promptly all the best methods which find earliest expression in those journals. She owes it to the profession to take and pay for a journal and have it all her own, instead of stealing, begging, or borrowing it from some one who does pay for it.”

### **An Educational Experiment.**

#### THE TREATMENT OF LEFT-HANDED CHILDREN.

A vast amount of attention has recently been given in the United States to child-study. The Department of Psychology in Yale University has conducted a long series of experiments on the school children of New Haven, with a view to ascertaining the time necessary in children of different ages and sexes for every kind of reaction—obedience to a command, or response to an impression of sight, hearing or smell. The University of Chicago has also taken up much work in a similar line, and recently Professor Smedley, who is the Director of the Department of Pedagogical investigation of that University, gave some interesting details of some results of his investigations to the Illinois Society for Child Study. One practical outcome of the work and one which recent psychological research strongly confirms, concerns the proper treatment of left-handed children. “When we go beyond nature,” said Professor Smedley, “and attempt to teach left-handed children to use the right hand, we make a mistake.” Professor Smedley asserted that a large number of children naturally left-handed, but who had been laboriously trained to use the right hand, were defective in speech. This peculiarity is explained by the recent localization of



functions of the brain. The speech centre is in close association, in the normal brain, with the centre controlling the use of the right hand. This whole tract is ordinarily on the left side of the brain, but in left-handed children there seems to be a transposition of the brain, and the right side, instead of the left side, is developed and performs the enormously important function of governing the more skilful hand, and also of controlling speech. By endeavouring to substitute the use of the right hand the nice balance of the brain is disturbed, and besides producing far less manual dexterity, the power of speech may also be impaired.—*Leisure Hour*.

### Editorial Notes and Comments.

—As with the nation so with the school. Lord Rosebery is quoted as saying, “The nation which is satisfied is lost.” The school that sees no improvements to be made in method, in discipline or in school grounds and premises is lost.

—“ ‘A GOOD perception of humour is essential to the peace of mind of a teacher; and it should, therefore, be cultivated; for, if he does not supply the jokes, the class will.’—This remark is a quotation from an address given to the students of Whitelands College by the Rev. S. C. Tickell; and it suggests many thoughts to a schoolmaster. Often when a master has left his class-room, weary and dispirited by a hard tussel to keep his form to their work, and when he has wondered why he failed to keep the boys’ attention, and why So-and-so seemed inclined to get out of hand, the true inwardness of the position would be explained by a canid boy in the words: “We only wanted to have a bit of fun.” It is no inherent dislike to work or to the teacher, but the absolute necessity of relieving a dull lesson by a bit of fun, that is accountable for many a difficulty in discipline. The form must have some fun. Let the master supply it or encourage it in suitable doses, and the work goes well. We are all, even teachers, inclined to take life too seriously, and lack what Archbishop Benson called the saving salt of humour.”

We are in hearty accord with the above remarks of the Editor of the *Journal of Education*, and append an arithmetical question to relieve the strain that sometimes is felt even

in the classes of the best mathematical teachers. Questions of this nature are good wit sharpeners.

“How can five persons divide five eggs so that each man shall receive one egg and leave one in the dish?” After the thoughts of the children have got fairly well tangled up in the intricacies of this distracting problem, the answer may be given, “One man takes the dish with the eggs.” The laugh that follows is a wonderful clearer of the mathematical fog, and the children attack the former work with renewed zeal. Be warned, however, against letting jokes wander far afield. Their great value is in gathering thought, not in dissipating it.

—To teachers of science in any form we most heartily recommend an article in the November number of *The Journal of Education*, London, Eng., on “The Teaching of Physics in Girls’ Schools.” The title of the article might perhaps suggest narrowness of view, but the reading of this paper dissipates entirely any such thought. It is broad and common sense. It is highly commendatory of “Armstrong’s Elementary Science” as embodying the best thought on science teaching. In this connection we quote the closing lines :

All good teachers of science cultivate the powers of observation and reasoning. Armstrong does more than this—he cultivates those powers which lead to independent action. Nothing is more important than to be able to investigate for ourselves, to form ideas and to carry them out. Has this important part of education been neglected hitherto? I think not entirely, but it has been acquired away from school through our recreations and home training. In former days there was more opportunity for cultivating initiative, more freedom from teachers, more time and energy for independent enterprise, for reading, for looking at and making things, and for helping with the work of the home.

At present the teaching of science is in a state of healthy chaos, but this state cannot last much longer. If science is to be adopted as a subject in the school curriculum, there must be a wide acceptance of guiding principles, and it seems as if the time for their selection is at hand. May those on whom the responsibility falls steer their way through a temporary fashion and choose only those

principles which have the life-giving property of permanent truth."

When instruction in science becomes a mere matter of text-book reciting, it is of far less value in the school course than the teaching of the classics after the same fashion would be.

—IN the attempt of modern educationists to produce a perfect animal as the best type of child upon which to practise educational methods, we see a serious mistake being made with regard to the children of the poorer classes. Instead of beginning at the foundation—the feeding of the child—in many schools, both in city and country, children who already have sufficient physical work in selling papers after school hours, in running messages, in doing chores of all kinds, are forced into half an hour's physical drill a day in spite of the fact that their physical appearance plainly asserts that what they need is not more exercise, but more food. There are isolated cases of the same food poverty among the children even of wealthy parents. There are parents who believe that the food of children should be plain (which they take to mean non-nourishing) and scant of supply, lest children eat too much. On the contrary, no healthy child provided with only plain nourishing food will overeat. Children who cannot get a sufficiency of nourishing food should not be subjected to physical drill.

In Philadelphia, for about five years now, the children of the schools in the vicinity of the slums are provided with lunches at one cent apiece at Star Centre. Hundreds of school children are able in this way to get the nourishing food they require.

In all poor localities the school boards should supply, not free lunches, but cheap lunches for school children.

A great boon came to the students of Yale when the boarding-house trust was broken and a refectory, catering for over a thousand students, was established, giving, as some one remarked, a meal fit for a king for 25 or 30 cents.

The child whose food supply is regulated by intelligent parents who have knowledge of food values and of the laws of health, has the best chance in life's race, other things being equal.

—To many persons, the night school is of very great benefit. To a few, no seeming good has resulted. Those who apparently have got no good, have themselves only to blame, their lack of success being due, principally, to their lack of desire for success. The failures have been a source of annoyance, and a drag upon the class, and in every case those who have failed to appreciate their privileges have been young pupils. Though the teacher of the night-school meets with discouraging cases, yet numerous instances of successful work—a source of hope and encouragement—may be cited, where individuals have been greatly helped in many ways, mentally, physically, morally and socially, as the following examples will show:

A father of a family, who could neither read nor write, attended night-school regularly for two winters, and in that time learned to read, write and do some book-keeping. As 'knowledge is power,' it is not surprising to learn that this man, in consequence of his increased knowledge, improved his position financially, and at the same time lessened the drudgery of his life by having his hours of work shortened and being assigned a less laborious position. This man had had no chance when a boy.

Another case is that of a man of about forty years of age, also with a family depending upon him. He attended night-school for two terms and applied himself with great diligence to study. Knowledge was power with him too and led to a betterment of his position; that which gave him most satisfaction, however, was his ability to read his Bible for himself, find the hymns while in church and follow during the singing.

Yet another case is that of an iron worker in a large factory who found it hard to support himself and family on his pay of eleven cents an hour, even when working full time. By steady application he learned to read, write, and do enough figuring to be able to make up his own monthly pay-sheet. It was not until he could do this that he found out that the "boss," who had been making up his wage account for him every month, as a favour, had been shaving a little off for himself, just for his trouble. He is no longer under the necessity of troubling the boss. Owing to his newly acquired knowledge he can now do work in the shop that he was unable to do before, with the result that he has got an in-

crease of over 50 per cent. in his wages. It is safe to say that this improvement in his circumstances would never have been brought about but for the night-school. Were it not for the fact that many men and boys have to work at night in some sections of Montreal, a larger number would be able to avail themselves of the advantages of attendance at the night-school.—*Teacher.*

### Current Events.

—THE laying of the British cable from Vancouver Island, Canada, to Australia, and kindred subjects, if brought before children in their proper connection, would materially enliven the geography lesson. The line of the cable might be followed on the map by teacher and pupils together.

—THE Teachers' Association in connection with McGill Normal School held a profitable and pleasant evening last month, when the subject of "Form Study and Drawing," in the several grades of the common schools, was discussed in a series of ten-minute papers by Misses May, Picket, Steele, Kee, and Stewart, and Mr. Robins. After Mrs. Simister had given a summary of the work done in the schools a general discussion took place. All the papers were profitable and to the point. The general complaint of the teachers was the difficulty of getting suitable objects for form study. One teacher, who asked each child to bring a potato for the afternoon drawing lesson, was told that the last had been eaten for dinner that day.

—AN exchange thinks that the difference between American and German teaching methods is that American instruction tends to enable pupils to devise *original* problems, as well as to solve ready-made ones. An illustration in point is given:

A German and an American engineer started with a large railroad system. The German could solve the toughest ready made problems brought to him, but he could set no original ones. He remained stationary while the American advanced rapidly, for he could devise improvements and bring in problems for the German to solve.

—SHOULD French and English be employed as world-languages?

The people of the world intermingle so freely now that the need of a common language that all can understand has long been felt. Mr. Bréal, a Frenchman, says that French and English could both be used. French could be taught in the schools and colleges of the United States and of Great Britain and her colonies, and instruction in English could be given throughout France. There is much in this suggestion, but English is settling the question of a universal language by rapidly becoming the commercial language of the world.—*Our Times*.

—THE director of the Canadian geological survey, in his recent annual report, makes the amazing statement that one-third of the Dominion is an unknown land. More than 1,250,000 square miles of Canadian territory is still unexplored. This includes not only the inhospitable Arctic regions, but vast regions in lower latitudes, as for instance the entire interior of Labrador, a tract twice the size of the British Isles, and of which almost nothing is known. Reconnaissances have shown that many of these virgin regions possess rich resources, and it is probable that new railroads will be rapidly built to open them up during the next few years.—*The Pathfinder*.

## THE METRIC SYSTEM AND INTERNATIONAL COMMERCE.

In the report made by a committee of the British House of Commons upon the advisability of adopting the metric system, extracts are given from letters received from eighteen different and important consulates. Every writer stated that in his opinion the adoption of the metric system by Great Britain would greatly promote her commerce with those countries, and that the fact of her not having that system was exercising a repressing effect on her commercial intercourse with them. There can be no possible doubt of these facts, and the United States, in its commerce, is to-day suffering from the same cause. We are out of touch commercially with all the nations of the world except Russia, with which our commerce is small, and England, with which our trade is not growing. The articles we sell Eng-

land are mainly grain, sold by the bushel, which differs from the English bushel; petroleum, sold by the gallon, which differs from the English gallon; and cotton, sold by the pound, which fortunately corresponds with the English pound.

At the present time we are seeking to enlarge our trade with nations that use the metric system, or in countries where our strongest competitors are nations using that system. The disadvantages in both cases are identical so far as concerns the use of a system of weights and measures differing from that employed by our customers or by our competitors. The American price-lists are unfamiliar, and the amiability of the prospective buyer must be drawn upon before attention can be paid to our goods. Then, too, there is no easy standard of comparison with the products offered by foreign competitors. The difference of monetary systems alone is a source of sufficient trouble. When it is increased by the unlikeness of the units of weight and measure, the problem of making a double conversion possesses difficulties for the would-be buyer equalled only by our youthful perplexities in dealing with the "double rule of three." Owing to the likelihood of making errors as well as the trouble of making such conversions, our price-lists and quotations make but little headway in the introduction of our manufactures into foreign lands.

The adoption of the metric system by this country would undoubtedly aid us in trading with nations that already use it. And if it would aid us in selling, it would also help us in buying, by placing larger means at our disposal. Then our increased prosperity would be accompanied by greater prosperity for the other members in the family of nations, and the circle of exchange would be enlarged.—*Prof. Gore in the August Forum.*

—THE Convention of Protestant Teachers, of the Province of Quebec, at its October meeting, was almost unanimously in favor of the adoption of Principal Kneeland's motion touching the adoption of the metric system of weights and measures. The motion was therefore carried. It read as follows:

"The Provincial Association of Protestant Teachers of Quebec, having discussed the adoption in Canada of the metric system of weights and measures, and fully conscious

of the practical value of this system, as compared with the non-related and antiquated system now in use in Canada ;

“ And aware of the great saving of school children’s time that would be effected had they to learn one system only, in which the various measures of length, volume and weight are closely related and referable to one standard unit—the metre instead of the several perfectly arbitrary and independent tables now in use here ;

“ And conscious that this metric system has already superseded the old systems in nearly every civilized nation of Europe and America, and that its thorough knowledge is demanded by the growing trade of this great Dominion with all these other countries ;

“ And aware of the great saving in time and money which would be effected in the manufacturing industries of the country, as well as in schools, by its use, desires to place on record its earnest desire for the speedy adoption of the metric system of weights and measures in the Dominion of Canada, as the one and only system to be used ; and directs that a copy of this resolution be forwarded to the Minister of Education in the several provinces, and the Minister of Inland Revenue, at Ottawa.”

—SOME day the men at the head of the schools will discover that more practical education and not frills and fads is what the people desire. There must be a return, at least part way, to the old method of teaching the rudiments and teaching them thoroughly.—*Cleveland Leader*.

## ATHLETICS.

“ One has no word to utter against recreation, against any legitimate exercise which develops the wonderful body of man. On the contrary, we bid them all hail and Godspeed. But no one can help noticing that we are drifting towards danger. No one can help noticing an unhealthy excitement over athletic contests that threatens to take the place of enthusiasm about the great purposes of existence. A recent writer reports a conversation with a friend who is at the head of the chief political organization in a large manufacturing town in England. This town was once famous for the intelligence of its people and their interest in politics. He asked him if the



workingmen and artisans of this generation were as keen intellectually and as much alive to social problems as their fathers. "Not at all," was the reply. "It is a most difficult thing to get them to take any interest in politics." And he accounted for the change by saying: "They have no time to spare for anything but betting. In most of the large factories the operators are constantly betting on some event or other in the world of sport, and this forms the staple of their thought and conversation." Well, we are told by those who know that it is the same here. The passion for athleticism and for gambling is eating the heart out of duty and devotion to work. Thus it has been in the past. Greece for example made athletics a branch of education co-ordinate with grammar and art. Splendid gymnasiums adorned every town. No cost was spared to make this the noblest of accomplishments. And so it continued for a while, and then degeneration began. The gymnasia with their buildings and acres of training ground sank into the depths of depravity—became the resorts of lazy loungers of the great cities. It ran the same course in Rome. Mr. Froude, speaking of Rome just prior to the overthrow of the Republic, says: "The Romans had ceased to believe, and in losing their faith they became what steel becomes when it is demagnetized. The spiritual faculty was gone out of them, and the high society of Rome itself became a society of powerful animals with an enormous appetite for pleasure." That is the very danger that besets the people of these colonies. It is the danger which besets every country where people live much in the open air. It is the danger of putting the emphasis on the physical side of life only—the danger of becoming a society of powerful animals with an enormous appetite for pleasure. It needs to be proclaimed to it: 'Let not the mighty man glory in his strength.'"—*The Outlook*.

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

#### REMINDERS TO TEACHERS.

—"REMEMBER that children are not as quick to grasp new ideas as is your mind to recall its stores of already digested and adjusted thoughts."

Do not confine your lesson to a mere statement of facts.

Encourage an intellectual attitude on the part of each child towards every lesson.

Children must gradually be taught to rely more and more upon themselves. There is no more pitiful sight than that of a class of boys of thirteen and fourteen demanding of a teacher exactly the same kind of help that pupils of ten need.

Children should not be kept in at noontime.

It shows a lack of disciplinary power when a teacher punishes a whole class by keeping in or exacting a fine.

Never go to your schoolroom in the morning without a well thought out plan of procedure before you.

Saturday morning is a good time for the teacher to take stock educationally to know where he stands. Following this should come a balancing of accounts. Much worry is prevented by examinations of this nature. The busy whirl of life should be left behind for a while, and a calm, sober view taken of school duties, responsibilities and progress.

When you are describing an event, make the description vivid but do not exaggerate.

Insist on a child's doing exactly as he is told, whether in response to a command or request. Insist also on exact answers to questions.

“Of all things that a teacher should know how to do, the most important, without any exception, is to be able to tell a story.”—*G. Stanley Hall*.

—“It is a serious matter to starve the mind in any one particular; and the mischief is greater in proportion to the greater generality of the subject thus misused or neglected. There should, for instance, be no question nowadays as to the supreme importance of a right taste in letters. By this is meant not a knowledge of “literary history”; a right taste implies a great deal more than the acquisition of any amount of knowledge *about* books. At its best, a familiarity with books at first-hand is an intimate and sympathetic knowledge of life as seen by great men. To read a great book with understanding is to share, in a degree proportionate to our power of sympathetic imagination, the point of view of the writer. Let our pupils, then, read as many great books as they can to know what is in them; rather than an infinity of things about them. A general

knowledge of the actual contents of books is different from and far better than a knowledge of other people's elucidations, however exact."—*P. A. Burnett.*

—THE teacher who is constantly looking towards examinations as a goal for the year's work is either small, sordid, and mean or soon will be—infinately smaller and meaner than the miser who makes money the end of existence. To hold up *examinations* constantly before the child is to frustrate the end of true education.

—ONE of the most unsatisfactory teachers to work with is the man with an abnormal craving for popularity:

—ONE of the most difficult problems for the teacher of an ungraded school to solve is that of keeping all the children profitably employed all the time. One of the objects of education is to train pupils to be industrious, and if the teacher allows a whole class to remain with nothing to do for even two minutes, children come to undervalue that most precious of all possessions, time. "Do it now" is a motto that at the present moment is adorning many school-rooms and other places of resort. It is a good motto, and by a little questioning children may be brought to see in it much more than they would if it were left as a *silent* monitor only.

We shall suggest from time to time some exercises for "busy work," that we hope will prove profitable from an educational point of view.

1. A class of pupils may be told to read over the next lesson in the reader and copy down correctly all the words and groups of words with whose meaning they are unfamiliar. If the children are old enough to use the dictionary they should be encouraged to consult it to get the meanings of the new words. If they are too young, the teacher might have a talk with them, at the next lesson, about the new words.

2. Read a short story to children bearing on their geography lesson. For example, when the trees of South or Central America, are referred to in the geography, read aloud this paragraph (taken from the *Youth's Companion*) on mahogany trees:

Mahogany hunters in Central and South America are men requiring much skill and experience, and in some districts the

revenues depend largely on the success of their endeavours. Mahogany trees do not grow in groups, but are scattered and concealed in thickets. It takes two men an entire day to fell a tree. On account of the thick, thorny growth about the base of the tree, it is the custom to build a scaffold around it and to cut the trunk at a height of ten or fifteen feet from the ground. By this wasteful method it is said the best part of the tree is lost. Freed from branches, the trunk is hauled by oxen to the nearest river, where rafts are made.

Send the children to their seats to write out the answers to five or six questions like the following, which have been written on the blackboard :

In what countries do mahogany trees grow ? Why must mahogany hunters be men of skill and experience ? How long does it take one man to fell a mahogany tree ? What great waste in cutting mahogany trees goes on ? Is there any necessity for this waste ? How are the trees conveyed to the markets ?

—WORDS of interesting derivation :

Knave, a boy or servant.

Coward, from *cauda*, a tail ; an animal running off with its tail between its legs.

Beetle, a biting animal.

Steward, a sty ward, a feeder of pigs.

Coop, a tub or cask.

Clumsy, benumbed with cold.

Knit, to knot.

Loafer, a runner, one with nothing to do at other times.

Ton, a large cask or barrel.

Deer, a wild animal of any kind.

Gallon, a large bowl.

Pastor, a keeper of sheep.

Miser, one in misery.

Wife, a woman, a female.

—Adapted from *Aiton's Descriptive Speller*.

—THE greatest help that a school can be to a boy is to teach him to think and to act promptly.

—GOOD sound common sense has never been superseded by a normal school diploma

## CHANGES IN THE MAP.

Why, where is Patagonia? was the astonished query recently put to me by an old schoolmate, as, carelessly turning the leaves of his little son's geography, he suddenly came upon a recent map of South America. The boundaries which we boys had once regarded as immutable had changed; and the map, which the vivid impressions of youth had engraved firmly upon our memory was no longer in existence. The experience of my friend, a man of considerable intelligence, is not an isolated instance. The rapidity of our geographical progress within the last decades has rendered it extremely difficult for the layman to follow the course of events.

In 1825, three great continents were practically unexplored. Australia, or New Holland, as it was then called, was nothing more than a terra incognita—a mere geographical idea; the vast expanse of Africa—with the exception of the Mediterranean region and the little settlement at the Cape—was still the land of wonder and conjecture, as it had been in the days of the Romans; while Central Asia, with its millions of inhabitants was effectively closed to Europeans. In the south, nature had reared her mighty barrier, the Himalayas; and in the east, we find China immured, both in a literal and figurative sense, within that gigantic wall of exclusiveness, which seemed designed to screen forever from the prying gaze of the civilized world the sacred and inviolable "Empire of the Sun."

Yet it is upon the American continent that the most marvellous changes have been wrought—changes, whose magnitude we, the living witnesses, can scarcely appreciate. As the rising flood imperceptibly but steadily advances the water-line, thus constantly altering the contour of the beach, so the swelling tide of population, surging westward, has, throughout this entire century, surely but incessantly pushed forward that long western boundary-line of 1,600 miles, the outlines of which have never for a moment remained the same.—*The Transformation of the Map, by Joseph Sohn, in March Scribner's.*

This points out one way in which teachers may fall behind the times. Have up to date maps in the school-room, teachers.

## A MATHEMATICAL PROBLEM.

Teachers are asked to send to the Editor of the RECORD an arithmetical or algebraic solution of the following interesting problem. Statements must follow one another in a logical, orderly manner. The solutions will be given next month :

Four burglars broke into a bank and stole the cash box, which, they found, contained a certain amount of money in one dollar bills. They took the box home, but decided not to divide the money until the next morning. So they went to bed. When three of them were sleeping, one of them got up and went to the box. He counted the money and found that there was enough to divide evenly among the four, and one dollar over. He took his quarter and went to bed. After a while a second man got up and went to the box and found that there was enough money to divide evenly among the four, and one dollar left over. He took his quarter and went back to bed. Then another man got up and found that there was enough money in the box to divide evenly among the four, and one dollar over. He took his quarter and went back to bed. Then the fourth man got up and found that there was enough to divide evenly and leave one dollar over. In the morning when they all got up, they found that there was enough money in the box to divide evenly among the four, and leave one dollar over.

How much money was in the box at first ?

—A REASONABLE amount of fleas is good for a dog, it keeps him from brooding over the fact that he is a dog, says the author of that inimitable book "David Harum." On the same principle a few mischievous boys in a class are good for a teacher. They keep her from falling into ruts, worrying over the smallness of her salary and the general hardness of her lot.

—WHO would not rather be a teacher than any thing else in the world ?

TABULAR STATEMENT, JUNE EXAMINATIONS.

TABULAR STATEMENT IN CONNECTION WITH THE JUNE EXAMINATIONS OF 1901, (MODEL SCHOOLS.)

NAMES OF MODEL SCHOOLS.	Grand Total Marks.	Pupils in Ex. Grades.		Grade I.		Grade II.		Grade III.		Lat.		Freh.		Eng.		Geom.		Alg.		Arith.	
		Enrolled	Presented	Passed	Failed	Presented	Failed	Presented	Failed	Presented	Failed	Presented	Failed	Presented	Failed	Presented	Failed	Presented	Failed	Presented	Failed
St. Lambert	16711	52	34	15	0	7	0	12	0	17	0	34	0	34	0	10	1	14	1	25	9
Fairmount	10646	70	34	18	5	10	19	6	1	5	6	16	18	31	3	7	1	19	5	19	15
Clarenceville	10202	33	21	6	4	7	5	8	1	1	0	17	4	21	4	4	0	7	0	19	4
Laehine	10077	31	26	11	4	9	4	6	0	2	1	24	2	25	0	5	0	15	2	18	6
Mansonville	9712	43	22	7	1	6	20	9	1	1	6	11	19	22	5	4	2	16	5	17	17
Hemmingford	8936	34	30	11	3	4	6	5	4	6	3	15	4	19	0	6	1	14	1	13	2
Buckingham	8532	26	19	6	3	4	3	3	2	0	0	13	6	17	0	1	0	13	0	17	4
Bury	8242	44	19	6	4	10	4	8	0	1	6	14	7	20	2	2	2	13	3	17	9
Portage du Fort	7506	55	28	11	8	8	10	6	4	3	1	17	4	19	1	2	0	7	7	10	10
Compton	7175	33	21	6	4	9	10	9	2	3	4	11	9	17	3	2	1	13	0	14	7
Sawyerville	754	52	4	5	10	4	1	8	1	5	4	11	4	20	0	2	1	9	0	14	10
New Richmond	7089	26	14	5	1	3	1	5	0	3	0	12	2	13	0	2	1	9	4	14	7
Scotstown	651	61	16	10	3	6	1	8	1	2	5	12	9	14	0	2	1	7	3	19	10
Montreal West	6519	26	19	10	8	4	2	6	2	1	1	14	4	19	0	1	4	6	4	9	9
Paspebie	6445	56	20	7	3	7	1	6	1	0	0	12	4	16	1	2	2	9	0	13	3
Stanbridge East	6386	61	16	14	2	5	4	4	0	0	0	14	8	15	0	4	0	6	0	11	7
Farnham	6222	59	31	12	3	2	0	3	0	0	0	10	0	18	0	4	0	6	0	11	0
Rawdon	5663	81	18	4	0	4	0	4	0	0	0	4	0	10	0	2	0	6	1	10	4
Hatley	5500	71	25	4	0	4	0	4	0	0	0	10	2	12	0	7	1	8	0	12	0
Bishop's Crossing	5564	74	23	4	0	4	0	4	0	0	0	11	1	15	0	1	0	5	0	11	4
Como	5268	63	19	4	2	7	6	5	1	2	1	9	4	13	2	1	1	9	0	10	3
Berthier	4888	55	31	8	7	5	4	5	3	6	3	11	6	14	1	1	1	6	0	8	7
Megantic	4728	52	35	7	0	5	3	2	1	2	1	9	0	14	0	5	0	6	0	9	6
Gould	4701	76	26	10	5	1	3	1	3	1	0	10	0	10	0	1	0	6	0	6	4
Kinnear's Mills	3815	59	24	8	5	4	0	4	0	0	0	8	0	9	0	4	0	7	3	4	5
St. Andrews	3506	59	13	5	6	5	1	3	1	3	1	5	8	9	2	2	0	4	2	6	1
Frelighsburg	339	51	19	6	2	4	0	2	0	0	0	8	3	8	0	1	0	3	0	7	5
Ulverton	3249	64	26	7	0	4	0	5	1	0	0	7	0	8	0	1	0	4	1	7	0
Lacolle	3134	67	9	14	0	2	7	2	0	2	0	10	4	6	7	0	0	8	2	8	6
Hull	3132	34	21	17	14	7	5	1	0	0	0	4	0	7	0	1	0	4	4	7	8
East Angus	3066	42	32	12	14	6	2	1	0	0	0	10	4	10	2	1	0	5	2	4	4
Mystic	3006	46	25	10	7	3	0	3	0	1	3	5	2	10	0	3	0	2	3	4	4
Magog	2833	58	16	7	6	4	1	3	1	1	1	5	4	7	7	0	1	5	6	5	3
Marbleton	2460	47	17	9	3	4	2	1	5	3	3	4	4	4	4	2	1	3	5	5	3
Waterville	2454	4	17	6	4	1	1	1	1	0	0	11	1	13	3	0	1	6	8	2	2
Gaspe Basin	2248	57	16	4	9	2	0	2	1	1	1	3	3	7	2	1	0	4	0	2	6
South Durham	246	67	17	13	4	1	1	2	2	0	0	11	1	15	1	1	0	4	0	2	2
St. Sylvester	2239	42	16	4	3	1	0	1	1	0	0	3	0	3	0	2	0	2	3	4	3
Windsor Mills	1999	58	14	4	2	1	0	1	0	0	0	5	1	11	0	2	0	3	0	2	3
Leeds	1712	64	26	11	7	1	1	1	2	2	2	2	2	6	6	0	2	0	2	4	3
Clarendon	1665	37	19	0	3	1	0	1	0	1	0	3	3	5	5	0	1	0	2	1	2
St. Hyacinthe	1328	63	9	7	0	1	1	1	1	0	0	2	2	3	3	0	2	0	2	0	1
Chicoutimi	1441	49	7	4	3	1	1	1	1	1	1	1	1	3	3	0	1	0	1	2	0
Haldimand	1180	47	10	4	8	1	1	1	1	1	0	5	1	11	1	1	0	2	0	4	2
Arundel	1082	52	5	9	3	1	0	1	0	0	0	2	2	6	6	0	0	2	0	2	2
Fort Coulonge	917	79	9	2	4	1	1	1	1	1	1	1	1	5	4	2	0	1	1	2	2
Barnston	907	57	3	2	3	1	1	1	1	1	1	1	1	2	2	0	1	1	2	0	0

TABULAR STATEMENT IN CONNECTION WITH THE JUNE EXAMINATIONS OF 1901, (ACADEMIES.)

NAMES OF ACADEMIES.	Grand Total Marks.		Percentage.		Pupils in Ex. Grades.		Grade II. M. S.		Grade I. A. C.		Grade II. A. C.		Grade III. A. C.		Lat.		Grk.		Frch.		Eng.		Geom.		Alg.		Arith.		Appliances.			
	Enrolled.	Presented.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.		
Huntingdon.....	79	47	32	16	12	4	24	13	11	33	20	13	6	2	4	15	44	10	1	42	36	73	12	20	35	56	19	56	23	19	19	
Lachute.....	80	75	69	30	29	1	18	15	3	16	16	0	11	9	2	37	20	7	3	63	7	73	1	37	3	74	1	66	9	66	9	
Sherbrooke.....	63	48	6	18	18	0	13	12	1	13	13	0	10	5	5	23	3	...	...	52	2	43	1	22	10	49	4	40	12	40	12	
Waterloo.....	80	55	45	10	19	14	5	19	17	2	14	11	3	3	0	26	13	...	...	49	6	53	2	24	5	47	8	42	13	42	13	
Knowlton.....	68	32	31	1	3	3	0	11	11	0	13	12	1	5	0	19	3	7	0	32	0	32	0	28	0	30	2	20	7	20	7	
Ormswton.....	74	45	32	13	11	7	4	19	14	5	10	5	2	5	2	10	13	...	...	31	14	44	1	25	5	42	3	32	10	32	10	
Stanstead.....	61	36	24	12	6	4	2	9	7	2	8	0	13	5	8	9	8	1	2	29	6	35	1	24	2	31	4	22	1	22	1	
Coaticook.....	48	42	28	14	14	13	1	11	6	5	7	1	9	2	7	11	15	...	...	22	20	38	4	15	10	39	3	29	5	29	5	
Danville.....	56	40	21	19	13	10	3	9	7	2	11	2	7	2	5	18	18	1	0	31	9	34	6	15	11	28	11	26	14	26	14	
Cookshire.....	41	31	25	6	6	4	2	10	10	0	12	11	1	3	0	5	3	...	...	26	5	27	4	17	3	30	1	20	9	20	9	
St. Francis C. School.....	69	37	14	23	11	5	6	14	5	9	8	5	3	4	1	3	4	21	...	20	17	34	4	8	19	25	13	23	10	23	10	
Valleyfield.....	38	31	27	4	9	7	2	13	12	1	7	6	1	2	2	0	15	3	0	1	26	5	28	18	3	27	3	27	2	27	2	
Dunham Ladies' College.....	54	31	18	13	7	5	2	11	6	5	7	5	2	6	2	4	13	0	1	23	8	30	4	2	2	29	2	22	3	22	3	
Bedford.....	35	18	11	7	7	3	4	5	4	1	4	3	1	2	1	8	2	...	...	12	6	14	0	11	1	19	0	13	3	13	3	
Granby.....	50	19	19	0	6	6	0	4	4	0	5	5	0	4	4	0	13	6	1	0	19	0	19	0	11	1	19	0	13	3	13	3
Shawville.....	45	27	13	14	10	5	5	6	3	3	7	3	4	2	2	7	12	1	1	17	10	25	2	9	8	16	11	13	10	13	10	
Cowansville.....	56	24	15	9	10	7	3	5	3	2	7	4	3	2	1	12	10	...	...	17	7	20	4	7	7	15	9	15	7	15	7	
Aylmer.....	42	24	13	11	10	4	6	4	4	0	7	3	4	3	2	1	4	20	...	12	12	20	4	5	9	21	3	15	9	15	9	
Lennoxville.....	38	23	8	15	6	3	3	9	1	8	6	3	2	1	1	4	6	...	...	12	10	20	3	6	6	12	7	14	9	14	9	
Inverness.....	34	15	14	1	5	4	1	6	6	0	4	4	0	...	...	3	1	...	...	14	1	14	1	10	0	15	0	12	3	12	3	
St. Johns.....	26	15	8	7	5	0	5	5	0	5	3	2	...	...	...	1	6	...	...	8	7	13	2	5	1	9	6	10	5	9	6	
Three Rivers.....	19	17	10	7	7	3	4	8	5	3	2	0	...	...	...	1	1	...	...	12	5	14	3	1	0	12	5	12	5	12	5	
Compton Ladies' College.....	26	14	10	4	5	3	2	5	3	2	2	0	2	2	0	5	1	...	...	10	4	13	1	4	2	9	0	8	4	8	4	
Sutton.....	37	10	9	1	6	6	0	2	2	0	2	1	...	...	...	0	2	...	...	9	1	10	0	1	0	9	1	6	4	6	4	





NEW EDITION



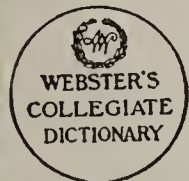
# WEBSTER'S INTERNATIONAL DICTIONARY

NEW PLATES THROUGHOUT  
**25,000 ADDITIONAL WORDS**  
PHRASES AND DEFINITIONS

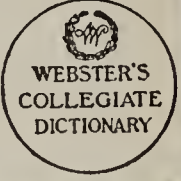
Prepared under the direct supervision of W. T. Harris, Ph.D., LL.D., United States Commissioner of Education, assisted by a large corps of competent specialists.

**Rich Bindings. 2364 Pages. 5000 Illustrations**

*The International was first issued in 1890, succeeding the "Unabridged." The New Edition of the International was issued in October, 1900. Get the latest and best.*



Also Webster's Collegiate Dictionary with a Scottish Glossary, etc.  
"First class in quality, second class in size."—NICHOLAS MURRAY BUTLER.



Specimen pages, etc., of both books sent on application.  
**G. & C. MERRIAM CO., Springfield, Mass.**

## Are You Interested

in the NEW PENSION ACT?  
Then examine the 1899 CODE.

## Are you in Doubt

on any point of SCHOOL LAW?  
Then consult the 1899 CODE.

## Are you an Aspirant

for a Teacher's Diploma, an Inspector's certificate, etc.?  
Then follow the 1899 CODE.

This Code, compiled by G. W. Parmelee, B.A., contains the new SCHOOL LAW for the Province of Quebec, including the TEACHER'S PENSION ACT, and the REGULATIONS of both the Protestant and Roman Catholic Committees of the Council of Public Instruction.

For sale at the book stores, or will be mailed direct by us, postpaid, on receipt of ONE DOLLAR.

**CANADA STAMP COMPANY,**  
592 John Street, Quebec,

17-2001

17-2001

17-2001

17-2001

# Manual Training.

---

A SUMMER SCHOOL

WILL BE HELD

AT KNOWLTON

From July 2nd to July 26th inclusive.

---

INSTRUCTION WILL BE GIVEN IN

Woodwork,

Cardboard-work

AND Clay-modelling.

---

Classes will be held on ten half days during the week, and teachers may devote the whole time to one subject or may divide the time equally between two.

Materials and instruction are provided free of charge by the MACDONALD MANUAL TRAINING FUND.

Special arrangements have been made for board.

For further particulars apply to

LINDLEY H. BENNETT,

KNOWLTON, Que.



WEBSTER'S  
INTERNATIONAL  
DICTIONARY

# WEBSTER'S INTERNATIONAL DICTIONARY

NEW EDITION

JUST ISSUED

NEW PLATES THROUGHOUT

Now Added **25,000 NEW WORDS**, Phrases, Etc.

**Rich Bindings • 2364 Pages • 5000 Illustrations**

Prepared under the supervision of W. T. Harris, Ph.D., LL.D., United States  
Commissioner of Education, assisted by a large corps of competent specialists.

**BETTER THAN EVER FOR GENERAL USE**

Also Webster's Collegiate Dictionary with Scottish Glossary, etc.

"First class in quality, second class in size." *Nicholas Murray Butler.*

*Specimen pages, etc., at both books sent on application.*

**G. & C. MERRIAM CO., Publishers, Springfield, Mass., U. S. A.**



A  
Ω



## Are You Interested

in the NEW PENSION ACT?

Then examine the 1899 CODE.

## Are you in Doubt

on any point of SCHOOL LAW?

Then consult the 1899 CODE.

## Are you an Aspirant

for a Teacher's Diploma, an Inspector's certificate, etc.?

Then follow the 1899 CODE.

This Code, compiled by G. W. Parmelee, B.A., contains the new SCHOOL LAW for the Province of Quebec, including the TEACHER'S PENSION ACT, and the REGULATIONS of both the Protestant and Roman Catholic Committees of the Council of Public Instruction.

For sale at the book stores, or will be mailed direct by us, postpaid, on receipt of ONE DOLLAR.

**CANADA STAMP COMPANY,**

**592 John Street, Quebec.**

# EDUCATIONAL RECORD

## OF THE PROVINCE OF QUEBEC.

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

The Protestant Committee is responsible only for what appears in the Official Department.

**Managing Editor, G. W. PARMELEE.**

**Editor, L. B. ROBINS.**

### CONTENTS.

	PAGES.
ARTICLES : ORIGINAL AND SELECTED.	
Nature Study in Elementary Schools.....	1
EDITORIAL NOTES AND COMMENTS .....	8
Address by The Hon. S. H. Blake....	9
CURRENT EVENTS .....	15
Foot-Ball vs Education.....	16
MODEL LESSONS.....	18
PRACTICAL HINTS AND EXAMINATION PAPERS.	
Reminders to Teachers .....	22
Facts, not Fancy.....	26
Chinese Geographical Names.....	28
Principal Cities of the World .....	31
The Sayings of Teachers and Children.....	35
Reproduction Stories.....	38
From my Note-Book.....	41
CORRESPONDENCE.....	44
BOOKS RECEIVED AND REVIEWED.....	46

QUEBEC

CANADA STAMP COMPANY  
1900.

Subscription, \$1 per annum.

Exchanges to be addressed to "Editor of the Educational Record," Quebec. P. Q.  
All Communications to the Managing Editor, Quebec.

50 YEARS'  
EXPERIENCE

# PATENTS

TRADE MARKS  
DESIGNS  
COPYRIGHTS & C.

Anyone sending a sketch and description may quickly ascertain our opinion free whether an invention is probably patentable. Communications strictly confidential. Handbook on Patents sent free. Oldest agency for securing patents.

Patents taken through Munn & Co. receive special notice, without charge, in the

## Scientific American.

A handsomely illustrated weekly. Largest circulation of any scientific journal. Terms, \$3 a year; four months, \$1. Sold by all newsdealers

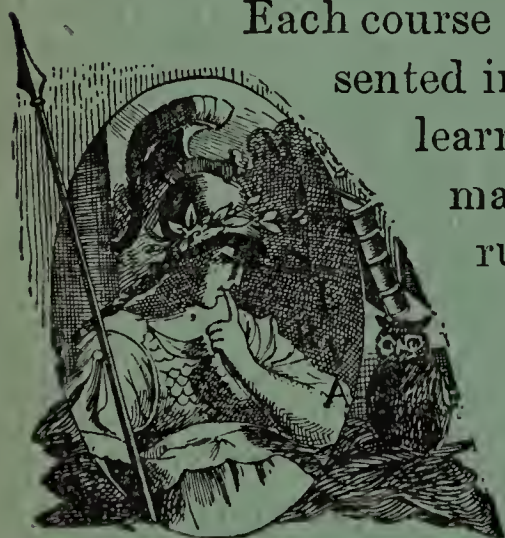
**MUNN & Co.** 361 Broadway, New York  
Branch Office. 625 F St., Washington, D. C.

---

## IN THREE MONTHS

### BY MAIL

Any intelligent person can by the **De Brisay Analytical Method** acquire a sound knowledge of either Latin or French in three months.



Each course embraces over 7,000 words, which are presented in such manner that 10 words are as easily learned as one. A thorough knowledge of grammar is acquired without the burden of learning rules. Rote-learning and drudgery are dispensed with. Thorough courses by mail; pronunciation by phonograph.

Every teacher should investigate this system, which is far in advance of all other methods of learning languages.

We guarantee satisfaction.

Part I (either language), 25 cts. "Key to French Sounds," 35 cts.  
Circular free.

**ACADEMIE DE BRISAY,**  
**93 Yonge Street, TORONTO.**

# McGill Normal School,

32 Belmont Street,

*MONTREAL,*

**S. P. ROBINS, LL.D., Principal.**

---

**T**HE CORPORATION OF MCGILL UNIVERSITY is associated with the Superintendent of Public Instruction in the direction of the MCGILL NORMAL SCHOOL under the regulations of the Protestant Committee. The Normal School is intended to give a thorough training to Protestant teachers. All candidates for elementary, advanced elementary, model school and kindergarten diplomas, valid in the Protestant schools of the Province of Quebec, must attend this institution, to which they are admitted by the Central Board of Examiners.

All candidates for admission to the several classes of the Normal School during the session September 1st 1901 to May 31st 1902 must make application for examination to G. W. PARMELEE, Esq., B.A., Secretary of the Department of Public Instruction, on or before April 15th, 1901, on forms that can be procured from him.

# THE STEINBERGER, HENDRY COMPANY

LIMITED.

---

## Maps, Globes, Charts

AND

## SLATE BLACKBOARDS

AND

## KINDERGARTEN MATERIAL.

Get our prices before buying elsewhere.

Address

37 RICHMOND ST. W., TORONTO, ONT.

---

## University of Bishop's College,

LENNOXVILLE.

### FACULTY OF ARTS—

*Dean and Professor of Mathematics:* REV. PRINCIPAL WHITNEY, D.C.L.

### FACULTY OF DIVINITY—

*Dean and Professor of Divinity:* REV. F. J. B. ALLNATT, D.D.

### FACULTY OF MEDICINE—

*Dean:* F. W. CAMPBELL, ESQ., M.D. (Montreal). (Session begins Oct. 2.)

At Lennoxville the Academical Year consists of three terms, beginning on the 2nd Saturday in September.


---

## BISHOP'S COLLEGE SCHOOL.

*Head Master:* H. J. H. PETRY, ESQ., M.A.

*Chaplain:* REV. PRINCIPAL WHITNEY, D.C.L.

Assisted by a large Staff of Graduates.

 For Calendars of College and School, apply to the Secretary, F. W. FRITH, ESQ., M.A., or to the Principal or the Head Master.



LIBRARY  
FEB 23 1901

# THE EDUCATIONAL RECORD

OF THE  
PROVINCE OF QUEBEC.

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

The Protestant Committee is responsible only for what appears in the Official  
Department.

**Managing Editor, G. W. PARMELEE.**

**Editor, L. B. ROBINS.**

## CONTENTS.

	PAGES.
<b>ARTICLES : ORIGINAL AND SELECTED.</b>	
Physical Training in Country Schools.....	47
Long Live the King !.....	51
Then and Now. A Retrospect of the Century's Educational Growth.....	54
True Education.....	55
MODEL LESSONS.....	58
<b>EDITORIAL NOTES AND COMMENTS.</b>	
Our Queen.....	61
<b>CURRENT EVENTS</b> .....	
The Triennial Dominion Educational Association.....	67
<b>OFFICIAL DEPARTMENT.</b>	
Quarterly Meeting of Prot. Com. of Council of Public Instruction.....	68
Annual Report of Inspector of Superior Schools.....	74
Notices from the Official Gazette.....	77

QUEBEC  
CANADA STAMP COMPANY  
1900.

**Subscription, \$1 per annum.**

Exchanges to be addressed to "Editor of the Educational Record," Quebec. P. Q.  
All Communications to the Managing Editor, Quebec.

50 YEARS'  
EXPERIENCE

# PATENTS

TRADE MARKS  
DESIGNS  
COPYRIGHTS &c.

Anyone sending a sketch and description may quickly ascertain our opinion free whether an invention is probably patentable. Communications strictly confidential. Handbook on Patents sent free. Oldest agency for securing patents.

Patents taken through Munn & Co. receive special notice, without charge, in the

## Scientific American.

A handsomely illustrated weekly. Largest circulation of any scientific journal. Terms, \$3 a year; four months, \$1. Sold by all newsdealers

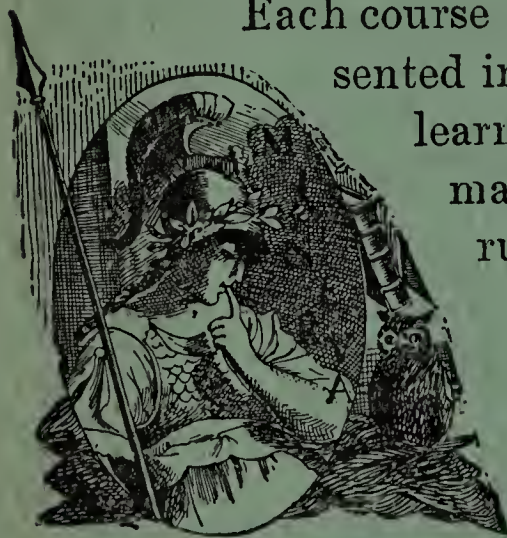
**MUNN & Co.** 361 Broadway, New York  
Branch Office, 625 F St., Washington, D. C.

---

## IN THREE MONTHS

**BY MAIL**

Any intelligent person can by the **De Brisay Analytical Method** acquire a sound knowledge of either Latin or French in three months.



Each course embraces over 7,000 words, which are presented in such manner that 10 words are as easily learned as one. A thorough knowledge of grammar is acquired without the burden of learning rules. Rote-learning and drudgery are dispensed with. Thorough courses by mail; pronunciation by phonograph.

Every teacher should investigate this system, which is far in advance of all other methods of learning languages.

We guarantee satisfaction.

Part I (either language), 25 cts. "Key to French Sounds," 35 cts.  
Circular free.

**ACADEMIE DE BRISAY,**  
**93 Yonge Street, TORONTO.**

# McGill Normal School,

32 Belmont Street,

*MONTREAL,*

**S. P. ROBINS, LL.D., Principal.**

---

**T**HE CORPORATION OF MCGILL UNIVERSITY is associated with the Superintendent of Public Instruction in the direction of the MCGILL NORMAL SCHOOL under the regulations of the Protestant Committee. The Normal School is intended to give a thorough training to Protestant teachers. All candidates for elementary, advanced elementary, model school and kindergarten diplomas, valid in the Protestant schools of the Province of Quebec, must attend this institution, to which they are admitted by the Central Board of Examiners.

All candidates for admission to the several classes of the Normal School during the session September 1st 1901 to May 31st 1902 must make application for examination to G. W. PARMELEE, Esq., B.A., Secretary of the Department of Public Instruction, on or before April 15th, 1901, on forms that can be procured from him.

# THE STEINBERGER, HENDRY COMPANY

LIMITED.

---

## Maps, Globes, Charts

AND

## SLATE BLACKBOARDS

AND

## KINDERGARTEN MATERIAL.

Get our prices before buying elsewhere.

Address

37 RICHMOND ST. W., TORONTO, ONT.

---

## University of Bishop's College,

LENNOXVILLE.

### FACULTY OF ARTS—

*Dean and Professor of Mathematics:* REV. PRINCIPAL WHITNEY, D.C.L.

### FACULTY OF DIVINITY—

*Dean and Professor of Divinity:* REV. F. J. B. ALLNATT, D.D.

### FACULTY OF MEDICINE—

*Dean:* F. W. CAMPBELL, ESQ., M.D. (Montreal). (Session begins Oct. 2.)

At Lennoxville the Academical Year consists of three terms, beginning on the 2nd Saturday in September.

---

## BISHOP'S COLLEGE SCHOOL.

*Head Master:* H. J. H. PETRY, ESQ., M.A.

*Chaplain:* REV. PRINCIPAL WHITNEY, D.C.L.

Assisted by a large Staff of Graduates.

For Calendars of College and School, apply to the Secretary, F. W. FRITH, ESQ., M.A., or to the Principal or the Head Master.

M

THE  
**EDUCATIONAL RECORD**  
 OF THE  
**PROVINCE OF QUEBEC.**

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

The Protestant Committee is responsible only for what appears in the Official  
 Department.

**Managing Editor, G. W. PARMELEE.**

**Editor, L. B. ROBINS.**

CONTENTS.

	PAGES.
ARTICLES : ORIGINAL AND SELECTED.	
The Ideal School.....	79
MODEL LESSONS.	
An Elementary Lesson in the Principles of Grammar.....	86
A Lesson in General Geography.....	88
EDUCATIONAL EXPERIMENTS.....	
Gardening... ..	92
EDITORIAL NOTES AND COMMENTS.	
Hygiene in Schools.....	94
CURRENT EVENTS.	
State Simplification of French Syntax.....	98
A Sanitary School.....	99
The Presumption of Brains.....	100
Science in Agriculture.....	101
PRACTICAL HINTS AND EXAMINATION PAPERS.	
Reminders to Teachers .....	102
Stories for Reproduction.	
The Scotch Thistle.....	103
A Faithful Horse .....	104
From Angell's Lessons on Kindness to Animals.....	105
BOOKS RECEIVED AND REVIEWED.....	
	107

QUEBEC  
 CANADA STAMP COMPANY  
 1901.

Subscription, \$1 per annum.

Exchanges to be addressed to "Editor of the Educational Record," Quebec, P. Q.  
 All Communications to the Managing Editor, Quebec.

50 YEARS' EXPERIENCE

# PATENTS

TRADE MARKS  
DESIGNS  
COPYRIGHTS & C.

Anyone sending a sketch and description may quickly ascertain our opinion free whether an invention is probably patentable. Communications strictly confidential. Handbook on Patents sent free. Oldest agency for securing patents.

Patents taken through Munn & Co. receive special notice, without charge, in the

## Scientific American.

A handsomely illustrated weekly. Largest circulation of any scientific journal. Terms, \$3 a year; four months, \$1. Sold by all newsdealers

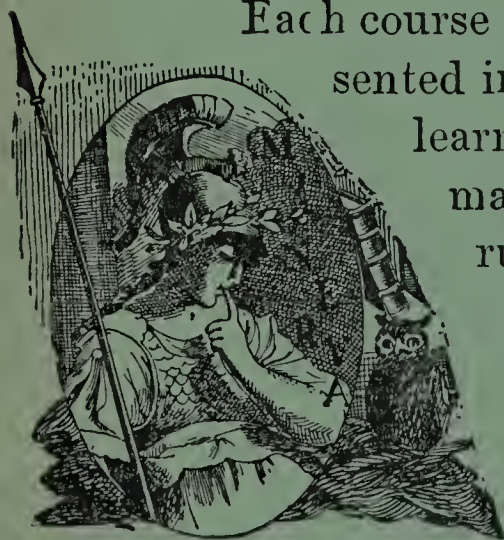
**MUNN & Co.** 361 Broadway, New York  
Branch Office, 625 F St., Washington, D. C.

---

## IN THREE MONTHS

### BY MAIL

Any intelligent person can by the **De Brisay Analytical Method** acquire a sound knowledge of either Latin or French in three months.



Each course embraces over 7,000 words, which are presented in such manner that 10 words are as easily learned as one. A thorough knowledge of grammar is acquired without the burden of learning rules. Rote-learning and drudgery are dispensed with. Thorough courses by mail; pronunciation by phonograph.

Every teacher should investigate this system, which is far in advance of all other methods of learning languages.

We guarantee satisfaction.

Part I (either language), 25 cts. "Key to French Sounds," 35 cts.  
Circular free.

**ACADEMIE DE BRISAY,**  
**93 Yonge Street, TORONTO.**

# McGill Normal School,

32 Belmont Street,

*MONTREAL,*

**S. P. ROBINS, LL.D., Principal.**

---

**T**HE CORPORATION OF MCGILL UNIVERSITY is associated with the Superintendent of Public Instruction in the direction of the MCGILL NORMAL SCHOOL under the regulations of the Protestant Committee. The Normal School is intended to give a thorough training to Protestant teachers. All candidates for elementary, advanced elementary, model school and kindergarten diplomas, valid in the Protestant schools of the Province of Quebec, must attend this institution, to which they are admitted by the Central Board of Examiners.

All candidates for admission to the several classes of the Normal School during the session September 1st 1901 to May 31st 1902 must make application for examination to G. W. PARMELEE, Esq., B.A., Secretary of the Department of Public Instruction, on or before April 15th, 1901, on forms that can be procured from him.

# THE STEINBERGER, HENDRY COMPANY

LIMITED.

---

## Maps, Globes, Charts

AND

## SLATE BLACKBOARDS

AND

## KINDERGARTEN MATERIAL.

Get our prices before buying elsewhere.

Address

37 RICHMOND ST. W., TORONTO, ONT.

---

### University of Bishop's College, LENNOXVILLE.

#### **FACULTY OF ARTS—**

*Dean and Professor of Mathematics:* REV. PRINCIPAL WHITNEY, D.C.L.

#### **FACULTY OF DIVINITY—**

*Dean and Professor of Divinity:* REV. F. J. B. ALLNATT, D.D.

#### **FACULTY OF MEDICINE—**

*Dean:* F. W. CAMPBELL, ESQ., M.D. (Montreal). (Session begins Oct. 2.)

At Lennoxville the Academical Year consists of three terms, beginning on the 2nd Saturday in September.


---

### BISHOP'S COLLEGE SCHOOL.

*Head Master:* H. J. H. PETRY, ESQ., M.A.

*Chaplain:* REV. PRINCIPAL WHITNEY, D.C.L.

Assisted by a large Staff of Graduates.

 For Calendars of College and School, apply to the Secretary, F. W. FRITH, ESQ., M.A., or to the Principal or the Head Master.



# THE EDUCATIONAL RECORD

## OF THE PROVINCE OF QUEBEC.

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

The Protestant Committee is responsible only for what appears in the Official  
Department.

**Managing Editor, G. W. PARMELEE.**  
**Editor, L. B. ROBINS.**

### CONTENTS.

	PAGES.
<b>ARTICLES : ORIGINAL AND SELECTED.</b>	
Her Late Majesty's Teachers.....	109
<b>EDUCATIONAL EXPERIMENTS.</b>	
Scientific Child Study.....	118
<b>EDITORIAL NOTES AND COMMENTS.</b>	
Trained Teachers in England and Wales.....	119
<b>PATCHWORK.....</b>	123
Sloyd.....	123
<b>MODEL LESSONS.</b>	
A Model Lesson in Canadian History.....	125
<b>CURRENT EVENTS.....</b>	128
Swiss Bird Protection.....	131
Professor Thatcher and his Slang.....	132
Function of Science.....	135
Difficulties in the Way.....	136
<b>PRACTICAL HINTS AND EXAMINATION PAPERS.</b>	
Reminders to Teachers.....	137
The Nature and use of Problems in Arithmetical Teaching.....	140
Studying a Poem.....	142
Necessity for Book Knowledge.....	142
Faulty Pronunciation.....	144
<b>BOOKS RECEIVED AND REVIEWED.....</b>	147
<b>OFFICIAL DEPARTMENT.</b>	
Notices from the Official Gazette.....	148

QUEBEC

CANADA STAMP COMPANY

1901.

Subscription, \$1 per annum.

Exchanges to be addressed to "Editor of the Educational Record," Quebec, P. Q.  
All Communications to the Managing Editor, Quebec.

50 YEARS'  
EXPERIENCE

# PATENTS

TRADE MARKS  
DESIGNS  
COPYRIGHTS & C.

Anyone sending a sketch and description may quickly ascertain our opinion free whether an invention is probably patentable. Communications strictly confidential. Handbook on Patents sent free. Oldest agency for securing patents.

Patents taken through Munn & Co. receive special notice, without charge, in the

## Scientific American.

A handsomely illustrated weekly. Largest circulation of any scientific journal. Terms, \$3 a year; four months, \$1. Sold by all newsdealers

**MUNN & Co.** 361 Broadway, New York

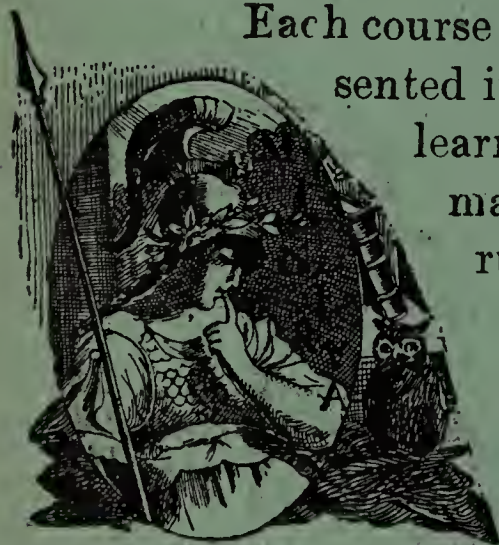
Branch Office, 625 F St., Washington, D. C.

---

## IN THREE MONTHS

### BY MAIL

Any intelligent person can by the **De Brisay Analytical Method** acquire a sound knowledge of either Latin or French in three months.



Each course embraces over 7,000 words, which are presented in such manner that 10 words are as easily learned as one. A thorough knowledge of grammar is acquired without the burden of learning rules. Rote-learning and drudgery are dispensed with. Thorough courses by mail; pronunciation by phonograph.

Every teacher should investigate this system, which is far in advance of all other methods of learning languages.

We guarantee satisfaction.

Part I (either language), 25 cts. "Key to French Sounds," 35 cts.  
Circular free.

**ACADEMIE DE BRISAY,**  
**93 Yonge Street, TORONTO.**

# McGill Normal School,

32 Belmont Street,

*MONTREAL,*

**S. P. ROBINS, LL.D., Principal.**

---

**T**HE CORPORATION OF MCGILL UNIVERSITY is associated with the Superintendent of Public Instruction in the direction of the MCGILL NORMAL SCHOOL under the regulations of the Protestant Committee. The Normal School is intended to give a thorough training to Protestant teachers. All candidates for elementary, advanced elementary, model school and kindergarten diplomas, valid in the Protestant schools of the Province of Quebec, must attend this institution, to which they are admitted by the Central Board of Examiners.

All candidates for admission to the several classes of the Normal School during the session September 1st 1901 to May 31st 1902 must make application for examination to G. W. PARMELEE, Esq., B.A., Secretary of the Department of Public Instruction, on or before April 15th, 1901, on forms that can be procured from him.

# THE STEINBERGER, HENDRY COMPANY

LIMITED.

---

## Maps, Globes, Charts

AND

SLATE BLACKBOARDS

AND

KINDERGARTEN MATERIAL.

Get our prices before buying elsewhere.

Address

37 RICHMOND ST. W., TORONTO, ONT.

---

University of Bishop's College,

LENNOXVILLE.

### FACULTY OF ARTS—

*Dean and Professor of Mathematics:* REV. PRINCIPAL WHITNEY, D.C.L.

### FACULTY OF DIVINITY—

*Dean and Professor of Divinity:* REV. F. J. B. ALLNATT, D.D.

### FACULTY OF MEDICINE—

*Dean:* F. W. CAMPBELL, ESQ., M.D. (Montreal). (Session begins Oct. 2.)

At Lennoxville the Academical Year consists of three terms, beginning on the 2nd Saturday in September.


---

## BISHOP'S COLLEGE SCHOOL.

*Head Master:* H. J. H. PETRY, ESQ., M.A.

*Chaplain:* REV. PRINCIPAL WHITNEY, D.C.L.

Assisted by a large Staff of Graduates.

 For Calendars of College and School, apply to the Secretary, F. W. FRITH, ESQ., M.A., or to the Principal or the Head Master.

# THE EDUCATIONAL RECORD



## OF THE PROVINCE OF QUEBEC.

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

The Protestant Committee is responsible only for what appears in the Official Department.

**Managing Editor, G. W. PARMELEE.**

**Editor, L. B. ROBINS.**

### CONTENTS.

	PAGES.
<b>ARTICLES : ORIGINAL AND SELECTED.</b>	
A Caution to Theorists.....	151
The Need of Scholars.....	154
The Last Journey.....	155
<b>AN EDUCATIONAL EXPERIMENT.</b>	
Mental Fatigue of Pupils.....	156
Provincial Association of Protestant Teachers.....	157
<b>CURRENT EVENTS.</b>	
A Practical Demonstration of Cooking in School.....	161
<b>OFFICIAL DEPARTMENT.</b> .....	163
<b>BOOKS RECEIVED AND REVIEWED</b> .....	179

QUEBEC  
CANADA STAMP COMPANY  
1901.

Subscription, \$1 per annum.

Exchanges to be addressed to "Editor of the Educational Record," Quebec, P. Q.  
All Communications to the Managing Editor, Quebec.

50 YEARS'  
EXPERIENCE

# PATENTS

TRADE MARKS  
DESIGNS  
COPYRIGHTS &C.

Anyone sending a sketch and description may quickly ascertain our opinion free whether an invention is probably patentable. Communications strictly confidential. Handbook on Patents sent free. Oldest agency for securing patents.

Patents taken through Munn & Co. receive special notice, without charge, in the

## Scientific American.

A handsomely illustrated weekly. Largest circulation of any scientific journal. Terms, \$3 a year; four months, \$1. Sold by all newsdealers

**MUNN & Co.** 361 Broadway, New York

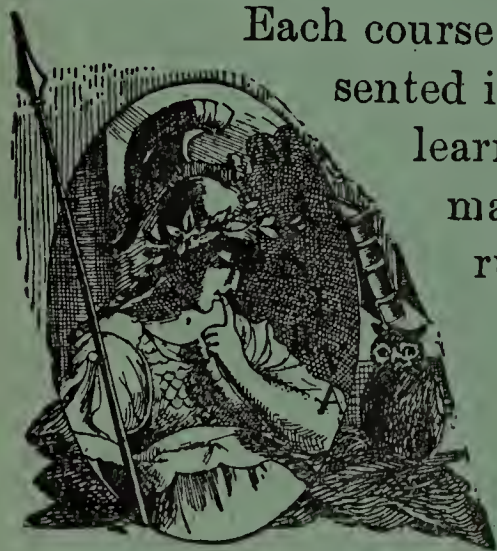
Branch Office, 625 F St., Washington, D. C.

---

## IN THREE MONTHS

### BY MAIL

Any intelligent person can by the **De Brisay Analytical Method** acquire a sound knowledge of either Latin or French in three months.



Each course embraces over 7,000 words, which are presented in such manner that 10 words are as easily learned as one. A thorough knowledge of grammar is acquired without the burden of learning rules. Rote-learning and drudgery are dispensed with. Thorough courses by mail; pronunciation by phonograph.

Every teacher should investigate this system, which is far in advance of all other methods of learning languages.

We guarantee satisfaction.

Part I (either language), 25 cts. "Key to French Sounds," 35 cts. Circular free.

**ACADEMIE DE BRISAY,**  
**93 Yonge Street, TORONTO.**

# McGill Normal School,

32 Belmont Street,

*MONTREAL,*

**S. P. ROBINS, LL.D., Principal.**

---

**T**HE CORPORATION OF MCGILL UNIVERSITY is associated with the Superintendent of Public Instruction in the direction of the MCGILL NORMAL SCHOOL under the regulations of the Protestant Committee. The Normal School is intended to give a thorough training to Protestant teachers. All candidates for elementary, advanced elementary, model school and kindergarten diplomas, valid in the Protestant schools of the Province of Quebec, must attend this institution, to which they are admitted by the Central Board of Examiners.

All candidates for admission to the several classes of the Normal School during the session September 1st 1901 to May 31st 1902 must make application for examination to G. W. PARMELEE, Esq., B.A., Secretary of the Department of Public Instruction, on or before April 15th, 1901, on forms that can be procured from him.

# THE STEINBERGER, HENDRY COMPANY

LIMITED.

---

## Maps, Globes, Charts

AND

## SLATE BLACKBOARDS

AND

## KINDERGARTEN MATERIAL.

Get our prices before buying elsewhere.

Address

37 RICHMOND ST. W., TORONTO, ONT.

---

### University of Bishop's College, LENNOXVILLE.

#### **FACULTY OF ARTS—**

*Dean and Professor of Mathematics:* REV. PRINCIPAL WHITNEY, D.C.L.

#### **FACULTY OF DIVINITY—**

*Dean and Professor of Divinity:* REV. F. J. B. ALLNATT, D.D.

#### **FACULTY OF MEDICINE—**

*Dean:* F. W. CAMPBELL, ESQ., M.D. (Montreal). (Session begins Oct. 2.)

At Lennoxville the Academical Year consists of three terms, beginning on the 2nd Saturday in September.


---

### BISHOP'S COLLEGE SCHOOL.

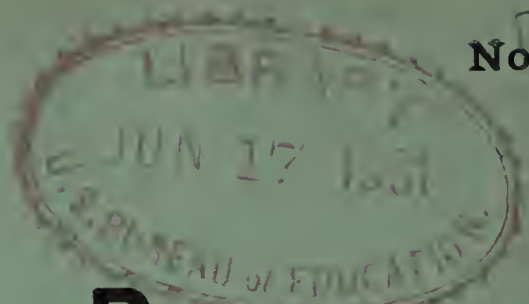
*Head Master:* H. J. H. PETRY, ESQ., M.A.

*Chaplain:* REV. PRINCIPAL WHITNEY, D.C.L.

Assisted by a large Staff of Graduates.

 For Calendars of College and School, apply to the Secretary, F. W. FRITH, ESQ., M.A., or to the Principal or the Head Master.





# THE EDUCATIONAL RECORD

OF THE  
PROVINCE OF QUEBEC.

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

The Protestant Committee is responsible only for what appears in the Official Department.

**Managing Editor, G. W. PARMELEE.**

**Editor, L. B. ROBINS.**

## CONTENTS.

	PAGES.
ARTICLES : ORIGINAL AND SELECTED.	
Is there a Science of Education.....	181
The Secret of Nature Study.....	182
The Purpose and Value of Manual Training in School.....	184
EDITORIAL NOTES AND COMMENTS.	
Examinations.....	188
Provincial Association of Protestant Teachers.....	194
CURRENT EVENTS.....	
Dominion Educational Association.....	202
Physical Training.....	203
Technical Education.....	205
OFFICIAL DEPARTMENT.....	208

QUEBEC  
CANADA STAMP COMPANY  
1901.

Subscription, \$1 per annum.

Exchanges to be addressed to "Editor of the Educational Record," Quebec, P. Q.  
All Communications to the Managing Editor, Quebec.

50 YEARS'  
EXPERIENCE

# PATENTS

TRADE MARKS  
DESIGNS  
COPYRIGHTS &C.

Anyone sending a sketch and description may quickly ascertain our opinion free whether an invention is probably patentable. Communications strictly confidential. Handbook on Patents sent free. Oldest agency for securing patents.

Patents taken through Munn & Co. receive special notice, without charge, in the

## Scientific American.

A handsomely illustrated weekly. Largest circulation of any scientific journal. Terms, \$3 a year; four months, \$1. Sold by all newsdealers

**MUNN & Co.** 361 Broadway, New York

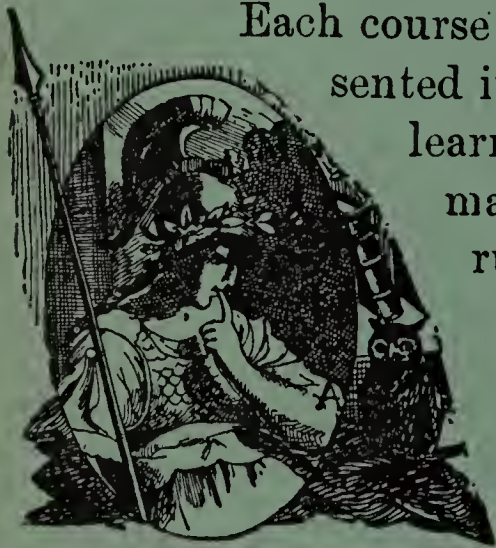
Branch Office. 625 F St., Washington, D. C.

---

## IN THREE MONTHS

### — BY MAIL

Any intelligent person can by the **De Brisay Analytical Method** acquire a sound knowledge of either Latin or French in three months.



Each course embraces over 7,000 words, which are presented in such manner that 10 words are as easily learned as one. A thorough knowledge of grammar is acquired without the burden of learning rules. Rote-learning and drudgery are dispensed with. Thorough courses by mail; pronunciation by phonograph.

Every teacher should investigate this system, which is far in advance of all other methods of learning languages.

We guarantee satisfaction.

Part I (either language), 25 cts. "Key to French Sounds," 35 cts.  
Circular free.

**ACADEMIE DE BRISAY,**  
**93 Yonge Street, TORONTO.**

# McGill Normal School,

32 Belmont Street,

*MONTREAL,*

**S. P. ROBINS, LL.D., Principal.**

---

**T**HE CORPORATION OF MCGILL UNIVERSITY is associated with the Superintendent of Public Instruction in the direction of the MCGILL NORMAL SCHOOL under the regulations of the Protestant Committee. The Normal School is intended to give a thorough training to Protestant teachers. All candidates for elementary, advanced elementary, model school and kindergarten diplomas, valid in the Protestant schools of the Province of Quebec, must attend this institution, to which they are admitted by the Central Board of Examiners.

All candidates for admission to the several classes of the Normal School during the session September 1st 1901 to May 31st 1902 must make application for examination to G. W. PARMELEE, Esq., B.A., Secretary of the Department of Public Instruction, on or before April 15th, 1901, on forms that can be procured from him.

# THE STEINBERGER, HENDRY COMPANY

LIMITED.

---

## Maps, Globes, Charts

AND

SLATE BLACKBOARDS

AND

KINDERGARTEN MATERIAL.

Get our prices before buying elsewhere.

Address

37 RICHMOND ST. W., TORONTO, ONT.

---

University of Bishop's College,

LENNOXVILLE.

### FACULTY OF ARTS—

*Dean and Professor of Mathematics:* REV. PRINCIPAL WHITNEY, D.C.L.

### FACULTY OF DIVINITY—

*Dean and Professor of Divinity:* REV. F. J. B. ALLNATT, D.D.

### FACULTY OF MEDICINE—

*Dean:* F. W. CAMPBELL, ESQ., M.D. (Montreal). (Session begins Oct. 2.)

At Lennoxville the Academical Year consists of three terms, beginning on the 2nd Saturday in September.

---

## BISHOP'S COLLEGE SCHOOL.

*Head Master:* H. J. H. PETRY, ESQ., M.A.

*Chaplain:* REV. PRINCIPAL WHITNEY, D.C.L.

Assisted by a large Staff of Graduates.

For Calendars of College and School, apply to the Secretary, F. W. FRITH, ESQ., M.A., or to the Principal or the Head Master.

THE  
**EDUCATIONAL RECORD**  
 OF THE  
**PROVINCE OF QUEBEC.**

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

The Protestant Committee is responsible only for what appears in the Official  
 Department.

**Managing Editor, G. W. PARMELEE.**

**Editor, L. B. ROBINS.**

**CONTENTS.**

PAGES.

ARTICLES : ORIGINAL AND SELECTED.

Is there a Science of Education .....	181
The Secret of Nature Study .....	182
The Purpose and Value of Manual Training in School .....	184

EDITORIAL NOTES AND COMMENTS.

Examinations .....	188
Provincial Association of Protestant Teachers .....	194

CURRENT EVENTS.....

Dominion Educational Association .....	202
Physical Training .....	203
Technical Education .....	205

OFFICIAL DEPARTMENT. ....

208

QUEBEC

CANADA STAMP COMPANY

1901.

Subscription, \$1 per annum.

Exchanges to be addressed to "Editor of the Educational Record," Quebec, P. Q.  
 All Communications to the Managing Editor, Quebec.

50 YEARS'  
EXPERIENCE

# PATENTS

TRADE MARKS  
DESIGNS  
COPYRIGHTS & C.

Anyone sending a sketch and description may quickly ascertain our opinion free whether an invention is probably patentable. Communications strictly confidential. Handbook on Patents sent free. Oldest agency for securing patents.

Patents taken through Munn & Co. receive special notice, without charge, in the

## Scientific American.

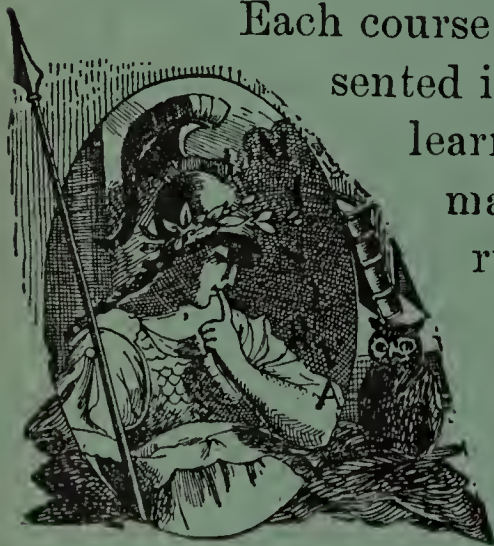
A handsomely illustrated weekly. Largest circulation of any scientific journal. Terms, \$3 a year; four months, \$1. Sold by all newsdealers

**MUNN & Co.** 361 Broadway, New York  
Branch Office. 625 F St., Washington, D. C.

## IN THREE MONTHS

### BY MAIL

Any intelligent person can by the **De Brisay Analytical Method** acquire a sound knowledge of either Latin or French in three months.



Each course embraces over 7,000 words, which are presented in such manner that 10 words are as easily learned as one. A thorough knowledge of grammar is acquired without the burden of learning rules. Rote-learning and drudgery are dispensed with. Thorough courses by mail; pronunciation by phonograph.

Every teacher should investigate this system, which is far in advance of all other methods of learning languages.

We guarantee satisfaction.

Part I (either language), 25 cts. "Key to French Sounds," 35 cts.  
Circular free.

**ACADEMIE DE BRISAY,**  
**93 Yonge Street, TORONTO.**

# McGill Normal School,

32 Belmont Street,

*MONTREAL,*

**S. P. ROBINS, LL.D., Principal.**

---

**T**HE CORPORATION OF MCGILL UNIVERSITY is associated with the Superintendent of Public Instruction in the direction of the MCGILL NORMAL SCHOOL under the regulations of the Protestant Committee. The Normal School is intended to give a thorough training to Protestant teachers. All candidates for elementary, advanced elementary, model school and *Protestant* diplomas, valid in the Protestant schools of the Province of Quebec, must attend this institution, to which they are admitted by the Central Board of Examiners.

All candidates for admission to the several classes of the Normal School during the session September 1st 1901 to May 31st 1902 must make application for examination to G. W. PARMELEE, Esq., B.A., Secretary of the Department of Public Instruction, on or before April 15th, 1901, on forms that can be procured from him.

# THE STEINBERGER, HENDRY COMPANY

LIMITED.

---

## Maps, Globes, Charts

AND

## SLATE BLACKBOARDS

AND

## KINDERGARTEN MATERIAL.

Get our prices before buying elsewhere.

Address

37 RICHMOND ST. W., TORONTO, ONT.

---

## University of Bishop's College,

LENNOXVILLE.

### FACULTY OF ARTS—

*Dean and Professor of Mathematics:* REV. PRINCIPAL WHITNEY, D.C.L.

### FACULTY OF DIVINITY—

*Dean and Professor of Divinity:* REV. F. J. B. ALLNATT, D.D.

### FACULTY OF MEDICINE—

*Dean:* F. W. CAMPBELL, ESQ., M.D. (Montreal). (Session begins Oct. 2.)

At Lennoxville the Academical Year consists of three terms, beginning on the 2nd Saturday in September.

---

## BISHOP'S COLLEGE SCHOOL.

*Head Master:* H. J. H. PETRY, ESQ., M.A.

*Chaplain:* REV. PRINCIPAL WHITNEY, D.C.L.

Assisted by a large Staff of Graduates.

For Calendars of College and School, apply to the Secretary, F. W. FRITH, ESQ., M.A., or to the Principal or the Head Master.



# THE EDUCATIONAL RECORD

## OF THE PROVINCE OF QUEBEC.

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

The Protestant Committee is responsible only for what appears in the Official  
Department.

**Managing Editor, G. W. PARMELEE.**

**Editor, L. B. ROBINS.**

### CONTENTS.

	PAGES.
ARTICLES : ORIGINAL AND SELECTED.	
Dominion School Courses in Arithmetic.....	209
EDUCATIONAL EXPERIMENTS.	
An Educational Experiment for the Dominion.....	213
EDITORIAL NOTES AND COMMENTS.....	
The Meeting of the Dominion Educational Association.....	216
The British Dental Association.....	220
A Sweeping Blunder in Modern Education.....	220
CURRENT EVENTS.....	
How to dress.....	225
The Anti-Cigarette Crusade.....	226
MODEL LESSONS	
An Observation Lesson.....	228
The Story of the Nutmeg Tree .....	230
PRACTICAL HINTS AND EXAMINATION PAPERS.	
Reminders to Teachers, etc.....	231
OFFICIAL DEPARTMENT.	
Notices from the Official Gazette.....	237

### QUEBEC

THE CANADA STAMP COMPANY  
1901.

Subscription, \$1 per annum.

Exchanges to be addressed to "Editor of the Educational Record," Quebec, P. Q.  
All Communications to the Managing Editor, Quebec.

50 YEARS' EXPERIENCE

# PATENTS

TRADE MARKS  
DESIGNS  
COPYRIGHTS &C.

Anyone sending a sketch and description may quickly ascertain our opinion free whether an invention is probably patentable. Communications strictly confidential. Handbook on Patents sent free. Oldest agency for securing patents.

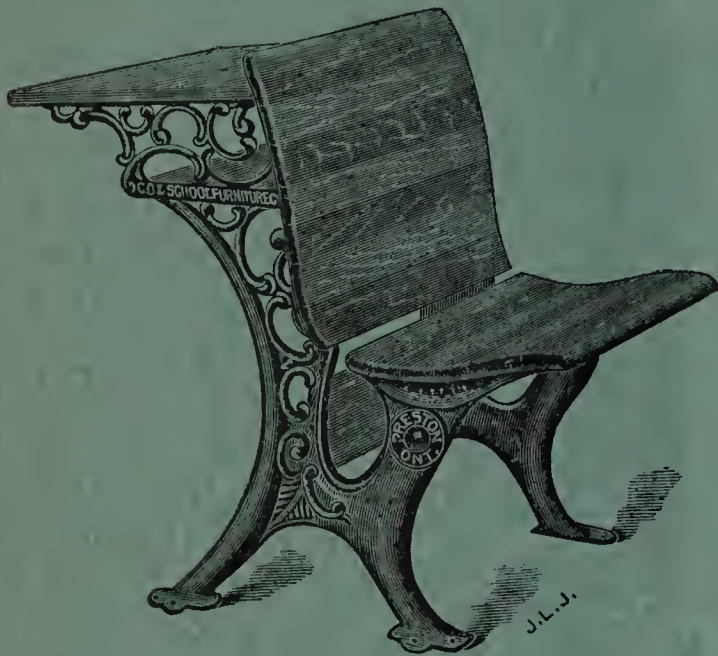
Patents taken through Munn & Co. receive special notice, without charge, in the

## Scientific American.

A handsomely illustrated weekly. Largest circulation of any scientific journal. Terms, \$3 a year; four months, \$1. Sold by all newsdealers

**MUNN & Co.** 361 Broadway, New York

Branch Office. 625 F St., Washington, D. C.



### The "Ball Bearing"

Is a noiseless desk, whose beauty and honesty of construction place it at once above criticism and make it the desk of all desks. It has its imitators, true, but not its equals.

We have just been awarded the contract amounting to \$5,500 for desks for the Toronto Public Schools for 1898, making this the FOURTH consecutive year we have been favored with the Toronto contract.

MONCTON, N.B. School Board gave us an order for over 1100 desks

after making inquiries from Inspectors, Superintendents and Teachers in Montreal, Toronto, Hamilton and other Ontario cities and towns in regard to the most favored desk, and receiving replies all favoring the

### PRESTON DESKS.

*Write us to-day.*

*Send for our catalogue—order goods—conscious of the fact that you will get the best at the lowest figure—no matter where or who you are . . .*

**The Canadian Office and School Furniture Co., Limited,**  
**PRESTON, ONT.**

# McGill Normal School,

32 Belmont Street,

*MONTREAL,*

**S. P. ROBINS, LL.D., Principal.**

---

**T**HE CORPORATION OF MCGILL UNIVERSITY is associated with the Superintendent of Public Instruction in the direction of the MCGILL NORMAL SCHOOL under the regulations of the Protestant Committee. The Normal School is intended to give a thorough training to Protestant teachers. All candidates for elementary, advanced elementary, model school and kindergarten diplomas, valid in the Protestant schools of the Province of Quebec, must attend this institution, to which they are admitted by the Central Board of Examiners.

All candidates for admission to the several classes of the Normal School during the session September 1st 1902 to May 31st 1903 must make application for examination to G. W. PARMELEE, Esq., B.A., Secretary of the Department of Public Instruction, on or before April 15th, 1902, on forms that can be procured from him.

# THE STEINBERGER, HENDRY COMPANY

LIMITED.

---

## Maps, Globes, Charts

AND

## SLATE BLACKBOARDS

AND

## KINDERGARTEN MATERIAL.

Get our prices before buying elsewhere.

Address

37 RICHMOND ST. W., TORONTO, ONT.

---

## University of Bishop's College,

LENNOXVILLE.

### FACULTY OF ARTS—

*Dean and Professor of Mathematics:* REV. PRINCIPAL WHITNEY, D.C.L.

### FACULTY OF DIVINITY—

*Dean and Professor of Divinity:* REV. F. J. B. ALLNATT, D.D.

### FACULTY OF MEDICINE—

*Dean:* F. W. CAMPBELL, ESQ., M.D. (Montreal). (Session begins Oct. 2.)

At Lennoxville the Academical Year consists of three terms, beginning on the 2nd Saturday in September.


---

## BISHOP'S COLLEGE SCHOOL.

*Head Master:* H. J. H. PETRY, ESQ., M.A.

*Chaplain:* REV. PRINCIPAL WHITNEY, D.C.L.

Assisted by a large Staff of Graduates.

 For Calendars of College and School, apply to the Secretary, F. W. FRITH, ESQ., M.A., or to the Principal or the Head Master.

# THE EDUCATIONAL RECORD

## OF THE PROVINCE OF QUEBEC.

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

The Protestant Committee is responsible only for what appears in the Official  
Department.

**Managing Editor, G. W. PARMELEE.**

**Editor, L. B. ROBINS.**

### CONTENTS.

	PAGES.
<b>EDUCATIONAL EXPERIMENTS.</b>	
Some Results of Teaching History.....	247
<b>EDITORIAL NOTES AND COMMENTS.....</b>	252
The Visit of the Duke and Duchess of Cornwall and York.....	252
The Teaching of English Literature.....	253
The Berlin Congress on Tuberculosis.....	255
<b>CURRENT EVENTS.....</b>	256
The Dominion Educational Association.....	256
The Provincial Association of Protestant Teachers.....	256
Babylonian Library Discovered.....	258
Germs in Modelling Clay.....	259
<b>MODEL LESSONS</b>	
The Founding of Montreal.....	260
<b>PRACTICAL HINTS AND EXAMINATION PAPERS.</b>	
Reminders to Teachers, etc.....	264
Exercises in English.....	265
Make Something Stick.....	268
<b>BOOKS RECEIVED AND REVIEWED.....</b>	268
<b>CORRESPONDENCE.</b>	
The Provincial Association of Protestant Teachers of Quebec.....	269
<b>OFFICIAL DEPARTMENT.</b>	
Minutes of the May Meeting of the Protestant Committee.....	270
Teachers' Pension Fund.....	276

### QUEBEC

THE CANADA STAMP COMPANY

1901.

Subscription, \$1 per annum.

Exchanges to be addressed to "Editor of the Educational Record," Quebec, P. Q.  
All Communications to the Managing Editor, Quebec.

50 YEARS'  
EXPERIENCE

# PATENTS

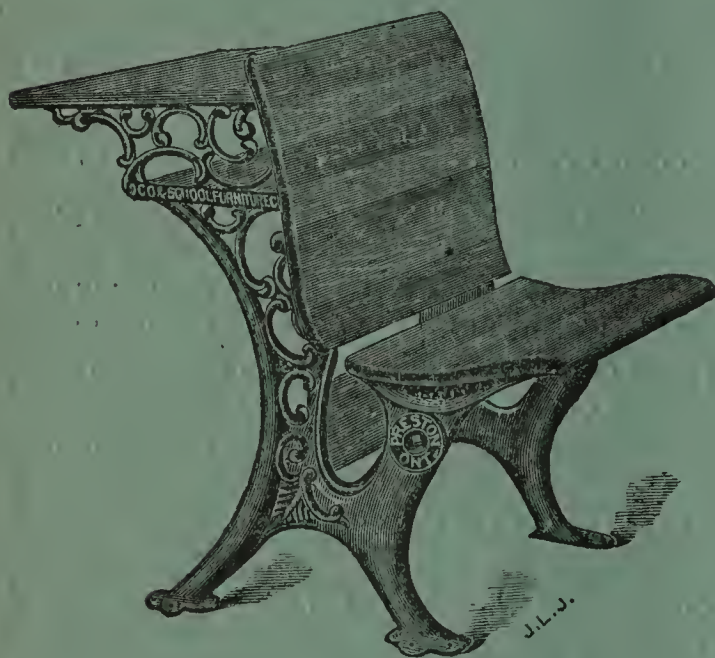
TRADE MARKS  
DESIGNS  
COPYRIGHTS & C.

Anyone sending a sketch and description may quickly ascertain our opinion free whether an invention is probably patentable. Communications strictly confidential. Handbook on Patents sent free. Oldest agency for securing patents. Patents taken through Munn & Co. receive special notice, without charge, in the

## Scientific American.

A handsomely illustrated weekly. Largest circulation of any scientific journal. Terms, \$3 a year; four months, \$1. Sold by all newsdealers

**MUNN & Co.** 361 Broadway, New York  
Branch Office, 625 F St., Washington, D. C.



### The "Ball Bearing"

Is a noiseless desk, whose beauty and honesty of construction place it at once above criticism and make it the desk of all desks. It has its imitators, true, but not its equals.

We have just been awarded the contract amounting to \$5,500 for desks for the Toronto Public Schools for 1898, making this the FOURTH consecutive year we have been favored with the Toronto contract.

MONCTON, N.B. School Board gave us an order for over 1100 desks

after making inquiries from Inspectors, Superintendents and Teachers in Montreal, Toronto, Hamilton and other Ontario cities and towns in regard to the most favored desk, and receiving replies all favoring the

### PRESTON DESKS.

*Write us to-day.*

*Send for our catalogue—order goods—conscious of the fact that you will get the best at the lowest figure—no matter where or who you are . . .*

**The Canadian Office and School Furniture Co., Limited,**  
**PRESTON, ONT.**

# McGill Normal School,

32 Belmont Street,

*MONTREAL,*

**S. P. ROBINS, LL.D., Principal.**

---

**T**HE CORPORATION OF MCGILL UNIVERSITY is associated with the Superintendent of Public Instruction in the direction of the MCGILL NORMAL SCHOOL under the regulations of the Protestant Committee. The Normal School is intended to give a thorough training to Protestant teachers. All candidates for elementary, advanced elementary, model school and kindergarten diplomas, valid in the Protestant schools of the Province of Quebec, must attend this institution, to which they are admitted by the Central Board of Examiners.

All candidates for admission to the several classes of the Normal School during the session September 1st 1902 to May 31st 1903 must make application for examination to G. W. PARMELEE, Esq., B.A., Secretary of the Department of Public Instruction, on or before April 15th, 1902, on forms that can be procured from him.

# THE STEINBERGER, HENDRY COMPANY

LIMITED.

---

## Maps, Globes, Charts

AND

## SLATE BLACKBOARDS

AND

## KINDERGARTEN MATERIAL.

Get our prices before buying elsewhere.

Address

37 RICHMOND ST. W., TORONTO, ONT.

---

## University of Bishop's College,

LENNOXVILLE.

### FACULTY OF ARTS—

*Dean and Professor of Mathematics:* REV. PRINCIPAL WHITNEY, D.C.L.

### FACULTY OF DIVINITY—

*Dean and Professor of Divinity:* REV. F. J. B. ALLNATT, D.D.

### FACULTY OF MEDICINE—

*Dean:* F. W. CAMPBELL, Esq., M.D. (Montreal). (Session begins Oct. 2.)

At Lennoxville the Academical Year consists of three terms, beginning on the 2nd Saturday in September.


---

## BISHOP'S COLLEGE SCHOOL.

*Head Master:* H. J. H. PETRY, Esq., M.A.

*Chaplain:* REV. PRINCIPAL WHITNEY, D.C.L.

Assisted by a large Staff of Graduates.

 For Calendars of College and School, apply to the Secretary, F. W. FRITH, Esq., M.A., or to the Principal or the Head Master.



# THE EDUCATIONAL RECORD

## OF THE PROVINCE OF QUEBEC.

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

The Protestant Committee is responsible only for what appears in the Official  
Department.

**Managing Editor, G. W. PARMELEE.**

**Editor, L. B. ROBINS.**

### CONTENTS.

	PAGES.
<b>EDUCATIONAL EXPERIMENTS.</b>	
Some Results of Teaching History.....	247
<b>EDITORIAL NOTES AND COMMENTS.....</b>	252
The Visit of the Duke and Duchess of Cornwall and York.....	252
The Teaching of English Literature.....	253
The Berlin Congress on Tuberculosis.....	255
<b>CURRENT EVENTS.....</b>	256
The Dominion Educational Association.....	256
The Provincial Association of Protestant Teachers....	256
Babylonian Library Discovered.....	258
Germans in Modelling Clay.....	259
<b>MODEL LESSONS</b>	
The Founding of Montreal.....	260
<b>PRACTICAL HINTS AND EXAMINATION PAPERS.</b>	
Reminders to Teachers, etc.....	264
Exercises in English.....	265
Make Something Stick.....	268
<b>BOOKS RECEIVED AND REVIEWED.....</b>	268
<b>CORRESPONDENCE.</b>	
The Provincial Association of Protestant Teachers of Quebec.....	269
<b>OFFICIAL DEPARTMENT.</b>	
Minutes of the May Meeting of the Protestant Committee.....	270
Teachers' Pension Fund.....	276

### QUEBEC

THE CANADA STAMP COMPANY

1901.

Subscription, \$1 per annum.

Exchanges to be addressed to "Editor of the Educational Record," Quebec, P. Q.  
All Communications to the Managing Editor, Quebec.

50 YEARS'  
EXPERIENCE

# PATENTS

TRADE MARKS  
DESIGNS  
COPYRIGHTS & C.

Anyone sending a sketch and description may quickly ascertain our opinion free whether an invention is probably patentable. Communications strictly confidential. Handbook on Patents sent free. Oldest agency for securing patents.

Patents taken through Munn & Co. receive special notice, without charge, in the

## Scientific American.

A handsomely illustrated weekly. Largest circulation of any scientific journal. Terms, \$3 a year; four months, \$1. Sold by all newsdealers

**MUNN & Co.** 361 Broadway, New York  
Branch Office, 625 F St., Washington, D. C.



### The "Ball Bearing"

Is a noiseless desk, whose beauty and honesty of construction place it at once above criticism and make it the desk of all desks. It has its imitators, true, but not its equals.

We have just been awarded the contract amounting to \$5,500 for desks for the Toronto Public Schools for 1898, making this the **FOURTH** consecutive year we have been favored with the Toronto contract.

MONCTON, N.B. School Board gave us an order for over 1100 desks

after making inquiries from Inspectors, Superintendents and Teachers in Montreal, Toronto, Hamilton and other Ontario cities and towns in regard to the most favored desk, and receiving replies all favoring the

### PRESTON DESKS.

*Write us to-day.*

*Send for our catalogue—order goods—conscious of the fact that you will get the best at the lowest figure—no matter where or who you are . . .*

The Canadian Office and School Furniture Co., Limited,  
PRESTON, ONT.

# McGill Normal School,

32 Belmont Street,

*MONTREAL,*

**S. P. ROBINS, LL.D., Principal.**

---

**T**HE CORPORATION OF MCGILL UNIVERSITY is associated with the Superintendent of Public Instruction in the direction of the MCGILL NORMAL SCHOOL under the regulations of the Protestant Committee. The Normal School is intended to give a thorough training to Protestant teachers. All candidates for elementary, advanced elementary, model school and kindergarten diplomas, valid in the Protestant schools of the Province of Quebec, must attend this institution, to which they are admitted by the Central Board of Examiners.

All candidates for admission to the several classes of the Normal School during the session September 1st 1902 to May 31st 1903 must make application for examination to G. W. PARMELEE, Esq., B.A., Secretary of the Department of Public Instruction, on or before April 15th, 1902, on forms that can be procured from him.

# THE STEINBERGER, HENDRY COMPANY

LIMITED.

---

## Maps, Globes, Charts

AND

## SLATE BLACKBOARDS

AND

## KINDERGARTEN MATERIAL.

Get our prices before buying elsewhere.

Address

37 RICHMOND ST. W., TORONTO, ONT.

---

## University of Bishop's College,

LENNOXVILLE.

### FACULTY OF ARTS—

*Dean and Professor of Mathematics:* REV. PRINCIPAL WHITNEY, D.C.L.

### FACULTY OF DIVINITY—

*Dean and Professor of Divinity:* REV. F. J. B. ALLNATT, D.D.

### FACULTY OF MEDICINE—

*Dean:* F. W. CAMPBELL, ESQ., M.D. (Montreal). (Session begins Oct. 2.)

At Lennoxville the Academical Year consists of three terms, beginning on the 2nd Saturday in September.

---

## BISHOP'S COLLEGE SCHOOL.

*Head Master:* H. J. H. PETRY, ESQ., M.A.

*Chaplain:* REV. PRINCIPAL WHITNEY, D.C.L.

Assisted by a large Staff of Graduates.

For Calendars of College and School, apply to the Secretary, F. W. FEITH, ESQ., M.A., or to the Principal or the Head Master.

THE  
**EDUCATIONAL RECORD**  
 OF THE  
 PROVINCE OF QUEBEC.

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

The Protestant Committee is responsible only for what appears in the Official  
 Department.

**Managing Editor, G. W. PARMELEE.**  
**Editor, L. B. ROBINS.**

CONTENTS.

	PAGES.
EDUCATIONAL EXPERIMENTS.	
Study out of School Hours . . . . .	277
EDITORIAL NOTES AND COMMENTS . . . . .	279
CURRENT EVENTS.	
Codex Metellianus of Cicero . . . . .	283
Provincial Association of Protestant Teachers . . . . .	284
MODEL LESSON. GEOGRAPHY.	
Natural Features and Commercial Life . . . . .	286
What our Teachers say . . . . .	291
Directory of Superior Schools . . . . .	293
OFFICIAL DEPARTMENT.	
Meeting of Council of Public Instruction . . . . .	298

QUEBEC

THE CANADA STAMP COMPANY  
 1901.

Subscription, \$1 per annum.

Exchanges to be addressed to "Editor of the Educational Record," Quebec, P. Q.  
 All Communications to the Managing Editor, Quebec.

50 YEARS'  
EXPERIENCE

# PATENTS

TRADE MARKS  
DESIGNS  
COPYRIGHTS &C.

Anyone sending a sketch and description may quickly ascertain our opinion free whether an invention is probably patentable. Communications strictly confidential. Handbook on Patents sent free. Oldest agency for securing patents.

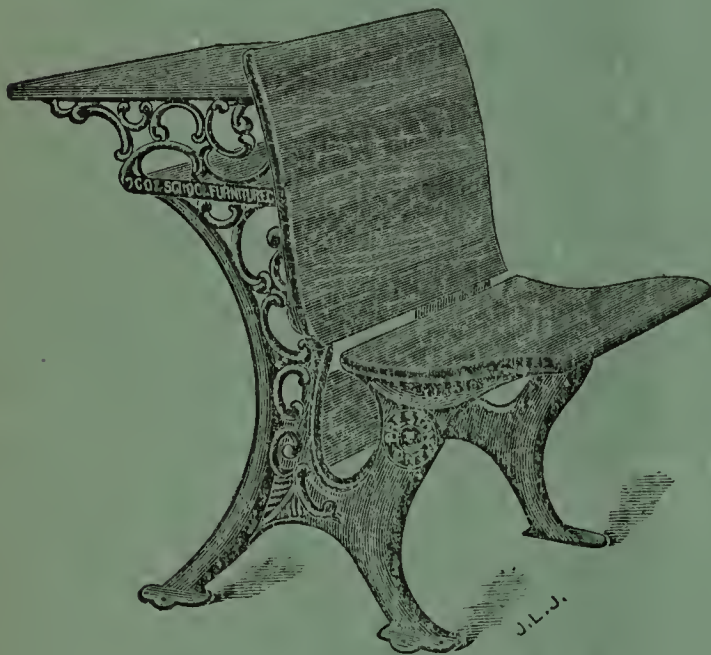
Patents taken through Munn & Co. receive special notice, without charge, in the

## Scientific American.

A handsomely illustrated weekly. Largest circulation of any scientific journal. Terms, \$3 a year; four months, \$1. Sold by all newsdealers

**MUNN & Co.** 361 Broadway, New York

Branch Office. 625 F St., Washington, D. C.



### The "Ball Bearing"

Is a noiseless desk, whose beauty and honesty of construction place it at once above criticism and make it the desk of all desks. It has its imitators, true, but not its equals.

We have just been awarded the contract amounting to \$5,500 for desks for the Toronto Public Schools for 1898, making this the FOURTH consecutive year we have been favored with the Toronto contract.

MONCTON, N.B. School Board gave us an order for over 1100 desks

after making inquiries from Inspectors, Superintendents and Teachers in Montreal, Toronto, Hamilton and other Ontario cities and towns in regard to the most favored desk, and receiving replies all favoring the

### PRESTON DESKS.

*Write us to-day.*

*Send for our catalogue—order goods—conscious of the fact that you will get the best at the lowest figure—no matter where or who you are . . .*

The Canadian Office and School Furniture Co., Limited,  
PRESTON, ONT.

# McGill Normal School,

32 Belmont Street,

*MONTREAL,*

**S. P. ROBINS, LL.D., Principal.**

---

**T**HE CORPORATION OF MCGILL UNIVERSITY is associated with the Superintendent of Public Instruction in the direction of the MCGILL NORMAL SCHOOL under the regulations of the Protestant Committee. The Normal School is intended to give a thorough training to Protestant teachers. All candidates for elementary, advanced elementary, model school and kindergarten diplomas, valid in the Protestant schools of the Province of Quebec, must attend this institution, to which they are admitted by the Central Board of Examiners.

All candidates for admission to the several classes of the Normal School during the session September 1st 1902 to May 31st 1903 must make application for examination to G. W. PARMELEE, Esq., B.A., Secretary of the Department of Public Instruction, on or before April 15th, 1902, on forms that can be procured from him.

# THE STEINBERGER, HENDRY COMPANY

LIMITED.

---

## Maps, Globes, Charts

AND

SLATE BLACKBOARDS

AND

KINDERGARTEN MATERIAL.

Get our prices before buying elsewhere.

Address

37 RICHMOND ST. W., TORONTO, ONT.

---

University of Bishop's College,

LENNOXVILLE.

### FACULTY OF ARTS—

*Dean and Professor of Mathematics:* REV. PRINCIPAL WHITNEY, D.C.L.

### FACULTY OF DIVINITY—

*Dean and Professor of Divinity:* REV. F. J. B. ALLNATT, D.D.

### FACULTY OF MEDICINE—

*Dean:* F. W. CAMPBELL, ESQ., M.D. (Montreal). (Session begins Oct. 2.)

At Lennoxville the Academical Year consists of three terms, beginning on the 2nd Saturday in September.

---

## BISHOP'S COLLEGE SCHOOL.

*Head Master:* H. J. H. PETRY, ESQ., M.A.

*Chaplain:* REV. PRINCIPAL WHITNEY, D.C.L.

Assisted by a large Staff of Graduates.

For Calendars of College and School, apply to the Secretary, F. W. FRITH, Esq., M.A., or to the Principal or the Head Master.



# THE EDUCATIONAL RECORD

## OF THE PROVINCE OF QUEBEC.

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

The Protestant Committee is responsible only for what appears in the Official  
Department.

**Managing Editor, G. W. PARMELEE.**

**Editor, L. B. ROBINS.**

### CONTENTS.

	PAGES.
ARTICLES : ORIGINAL AND SELECTED.	
Professional Reading for Teachers.....	309
AN EDUCATIONAL EXPERIMENT.	
The Treatment of Left-Handed Children.....	316
CURRENT EVENTS.....	321
The Metric System and International Commerce.....	322
Athletics.....	324
PRACTICAL HINTS AND EXAMINATION PAPERS.	
Reminders to Teachers.....	325
Seat Work.....	327
Changes in the Map.....	329
A Mathematical Problem.....	330
Tabular Statements, June Examinations.....	331
TABLE OF CONTENTS.....	335

QUEBEC

THE CANADA STAMP COMPANY  
1901.

Subscription, \$1 per annum.

Exchanges to be addressed to "Editor of the Educational Record," Quebec, P. Q.  
All Communications to the Managing Editor, Quebec.

50 YEARS' EXPERIENCE

# PATENTS

TRADE MARKS  
DESIGNS  
COPYRIGHTS &C.

Anyone sending a sketch and description may quickly ascertain our opinion free whether an invention is probably patentable. Communications strictly confidential. Handbook on Patents sent free. Oldest agency for securing patents.

Patents taken through Munn & Co. receive special notice, without charge, in the

## Scientific American.

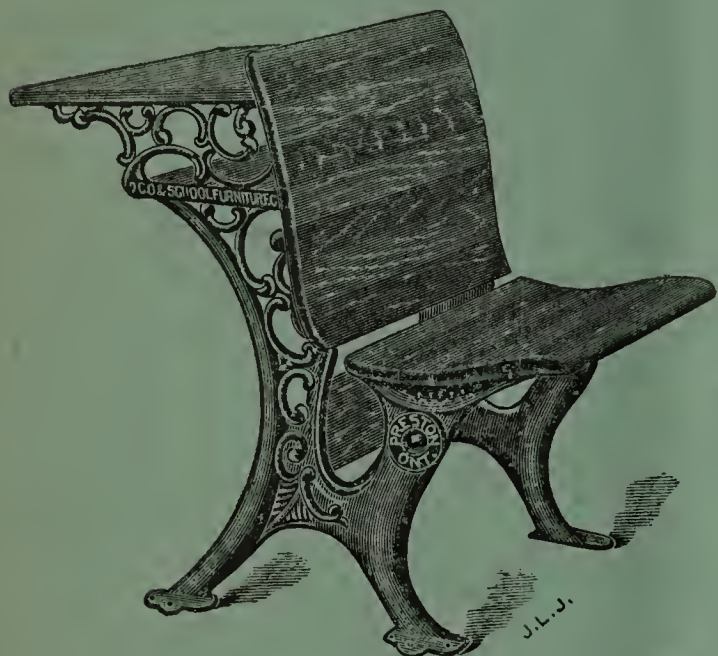
A handsomely illustrated weekly. Largest circulation of any scientific journal. Terms, \$3 a year; four months, \$1. Sold by all newsdealers

**MUNN & Co.** 361 Broadway, New York  
Branch Office, 625 F St., Washington, D. C.

EL

THE MEDIUM OF THE PUB

The Protestant



### The "Ball Bearing"

Is a noiseless desk, whose beauty and honesty of construction place it at once above criticism and make it the desk of all desks. It has its imitators, true, but not its equals.

We have just been awarded the contract amounting to \$5,500 for desks for the Toronto Public Schools for 1898, making this the FOURTH consecutive year we have been favored with the Toronto contract.

MONCTON, N.B. School Board gave us an order for over 1100 desks

after making inquiries from Inspectors, Superintendents and Teachers in Montreal, Toronto, Hamilton and other Ontario cities and towns in regard to the most favored desk, and receiving replies all favoring the

### PRESTON DESKS.

Write us to-day: . . . . .

Send for our catalogue—order goods—conscious of the fact that you will get the best at the lowest figure—no matter where or who you are . . .

The Canadian Office and School Furniture Co., Limited,  
PRESTON, ONT.

# McGill Normal School

32 Belmont Street,

MONTREAL,

Superintendents, and Principals

AND

THE CORPORATION OF MCGILL UNIVERSITY

is associated with the Superintendent of

Public Instruction in the direction of the

MCGILL NORMAL SCHOOL under the regulations of

the Protestant Committee. The Normal School is intend-

ed to give a thorough training to Protestant teachers.

All candidates for elementary, advanced elementary, model school and kindergarden diplomas, valid in the Prot-

estant schools of the Province of Quebec, must attend

this institution, to which they are admitted by the Central

Board of Examiners.

All candidates for admission to the several classes of

the Normal School during the session September 1st 1901

to May 31st 1903 must make application for examination

to G. W. PARMELEE, Esq., B.A., Secretary of the Depart-

ment of Public Instruction, on or before April 15th, 1902,

on forms that can be procured from him.

For Calendars of College and School, apply to the Secretary.

Apply to the Principal or the Head Master.

# THE STEINBERGER, HENDRY COMPANY

LIMITED.

---

## Maps, Globes, Charts

AND

## SLATE BLACKBOARDS

AND

## KINDERGARTEN MATERIAL.

Get our prices before buying elsewhere.

Address

37 RICHMOND ST. W., TORONTO, ONT.

---

## University of Bishop's College,

LENNOXVILLE.

### FACULTY OF ARTS—

*Dean and Professor of Mathematics:* REV. PRINCIPAL WHITNEY, D.C.L.

### FACULTY OF DIVINITY—

*Dean and Professor of Divinity:* REV. F. J. B. ALLNATT, D.D.

### FACULTY OF MEDICINE—

*Dean:* F. W. CAMPBELL, ESQ., M.D. (Montreal). (Session begins Oct. 2.)

At Lennoxville the Academical Year consists of three terms, beginning on the 2nd Saturday in September.

---

## BISHOP'S COLLEGE SCHOOL.

*Head Master:* H. J. H. PETRY, ESQ., M.A.

*Chaplain:* REV. PRINCIPAL WHITNEY, D.C.L.

Assisted by a large Staff of Graduates.

For Calendars of College and School, apply to the Secretary F. W. FRITH, ESQ., M.A., or to the Principal or the Head Master.

1818 (13)

DEPARTMENT OF  
HEALTH, EDUCATION, AND WELFARE

DEC 10 1956

LIE: .7



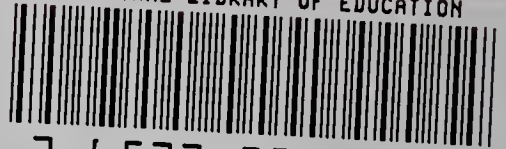








NATIONAL LIBRARY OF EDUCATION



3 6533 00286782