

DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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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. XXII.
JANUARY TO DECEMBER,
1902.

QUEBEC:
THE CANADA STAMP COMPANY
—
1902.

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THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 1.

JANUARY, 1902.

VOL. XXII.

Thou hast thy beauties : sterner ones I own
Than those of thy precursors ; yet to thee
Belong the charms of solemn majesty
And naked grandeur.

Barton. *Stern Beauties of Winter.*

Articles : Original and Selected.

NATIONAL CONTROL OF EDUCATION *

By the Rt. Hon. Sir John E. Gorst.

1863A

A generation may be a little better or a little worse than its forefathers, but it cannot materially differ from them. Improvement and degeneracy are alike slow. The chief causes which produce formation of character are met with in the homes of the people. They are of great variety and mostly too subtle to be controlled. Religious belief, ideas, ineradicable often in maturer life, imbibed from the early instruction of parents, the principles of morality current amongst brothers and sisters and playmates, popular superstitions, national and local prejudices, have a far deeper and more permanent effect upon character than the instruction given in schools or colleges. The teacher, it is true, exercises his influence among the rest. But this is a power that must grow feebler as the number of scholars is increased. In the enormous schools and classes in which the public

* Popular Science Monthly. An article read before the British Association.

instruction of the greater part of the children of the people is given, the influence on character of the individual teacher is reduced to a minimum. The old village dame might teach her half-dozen children to be kind and brave and to speak the truth, even if she failed to teach them to read and write. The head master of a school of 2,000 or the teacher of a class of eighty may be an incomparably better intellectual instructor, but it is impossible for him to exercise much individual influence over the great mass of his scholars.

There are, however, certain children for the formation of whose characters the nation is directly responsible—deserted children, destitute orphans and children whose parents are criminals or paupers. It is the duty and interest of the nation to provide for the moral education of such children and to supply artificially the influence of individual care and love. The neglect of this obligation is as injurious to the public as to the children.

For the physical and mental development of children it is now admitted to be the interest and duty of a nation in its collective capacity to see that proper schools are provided in which a certain minimum of primary instruction should be free and compulsory for all, and further, secondary instruction should be available for those fitted to profit by it.

The age at which school attendance should begin and end is in most countries determined by economic rather than educational considerations. Somebody must take charge of infants in order that mothers may be at leisure to work; the demand for child labor empties schools for older children. In the United Kingdom minding babies of three years old and upwards has become a national function. But the infant "school," as it is called, should be conducted as a nursery, not as a place of learning. The chief employment of the children should be play. No strain should be put on either muscle or brain. They should be treated with patient kindness, not beaten with canes. It is in the school for older children, to which admission should not be until seven years of age, that the work of serious instruction should begin, and that at first for not more than two or three hours a day. There is no worse mistake than to attempt by too early pressure to cure the evil of too early emancipation from school. Beyond the mechanical accom-

plishments of reading, writing and ciphering, essential to any intellectual progress in after life, and dry facts of history and grammar, by which alone they are too often supplemented, it is for the interest of the community that other subjects should be taught. Some effort should be made to develop such faculties of mind and body as are latent in the scholars. The same system is not applicable to all ; the school teaching should fit in with the life and surroundings of the child. Variety, not uniformity, should be the rule.

The power of research—the art of acquiring information for oneself—on which the most advanced science depends, may by a proper system be cultivated in the youngest scholar of the most elementary school. Curiosity and the desire to find out the reason of things is a natural, and to the ignorant an inconvenient, propensity of almost every child ; and there lies before the instructor the whole realm of nature knowledge in which this propensity can be cultivated. If children in village schools spent less of their early youth in learning mechanically to read, write and cipher, and more in searching hedge-rows and ditch-bottoms for flowers, insects, or other natural objects, their intelligence would be developed by active research, and they would better learn to read, write and cipher in the end. The faculty of finding out things for oneself is one of the most valuable with which a child can be endowed. Mere acquisition of knowledge does not necessarily confer the power to make use of it. In actual life a very scanty store of knowledge, coupled with the capacity to apply it adroitly, is of more value than boundless information which the possessor cannot turn to practical use.

Some measures should be taken to cultivate taste in primary schools. Children are keen admirers. They can be early taught to look for and appreciate what is beautiful in drawing and painting, in poetry and music, in nature, and in life and character. The effect of such learning on manners has been observed from remote antiquity.

Physical exercise are a proper subject for primary schools, especially in the artificial life led by children in great cities ; both those which develop chests and limbs, atrophied by impure air and the want of healthy games, and those which discipline the hand and the eye—the latter to perceive and appreciate more of what is seen, the former to obey more readily and exactly the impulses of the will.

Advantage should be taken of the fact that the children come daily under the observation of a quasi-public officer—the school teacher—to secure them protection, to which they are already entitled by law, against hunger, nakedness, dirt, over-work, and other kinds of cruelty and neglect. Children's ailments and diseases should by periodic inspection be detected: the milder ones, such as sores and chilblains, treated on the spot, the more serious removed to the care of parents or hospitals. Diseases of the eye and all maladies that would impair the capacity of a child to earn its living should in the interest of the community receive prompt attention and the most skilful treatment available. Special schools for children who are crippled, blind, deaf, feeble-minded or otherwise afflicted should be provided at the public cost, from motives, not of mere philanthropy, but of enlightened self-interest. So far as they improve the capacity of such children they lighten the burden on the community.

While primary instruction should be provided for, and even enforced upon, all, advanced instruction is for the few. It is the interest of the commonwealth at large that every boy and girl showing capacities above the average should be caught and given, the best opportunities for developing those capacities.

In primary schools, while minor varieties are admissible, those, for instance, between town and country, the public instruction provided is mainly of one type; but any useful scheme of higher education must embrace a great variety of methods and courses of instruction. There are roughly at the outset two main divisions of higher education—the one directed to the pursuit of knowledge for its own sake, of which the practical result cannot yet be foreseen, whereby the "scholar" and the votary of pure science is evolved; the other directed to the acquisition and application of special knowledge by which the craftsman, the designer and the teacher are produced. The former of these is called secondary, the latter technical, education. Both have numerous subdivisions which trend in special directions.

The varieties of secondary education in the former of these main divisions would have to be determined generally by considerations of age. There must be different courses of study for those whose education is to terminate at sixteen, at eighteen and at twenty-two or twenty-three. Within

each of these divisions, also, there would be at least two types of instruction, mainly according as the student devoted himself chiefly to literature and language, or to mathematics and science. But a general characteristic of all secondary schools is that their express aim is much more individual than that of the primary school: it is to develop the potential capacity of each individual scholar to the highest point, rather than to give, as does the elementary school, much the same modicum to all. For these reasons it is essential to have small classes, a highly educated staff and methods of instruction very different from those of the primary school.

The variety of types of secondary instruction demanded by the various needs and prospects of scholars requires a corresponding variety in the provision of schools. This cannot be settled by a rule-of-three method, as is done in the case of primary instruction. We cannot say that such and such an area being of such a size and of such a population requires so many secondary schools of such a capacity. Account must be taken in every place of the respective demands for respective types and grades of secondary education; and existing provision must be considered.

There still remains for our consideration the second division of higher education, viz., the applied technological side. Real technical instruction (of whatever type) cannot possibly be assimilated by a student unless a proper foundation has been laid previously by a thorough grounding of elementary and secondary instruction. It is useless to accept in the higher branches a student who does not come with a solid foundation on which to build. This is just the division of higher education in which public authority finds a field for its operations practically unoccupied. There are no ancient institutions which there is risk of supplanting. The variety of the subject itself is such that there is little danger of sinking into a uniform and mechanical system. What is required is first a scientific, well-thought-out plan, and then its prompt and effective execution. A proper provision of the various grades and types of technological instruction should be organized in every place. The aim of each institution should be clear; and the intellectual equipment essential for admission to each should be laid down and enforced.

The progress made under such a system would at first

be slow; the number of students would be few until improvements in our systems of primary and secondary instruction afforded more abundant material on which to work; but our foundation would be on a rock, and every addition we were able to make would be permanent, and contribute to the final completion of the edifice.

Educational Experiments.

—LAWS OF PHYSICAL TRAINING.—Tests and observations at the Yale Psychological Laboratory have suggested some important principles to be observed in training for the development of bodily strength. It appears that the nervous and the phlegmatic types of temperament require different methods of physical exercise. Nervous persons should take light practice, while phlegmatic persons require vigorous exercise. The phlegmatic temperament indicates much reserve energy in both muscles and nerve cells, while the nervous temperament possesses less reserve power, but greater ability to use the energy at hand. In the development of strength the mental factors are more necessary than the muscular. One great lesson taught by these tests is that individual temperament should be carefully studied before prescribing systems of exercise.—*Youths' Companion*.

THE NEW PSYCHOLOGY.

An extremely interesting survey of the methods and aims of the new psychology is given by President G. Stanley Hall in the October number of *Harper's Monthly Magazine*.

He shows how the beginning of the new science was made in 1846 when Weber published the result of his experiments measuring the sense of touch. Since then one dermal sense after another has received scientific analysis and measurement in the laboratories, taste, smell, hearing, sight, etc. From study of the senses, the new psychology has gone on to the study and accurate measurements by physical contrivances of sensations, thought (that is, the time required for thought transference), memory, attention, and from the intellect to the feelings and instincts, reason, volition, indeed to almost every phase of psychic activity.

These studies have not only wonderfully enlarged our

self-knowledge, but have also opened new fields of investigation. The study of the composition of the brain and the effect of its processes on itself, the study of various forms of mental alienation as seen in the insane, idiotic, blind, etc., and the study of the evolution of the human soul have all been opened by the new psychology. Perhaps the most important development, he thinks, has been the new study of child-nature and the changes in education resulting therefrom.—*Current History*.

Editorial Notes and Comments.

PROMOTION EXAMINATIONS

As the matter to which they refer is of more than local and passing importance, we give a series of inquiries coming from another province, and the reply furnished by a teacher of good position and long standing :

Dear Sir,

At the present time the Public School Board has under discussion the question of the best method to regulate the promotion of the pupils from one class to another in our graded schools ; and as Chairman of the Board, I would be pleased to receive your opinion on the following points :

1. What do you consider the best basis on which to decide whether the pupils are qualified to be promoted to the next grade or class ?

2. Do you consider a uniform promotion examination objectionable or desirable ? What are your reasons ?

3. If you consider a uniform promotion examination desirable, what plan would you propose for conducting it ?

a. Who should set the questions ?

b. Who should value the answers ?

c. What would you consider a fair pass mark ?

d. Would you have the promotions based wholly or partly on this examination ?

A reply at your earliest convenience would be greatly appreciated.

Yours sincerely,

To the Chairman of the Public School Board.

Dear Sir,

The questions which you ask in your communication of the 25th instant, received yesterday, are in my judgment of great importance. Educators generally have not estimated at its true value the serious effect upon a little pupil of missing promotion at the customary annual reorganization of school classes. To have to journey once more over the road already wearily trodden, for twelve months more to read the same books, to write the same copies, to work the same arithmetical problems, sitting in the same room, on the old bench, amid the same surroundings, taught by the very teacher who for a year past has failed to arouse interest, and to be humiliated by association with children who were in the class below, is a misfortune so great that it might well be called a calamity, and usually is followed by a lasting dislike to school and school pursuits. If anything like 10% of a class fail of promotion at the end of a school year, there is grave cause for indictment of the system in vogue or of the officials,—teachers, inspectors, or school boards,—who administer the system.

My reply to your first question is that I consider the results of a fair examination in essential subjects to be usually the best guide in determining promotion. But what is a fair examination, and what are essential subjects? A fair examination is an easy examination. An examination that by its length discourages pupils, that by the difficulty of the questions confuses them, that by the amount of work involved exhausts them, is not a fair examination for promotions. A fair examination contains no catchy and no unimportant question, and no question to which the answer, although known by specialists, is known by very few well educated persons. Examinations of considerable difficulty, questions that only the more expert pupils can answer, questions that test minute and careful study have their place in school work, but not when so serious an issue as promotion is at stake.

Subjects essential to promotion are pre-eminently those that are progressive in an invariable order. They are chiefly mathematical. In teaching arithmetic no one can

invert the customary arrangement of the fundamental rules ; but reading may be taught from any book, and geography may begin with any country. In relation to promotion mathematical subjects have great weight.

Subjects that may be called in this connection non-essential, may be arranged under three heads.

First in practical importance are those on which human intercourse depends. Ready, winning and correct speech, intelligent and intelligible reading, easy, legible writing, including spelling, are of this character. But these subjects are learned almost as well in one grade as in another, and to have passed a year under the guidance of a good teacher should be a sufficient guarantee of fitness for promotion as far as they are concerned. Examination in them furnishes a test of the teacher's fitness rather than a ground of promotion. They ought not to be paramount in promotions.

Secondly.—Grammar, English literature, history, geography, drawing, singing, physiology, etc., form a group which might well be taken together so that failure in one or more might be condoned, if the rest were fairly well done. Some of these are insurmountable difficulties to some pupils, and none of them should be permitted so to bar the progress of a pupil as to keep him back a whole year.

Thirdly.—Certain subjects are intended to be educative merely,—to develop faculty. Object lessons, nature study and handicraft are of this character. Their purpose is served by being gone through with. A second course just like the first is of very little value. Such subjects should count for nothing in respect to promotion.

In my judgment then total failure in some subjects is consistent with transfer to a higher grade; and even in regard to the essential subjects, competent authorities—say the headmaster of the school in consultation with the school inspector and the teacher of the class—should have power to set aside in special cases the results of examinations, and promote in spite of them. This especially when there is no possibility of transferring the pupil who has failed to the care of another teacher of the same grade. I can scarcely conceive of circumstances in which I would permit a boy to pass more than two years in any one grade.

In answer to your second question. I may say that the

promotion examinations ought to be two-fold ; one half of the questions should be set for all the schools by the authority that is responsible for the unity of the system, and half for each school by the teacher or teachers of the grade in consultation with the head of the school, and subject to the approval of the central authority. The questions set by the central authority ought to be of such character that an average pupil who has attended school regularly should be able to answer them all or nearly all. The questions set by the school itself may be somewhat more difficult in character, and may illustrate peculiarities in the teaching of the school.

Your third question is to some extent answered above. To what I have already said I add only that those who set the questions should assign the value to each perfect answer, 50% of the possible marks being given to the questions set by the central authority, and 50% to those set by the school. Detailed instruction as to the manner of marking the answers should accompany the questions. The teachers of the classes examined should read and mark the answers plainly, and add values. The head teacher should exercise a close supervision over the conduct of examinations and the reading of the answers. All answers should be held at the call of the central authority, and it should provide for the independent rereading of a certain percentage of the papers, and deal with the case if any carelessness or deception is revealed. I do not believe in assigning beforehand a pass mark. It is not good for pupils to aim at anything less than perfection ; and it is not well to tie the hands of the school authorities by a hard and fast rule, whereby, for example, one boy is promoted on forty marks, while one who takes thirty nine marks is held back. Besides it is impossible to set examinations that shall be of precisely the same degree of difficulty in each grade from year to year, or that shall be of duly proportioned difficulty in the several grades in one year. If a passing mark is to be determined at all, it can only be done when the examinations are over and the answers have been read, and may be different in different classes and vary from year to year.

The answers I have furnished may not commend themselves to your board ; they embody, however, the results

of a long experience. I have suggested nothing that I have not tested by trial in hundreds of classes and with thousands of pupils.

Yours very truly,

Current Events.

--PROFESSOR Robertson, Commissioner of Agriculture and Dairying, recently visited Washington in the interest of Sir Wm. C. Macdonald's national scheme for the improvement of rural schools. Sir Wm. Macdonald has accepted the plan for the improvement of education in the schools of Canada, outlined before the Dominion Educational Association held in Ottawa last August. (See EDUCATIONAL RECORD for August-September)

As the Hon. James Wilson, Secretary of Agriculture for the United States, also takes a keen interest in rural schools, Prof. Robertson has the promise of the co-operation of the Department of Agriculture of the United States. Men of international reputation for their knowledge and work, in plant industries, animal industries, social investigations and entomology are to come to Canada to deliver series of lectures to special classes of teachers in order to gain the help of teachers in this work.

It is hoped that this movement will also be of benefit to rural schools in the United States.

—TO STERILIZE LEAD PENCILS.—Chicago's compulsory education department has provided a means to sterilize all the lead pencils used by the pupils, as they are given out in the morning and collected at the close of school. As the children do not get the same pencils back again, there is danger of infection, especially as almost all children are in the habit of chewing the ends of their pencils, which is a certain method of contagion unless they are disinfected.—

The Pathfinder.

In some of our Canadian schools each child is given a number, and this number is stamped with steel dies on his various possessions as pen, pencil, rubber. A block with holes, having corresponding stamps, serves as a stand for the pens. Children are not allowed to chew the ends of pencils.

—ON September 13th last, at sunset, began the Jewish year 5662.

—THE Commissioner of Education for Porto Rico has received a letter from Mr. Andrew Carnegie, in which a large gift for a public library for San Juan is offered. He writes:

“I shall be glad to furnish \$100,000 for the erection of a public library at San Juan, on condition that the site will be furnished and that the city pledge itself to support the library by an appropriation of \$6,000 annually, supplemented by action on the part of the Insular Legislature bringing the total to \$8,000 or \$9,000.”

Governor Hunt and Commissioner Brumbaugh are working out plans for carrying the project into effect

—WHAT IS THE KING'S FAMILY NAME?—It is a vulgar error, frequently made, to call the family name of the present reigning dynasty in England “Guelph.”

If the Royal Family can be said to have a family name, that name would be “d'Este,” not “Guelph.” The last Guelph of the male line (Guelph III., Duke of Carinthia) died without issue, and left the representation of the family to his only sister Cunegunda, who in 1040 married Azo d'Este, Marquis of Este.

From this marriage, indirect male line, are descended all the members of the Royal and Ducal families of Hanover and Brunswick, whose correct family name is, therefore, d'Este.

That this is the case is evident from the fact that the children of Augustus Frederick, Duke of Sussex (whose marriage with Lady Augusta Murray was invalidated by the Royal Marriage Act of 1772), assumed the surname of d'Este, not Guelph. — *Girl's Own Paper*.

—SUBSIDENCE OF THE BERMUDA ISLANDS.—According to the results of studies by Prof. A. E. Verrill, the beautiful Bermuda Islands are merely the remnant of an island, very much larger than the present entire group, but which have sunk in the ocean. The original island had an area of 300 or 400 square miles, whereas the Bermudas to-day are only about 20 square miles in area. Within a comparatively recent period, says Professor Verrill, the Bermudas have subsided at least 80 or 100 feet. Their base is the summit of an ancient volcano, while their surface is composed of shell

sand drifted into hills by the wind and consolidated by infiltration.—*Youth's Companion*.

—REFORM IN COLLEGE ATHLETICS.—The faculty committees on athletics of the principal American universities, at a conference held more than two years ago, appointed a sub-committee on which seven universities were represented, to investigate the whole subject of intercollegiate athletic contests and report upon them.

The conclusions reached by the committee were recently published, and incorporated in the report are twenty rules to be applied to the regulation of college sports. The committee found that athletics occupy too large a place in college life, but wisely concluded that it is better to amend the abuses by regulation than to end them by abolishing sports altogether.

The rules reported are designed to give athletics their proper place in relation to the mental and moral training of students, and to free them from the taint of professionalism. Under these rules, college athletic committees will always include representatives of the faculty. Only students who are in good standing in their classes will be allowed to take part in the contests, and a summary end is put to the practice of entering expert baseball or football-players as "special" students, in order to take advantage of their prowess in the field.

No special or partial student will be admitted to the teams unless he is taking a course equivalent to that prescribed for candidates for a degree; and any student will be shut out from the teams who, before or after entering college, has received any pecuniary gain whatever from taking part in athletic competitions. Intercollegiate contests are not to be allowed on other than college grounds, and it is strongly recommended that an agreement be arrived at to reduce gate-money to a minimum.

These rules are strict by comparison with the lax practices that have long prevailed, but it is probable that they will become an accepted standard, and in that case they will relieve college sports of excess and extravagance and give them their rightful place in college life.—*Youth's Companion*.

--A CHICAGO school has lately furnished a very pretty

instance of childish sympathy and childish resourcefulness. Some people having complained of a dog which had no home and no visible means of support, a policeman was detailed to shoot the animal. When he appeared near the school-house with his revolver, one of the little girls asked him what he was going to do. He told her, and she begged him not to shoot the animal. "But I must," he said, "for he hasn't any license." "We'll get him a license if you won't shoot him," said the little girl, and so the policeman granted a few days' respite. The little girl interested eight or ten of her friends, arranged for a "show," consisting of speeches, recitations and music, to be given by themselves, and persuaded their teacher to announce it, with its charitable object. They cleared enough money to raise the dog from a position of vagrance to one of affluence and independence. They paid his license fee, bought him a new collar, and were even able to deposit a small sum with the butcher to provide their canine friend with juicy marrow bones and choice cuts of chunk steak in days to come.—*Youth's Companion*.

—TIME SYSTEMS OF THE WORLD.—For convenience Europe is divided into three belts, the Western, the Central, and the Eastern. Western European time is used in England, Holland, Belgium, Luxemburg, and Spain. France remains obstinate, and has kept Paris time, which is the standard also in Algeria and Tunis. In Germany, what is called Central European time has been adopted since April 1893, and it is also in use in Austria-Hungary, Bosnia, Servia, Italy, Switzerland, Denmark, Sweden, and Norway.

Bulgaria, Roumania, and European Turkey have Eastern European time, while Russia has kept St. Petersburg time, which is 2 hours, 1 minute, 13 seconds ahead of that of Greenwich. The United States and Canada have four timezones for railway time: Eastern (five hours behind Greenwich), Central (six hours), Mountain (seven hours), and Pacific (eight hours). In Canada these standards are official. In Cape Colony the standard time for railways and telegraphs is one hour and a half ahead of Greenwich time. In Japan the official time is exactly nine hours ahead of Greenwich time. In Australia the standard times are: Western Australia (eight hours ahead of Greenwich),

South Australia (nine hours), Victoria, Queensland, and Tasmania (ten hours). For New Zealand the time is eleven and a half hours ahead of Greenwich.—*School and Home.*

—TO DRAIN ZUYDER ZEE.—The Hollanders have finally made up their minds to again wrestle with their old problem, the Zuyder Zee. Until about the year 1250 there was no Zuyder Zee, and the sea coast of Holland followed the line now shown by the chain of islands at the mouth of the sea. In the past, as in the present, Holland has been at battle with the sea. The breaking of dykes and dunes and the downrush of waters from Germany during freshets have caused untold trouble. Numerous inundations have occurred, sometimes wiping out of existence as many as 100,000 people at a time, but still the Dutch are not discouraged. They once shut out the big Harlem lake and created a great tract of rich land for themselves, and they have driven back some of the waters of the Zuyder Zee. It is now planned to go at the reclamation of land on a comprehensive scale. It will take a lifetime to carry out the plans, and the work will cost 100,000,000 or more, but it will make room for 200,000 more people.—*School and Home.*

—LARGE GIFTS FOR EDUCATIONAL PURPOSES.—Property to the value of \$30,000,000 has been formally transferred by Mrs. Leland Stanford to the Leland Stanford Junior University of California, which was founded by her husband in memory of their only son. This is partly to confirm earlier grants, the legal validity of which was in doubt, and partly a new gift.

An offer of \$10,000,000 has been made by Mr. Andrew Carnegie for the purpose of founding a national educational institute at Washington, to supplement the work of existing colleges and universities. It is intended by means of this new institute to enable post-graduate students to pursue advanced study and original research and investigation.

—THE twelve great pictures of the world, according to a list generally accepted, are: 1, Raphael's "Transfiguration," in the Vatican, Rome; 2, Raphael's "Sistine Madonna," in the Dresden gallery; 3, Guido's "Aurora," in the Palazzo Rospigliosi, Rome; 4, Leonardo da Vinci's "Last Supper," in Milan; 5, Michel Angelo's "Last Judgment," in the Sistine chapel, Rome; 6, Titian's "Assumption," in the academy, at Venice; 7, Ruben's "Des-

cent from the Cross," Antwerp cathedral; 8, Rembrandt's "Night Watch," in Amsterdam gallery; 9, Fra Angelico's "Coronation of the Virgin," Louvre, Paris; 10, Van Eyck's "Adoration of the Lamb," Church of St. Bavon, Ghent; 11, Murillo's "Immaculate Conception," Louvre, Paris; 12, Holbein's "Madonna," in the Dresden gallery.—*Educational Review*.

—A CERTAIN American tourist visited the studio of Meissonier, the greatest *genre* painter of this century, having in view the purchase of one of his paintings. The great artist sat before an easel, where rested the small picture of a figure about six inches in length upon which he was bestowing the finishing touches

"What is your price for that painting?" inquired the American.

"Four thousand dollars," was the reply.

"And how long has it taken to paint it?"

"I began it this morning," said Meissonier.

"What!" exclaimed the astonished purchaser, "you ask, \$4,000 for that which you paint in one day."

"Ah, yes, my dear sir, but you forget that it has taken me forty years to learn to paint in one day that for which I ask \$4,000."—*Art Education*.

Model Lessons.

AN OBSERVATION LESSON ON COCOONS.

BY MISS SLOAN, MCGILL MODEL SCHOOL.

Aim of Lesson:—To lead the class to observe the cocoon, to find out its adaptation to its purpose, and to encourage pupils to collect cocoons.

Material Prepared for the Lesson.

Blackboard, chalk, eraser, cocoons, a glass of water, a tape-measure, and a penknife.

Synopsis—Four Heads.

- I. Awaken interest by exciting curiosity.
- II. Examine the outside by the senses.
- III. Examine similarly the inside and its inhabitant.
- IV. Consider origin and future change of chrysalis.

I. We shall examine a little house, and the builder who lives in it. This (showing the cocoon) is the house.

Can you find door or window ?

- | | |
|-------------------------------------|--|
| 1. Inmate does not wish to look out | } Why ? When do you feel thus ? It wants to sleep. |
| 2. Inmate requires no light. | |
| 3. Inmate wishes for no visitors. | |

II. 1. Observe and draw the shape. 2. Measure the size. 3. Note its surface. 4. Its colour. 5. Its capacity 6. Its inodorousness. 7. Put into water and mark its lightness.

III. Cut it open and note (1) that it is tough and strong ; (2) but may be compressed or indented ; (4) that it is smooth, soft ; (5) impervious to water ; (6) it is a suitable sleeping place for the mummy inside it called a chrysalis.

IV. This chrysalis (1) was an egg ; (2) then a caterpillar ; (3) then it wove its cocoon and became a chrysalis, and thus will sleep through all the storms of winter, like the "Sleeping Beauty ;" (4) but, like the "Sleeping Beauty," it will waken, soften by secreted acids the cocoons, tear a part away and come out a beautiful moth, leaving its night robes behind.

Attached to the stems of grasses you will find clusters of small eggs, white or yellow, keep them till spring and see what they produce.

Under the brown leaves, under fence rails or withered stalks you may find, slung by silken ropes, the hammocks of the sleepers. Collect them. Watch them.

We also shall some time lie down to take a long sleep, hoping to awaken to a new and beautiful life. Do you know what I mean ?

THE HUMOR OF CHILDREN.

(*Daily News*, London).

For an hour of uproarious mirth few things can compare with a recital of "Children's Witticisms." and Dr. Macnamara, M.P., from the time he himself was a pupil-teacher, has been peculiarly well placed to gather from his schoolmaster friends the cream of the subject. And so it happened that, at St. Luke's Institute, Peckham, he kept his audience merrily occupied. At the outset he sampled a few 'apocryphal' witticisms which appear at intervals in

the comic papers. In this category he placed the retort of the child who, on hearing her mother praising a school fellow's success, said, "Yes, mother, but you see what clever parents Mary had," and the retort of the boy who, being told by his mother he was getting more like his father every day, said, "Mother, what have I done wrong now?" In roughly analysing his subject, Dr. Macnamara pointed out that practically all children's witticisms are unconscious. Those which might be called "impertinent," and which, in reality, blurted out the disagreeable truth, had given rise to the old proverb, "Children should be seen and not heard," and to "l'enfant terrible" of the French.

Some had arisen from a misconception of first impressions; others from taking literally what was intended metaphorically. The question, "What is Parliament?" obtained the answer, "A place where they go up to London to talk about Birmingham." "Who was the first man?" an American boy was asked. On replying "Washington" he was reminded of Adam. "Yes," he said, "if you count foreigners." "What is a heretic?" was another question. "One who would never believe what he was told, but only after hearing it and seeing it with his own eyes." "Define Court of Chancery," said a teacher. "It is called this because they take care of property there in the chance of the owner turning up." "A vacuum," said another child, "is nothing shut up in a box." "An optimist," according to another, "is a man who attends to your head." A "pessimist" is a man who attends to your feet." Among musical instruments were included "funny bones," evidently intended for trombones. Fort and fortress had no difficulties for one little fellow. Fort is a place for soldiers to live in. Fortress is where they keep their wives.

Questions in history drew forth the following information: The fire of London although looked upon at first as a calamity, really did a great deal of good. It purified the City from the dregs of the plague, and burnt down eighty-nine churches. King James I. was very unclean in his habits and married Anne of Denmark. As for the hardships of the Salic law, we are told that Edward III. would have been King of France if his mother had been a man. King Henry VIII. was a very good man; he liked plenty of money, had plenty of wives, and died of ulcers in the legs.

As for the marriage customs of the ancient Greeks, we

learn that a man married only one wife, which was called Monotony. After that one can comprehend the definition of faith which is that quality which enables us to believe what we know to be untrue." How to sweep a room involves Herculean labors, according to one little maid who wrote "Scatter damp tea-leaves over the carpet, then carefully sweep the room into the dust-pan, and throw it out of the window."

The question. "What was the general character of Moses?" drew from one child the reply: "A gentleman." Not grasping the hang of the answer the inspector asked why. Please, sir, when the daughters of Jethro went to the well to draw water the shepherds were in the way, but Moses helped them, and said to the shepherds, "Ladies first, please." Just before Christmas one teacher got her pupils to write letters to their fathers and mothers which they might take home. With the pathos belonging to poverty a little girl of nine concluded. "And please, Ma, don't have a baby this Christmas; I do so want to have a happy time!" Wesleyans will appreciate the remark of the child who when writing of the birds said, "Do you know the swallows go away in the winter, but the sparrows belong to this circuit." Purity was the subject which occupied the pen of the child who ended her easy, "O, please, may I be pure, absolutely pure—like Epps' cocoa."

But, after all, the compositions read by Dr. Macnamara gave an even more intimate peep into the thoughts and imagination of the child than the isolated answer. Among reflexions on a cow a boy revealed his belief that cream came only from the cow that was all white. In moralising about politeness, another child ventured the remark that "some boys are rude over meals. You should not keep eating after you are 'tightening.' You should be very polite to girls, because their hair is long and they are pretty. Even if a girl scratches your cheek, or spits in your face, don't pinch her; don't tell her mother, but just hold her tight by the arms, to show her you could wallop her if you'd a mind."

SAYINGS OF TEACHERS AND CHILDREN.

—A GOOD story is told of a normal school principal who was nearing the close of his life work. An inquisitive

professor in the same institution with an eye, possibly, to business, inquired of him, "Now Dr. — please to tell us what you consider the best bit of work that you have done during your long term of office" A merry twinkle showed itself in the eye of the old student of human nature as he replied, "Well, sir, perhaps the best piece of work I did for this school and the country at large was to keep a number of young women and men out of the profession"

—KATIE and Willie are twins, aged five. During a recent visit to their grandparents, who live in the country and keep chickens, the twins were cautioned, in their strife to see who could gather the most eggs, never to take away the nest eggs. One morning Katie reached the nest first, and seizing the forbidden egg, started for the house. Willie hurried after her shouting: "Grandma! Grandma! Katie's got the egg the old hen measures by."

—IN a school for coloured children, there was a little boy who would persist in saying "have went." The teacher kept him in one night and said: "Now while I am out of the room you may write, 'have gone' fifty times." When the teacher came back he looked at the boy's paper, and there was "have gone fifty times." On the other side was written: "I have went home."

—SOME Sunday-school children were asked if they knew what prophet fell off a wall and died. One little hand went up and "was it Humpty Dumpty?" its owner asked.—

—*Current Literature.*

A LITTLE boy who was asked his name answered, "Well they call me Jimmie, for short, but my maiden name is James."

—LITTLE BOY (writing to his schoolmaster): Everybody at home is delighted with the progress I have made at your school. Why, when I came here I knew nothing, and now, even in this short time, I know ten times as much.

—AT a recent school examination in an English school. H. M. inspector put the question to a class of little girls: "Why is it that only the Queen's head appears on a penny?" "Please, sir, 'cos there isn't room for her feet"

—A LITTLE four-year-old walked into one of the hardware stores at Ellsworth, a few days ago, to have her sled repaired.

When finished she asked how much it would be and was informed that a kiss would settle the bill. "All right," she replied, "mamma will pay you this afternoon."—G. W. W.

—"MAMMA, I've found out my dog's pedigree."

"What is it, dear?"

"Uncle Jim's hired man says he's a full-blooded mongrel!"—*Harper's Bazar*.

—A LITTLE boy three years of age watching his aunt straining the gravy for dinner remarked, "Are those the gravy leaves left in the strainer, auntie." He was accustomed to see tea leaves in the tea strainer.

—THE absence of an older sister from the dinner table caused the task of asking the blessing to fall upon a little girl of four who had just started to go to the kindergarten. To the mingled horror and amusement of the mother the little girl recited a part of one of her kindergarten pieces, "The Father fed them from his beak with insects every one," and finished up "for Christ's sake, amen."

Possibly this points to the absurdity of placing adult responsibility upon little children.

Teachers on duty on wet days will appreciate the following:

"Georgie," said a fond mother to a little four-year-old, "you must take the umbrella to school with you or you will get wet. It rains hard."

"I want the little one," he said meaning the parasol.

"No, my dear. That is for dry weather. You must take this and go like a good boy.

After school hours it had stopped raining, and Georgie trudged home with the remnants of the umbrella under his arm.

"Oh Georgie, what have you been doing with my umbrella?" said his mother when she saw the state it was in.

"You should have let me had the little one," said he. "This was such a great one it took four of us to pull it through the door."—(*Leslie's Weekly*.)

A little girl, on returning from Sunday-School, asked her mother if her father ever lied. "Why, what a question, my child," said the mother. "Why, certainly not—why, no—sometimes—why—he does not, of course—you have to be different, you know—he says things, of course—you un-

derstand." "But, mother," the child protested, "do you ever lie?" "Why, no, my child, of course I don't—of course, you have to say—you have to make some impression—you don't exactly mean." "Well, mother," said the little girl suddenly, "I don't want to go to heaven." "Why, that is queer talk," said the mother, "for a little girl who has just come from Sunday-School. Why don't you want to go to heaven?" "Because I don't want to be alone with God and George Washington"—(*Selected.*)

—THIS is a tutor's letter of condolence, sent to a bereaved parent: "I am sincerely grieved to hear the sad news of your son's death. But I must inform you that he would have had to go down, in any case, as he had failed to satisfy the examiners in classical moderations."—(*Spectator.*)

—While Dr. Taylor was considering his call to Brown University, a student there telegraphed his Vassar "cousin" thus: "The Taylor makes the man. We have a thousand men." After the announcement of the president's decision the Vassar girl responded: "Wear your old clothes. We keep the Taylor."—(*Ex*)

—The professor was lecturing on some of the habits and customs of the ancient Greeks to his class. "The ancient Greeks built no roofs over their theatres," said the professor. "What did the ancient Greeks do when it rained?" asked Johnny Brown. The professor took off his spectacles, polished them with his handkerchief and replied calmly: "They got wet I suppose."—(*Tit-Bits.*)

Practical Hints and Examination Papers.

REMINDERS TO TEACHERS.

The long winter evenings give opportunity for reading and thinking. Read to gain culture and professional skill.

Intellectual growth is not determined by the number or variety of books read but by the amount of thought that accompanies the reading.

Children ought not to be deprived of their recess

If you have lost enthusiasm, give up teaching.

The teacher determines the status of the school.

"Never say anything to a child in the school-room which you would not be willing should be said to you in a room full of your peers".

(This advise is good but must not be taken too literally.)

SEAT WORK.

PARTICULAR HINTS.

Hang a picture on the wall. Let the children examine it. Write on the black-board a few questions about the picture and have the children write the answers.

Hold up or place on the desk some object as a piece of chalk. Have the little children write six simple sentences about it. Begin several longer sentences on the board and let the children copy and finish them.

Place several objects on the desk. Write on the board the prepositions in, above, below, behind, before, beneath, over, on, near. Let the children write short sentences consisting of subject, verb and prepositional phrase as "the pen is behind the box."

Take a short interesting story, leave blanks in it to be filled in by the children.

Read a short, pithy story to the children. Let them reproduce it, using words and phrases that you have written on the board, along with their own language. The object of such an exercise is to give the child command of language.

Draw some object on the board. Tell the children they may ask you, in writing, six questions about it.

When you give a composition on some difficult subject, supply the children with a list of words that might be used. They will suggest thought about the subject.

GENERAL HINT.

The child must encounter only one difficulty at a time. Therefore in composition for little children supply a large part of the material yourself. As the child masters difficulties one by one he will be able to do more and more of the work himself.

—THE "Instructions" which accompany the Elementary Education Code (London, Eng.) contain some rather remarkable, and, so far as our information goes, unnecessary, strictures upon corporal punishment. It is obvious that good discipline and good work are not attainable when the pupils, are in a state of terror as a result of frequent and harsh punishment. And we further agree that the

infliction of punishment implies more often than not a failure on the part of the teacher. But we do not live in a perfect world. Pupils do not always come to school with a fully developed reverence for law and order; neither have they inevitably an untiring devotion to work. Teachers, too, though they may possess all the moral virtues, have not always the time to apply the best methods, and must sometimes resort to rough and ready, if not strictly just, punishments. "If discipline were perfectly efficient," says the compiler of the "Instructions," "punishment would be unknown." A useless platitude unless supplemented by the paradox, "Swift and sure punishments are the best means of doing without punishment." By all means abolish harsh or cruel punishments, and let all punishments be rare. But we doubt if the teachers deserve the implication that they are otherwise.—*Journal of Education*.

—THING says: "It is lives not lessons that are dealt with. The great factor of time determines the possible and the impossible." "A teacher is a combination of head, heart, artistic training and favoring circumstances. Like all other high arts, life must have free play or there can be no teaching." He adds: "Teaching is not possible if an inspector is coming to count the number of bricks made to order." He might have added, with equal truth, that teaching is not possible if the teacher has no higher ambition than to make bricks to order.—*Education*.

—"Men and women
 Who set us palpitating with the thrill
 Of something loftier than we yet have dreamed
 Are God's sublimest poems. Oh, then, teach
 All capable of bearing the bright arms
 Of reason, fearless, independent thought!
 If you would lead men surely angelward
 Teach them to think—not what to think, but how."

—*Blanche Fearing*.

—TRUE PATRIOTISM.—From the physical side much good is to be derived from the organised exercises; but this good comes equally from gymnastics with military drill, just as the moral qualities of steadiness, obedience, and fortitude also follow. But the feeling, the emotion of patriotism, apart from jingoism, is no more to be got from joining in the peregrinations of a village band, or "forming fours"

under the eye of a drill-sergeant, than a taste for literature is to be got from reading "penny horrors."

This patriotism is a matter of slow formation by teaching, by reading, by attention directed to the history of our own country and the formation of its institutions. by slow infiltration of all the influences that make one feel one's solidarity with the rest of the nation. In a word, it is a moral formation, no more to be brought about by brass bands and words of command than love or respect is to be enforced by orders. Our reverend mentors must try again. The patriotism that depends on drill, bands, and flag-waving is difficult to discriminate from jingoism, and our schools are the last place in which to introduce it.—*Practical Teacher*.

—UPON the vexed question, ever recurring, of the relations between examiners and teachers, Sir John Gorst had many things to say. Examinations he holds to be still regarded too often as the best instruments for promoting mental progress, and he considers that a large proportion of the children in both elementary and secondary schools are not really educated at all; they are only prepared for examination. The delicately-expanding intellect is crammed with ill-understood and ill-digested facts, because it is the best way of preparing a scholar to undergo an examination test. Learning to be used for gaining marks is stored in the mind by a mechanical effort of memory, and is forgotten as soon as the class-list is published. On the other hand, true education develops the faculty of finding out things for one-self—one of the most valuable with which a child can be endowed. Hence the development of the observation and the intelligence by the study of natural history is an object of great importance.

CHILDREN'S MANNERS.

A BIT OF MANNERS.—It was not because he was handsome that I fell in love with him—for the little fellow was not handsome, as the phrase goes—but he had clear honest eyes that looked friendly into yours, and a mouth that smiled cordially, if shyly, as my friend touched his plump little hand which rested on the back of the car seat. He

was with his mother. She was plainly clad, as was he. She had a thoughtful face, perhaps a little sad. I fancied she was alone in the world; that her husband might be dead and this little boy her sole treasure. He had a protecting air, as if he were her only champion and defender. But he could not have been more than five years old.

We arrived at our station and left the car. We waited for the long train to pass. As the car in which our little friend was seated came up he was at the window. He caught sight of us, and with the instinct of established courteous habit his hand went up to his cap, and the cap was lifted. A bright smile on the bonny face and he was gone.

Is it not a comment on the manners of ninety-nine boys that the little five-year-old-fellow is the "one in a hundred" that we remember. — *Wide Awake*.

WITHOUT MANNERS.—Standing by the desk of a business man who employs quite a number of lads, I saw a boy of fifteen come in and apply for a situation. The boy was well dressed, and in demeanor and accent indicated that he belonged to one of the upper grades of the public schools. Without taking off his hat, or appearing to notice anybody who was present, he demanded, in a sharp, unpleasant voice, "Say, mister, are you advertising for a boy?" The business man looked at him for a second and answered, "I want an older boy than you." "What?" "I want an older boy than you," answered the merchant, in a somewhat louder voice. "Oh," answered the lad, as he swung around and walked out.

"That," said the merchant to me, "is a sample of the manners of the T—— school-boy. In my business you know, we depend almost entirely upon the politeness, quickness, and adaptability of the young fellows we have behind the counter. I have to change my boys a dozen times a year because I cannot get the right material. My customers ask me why I change my boys so often. Certainly it is not to save money, for I would be willing to keep them if they were worth keeping. The first thing they ask me is what wages I pay, and the next, what hours they will have to work. They never think about me or my business; all they want to know is how much they can get out of me. Apparently they give me no credit for

being able to teach them a profitable trade; they only regard me as a taskmaster, who is to be made pay the highest price, give the shortest hours, and accept the lowest possible quality of service."

Parents who are bringing up their boys without manners, and without any consideration for themselves or prospective employers, and without any ambition to acquire a decent method of procuring a livelihood, should cut this little paragraph out, and paste it up where the boys will see it when they rise in the morning and go to bed at night.—*Toronto Saturday Night*.

—TWO COMMON MISTAKES.—Perhaps the most common mistakes of teachers are talking too loud and too much. An essential of a model recitation is that the teacher should talk little and the pupil much. Test yourself at every recitation by this question: "What proportion of the talking am I doing?" "Can what I say be heard and understood by the pupils who are studying at their desk?" The teacher's voice should be carefully measured to carry to those whom she intends to reach, and no further. To speak in a louder tone than this is to waste energy needlessly, to contribute to the noise and therefore to the disorder of the room, and to be a source of distraction and disturbance to the rest of the school, besides cultivating a habit that is the most conspicuous mark of a lack of culture. Of all the indexes of culture or the lack of it, there is none that is more certain than the voice. Not only for our own sakes, but for the effect produced on the children through unconscious imitation on their part, we should cultivate pleasant voices,—low, distinct and expressive.

While attending to the quality, let us guard also the quantity. "Three-fourths of the teacher's talk is a trespass on the time of her pupils," says Supt. Patrick. "Do not use a sentence when a word would do; do not use a word when a sign would do; do not use a sign when a look would do." The most disorderly thing in many a schoolroom is the loud-voiced, talkative, bustling teacher. Let us, therefore, "study to be quiet."—*The Moderator*.

—A GEOGRAPHICAL reading to accompany a lesson on Colombia.

COLOMBIA'S CAPITAL.

Bogota, the capital of the republic of Colombia, has the distinction of being one of the highest cities in the world. It is situated on a plateau thirty miles wide and sixty long, 8,678 feet above the level of the sea. This plateau extends north, south, east and west of the city, and is one of the most beautiful regions in the world. It is fairly cultivated and contains several large lakes or lagoons, in which gold ornaments and images of native workmanship and curious design have frequently been found. There are traditions that these lakes were consecrated by the natives for use as natural temples, and many plans have been formed to drain them and secure the treasures deposited therein, but none of these has been carried out.

As one ascends from the parched plains of the Magdalena River to this plain, or Sabana, as it is called, a scene of marvellous beauty appears. There is an encircling chain of mountains and the extinct volcano of Tolima rises in the distance with the snow and clouds upon its summit. The climate is so delightful that one may say that it is always spring there.

As earthquakes occur frequently, most of the houses of Bogota are only one story high, but some are two and three stories. The material is usually of sun-dried brick and the walls are from two to three feet thick. In the interior there is always a court called a patio, in the center of which is a fountain surrounded by varied and beautiful plants which bloom all the year.

The roofs project over the narrow sidewalks and furnish partial protection from rain. The principal streets are paved or macadamized, and are built at right angles to each other. They are narrow and have a surface sewer in the center, along which the refuse flows to the plain below. In many parts of the city the poorer classes live in basements, along with poultry, cats and dogs, monkeys, and parrots. The town is well supplied with water, gas, and electric lights. It possesses a valuable library, an observatory, a fine arts institute, a picture gallery, and other public institutions. The population is upwards of 100,000.—*Our Times*.

STYLE IN RECITING.

I lately visited a schoolroom, (the teacher was a college graduate), and found an utter lack of "style" in the recitation. A class in arithmetic was called, the teacher saying, "Rithmetic class take places." At this, several boys hurried to the recitation bench; others came still working problems on their slates as they walked; two others did not come. The teacher, finding some absent, looked around and demanded, "Why didn't you come with the others?" A wrangle ensued, but finally the recitation began.

The teacher asked one boy if he had done all the problems. (All but two). "Which are they?"

(Nos —and—) A boy showed his slate and said, "There it is" The teacher took the slate and after inspecting it said, "That isn't a good way." After some more similar talk a boy was sent to the blackboard and the rest watched him. When he had finished, various criticisms were made. All this consumed the half hour and other problems were assigned and then the teacher said "Excused," whereupon they straggled back to their seats.

This recitation was full of faults. (1) There was a lack of precision; their straggling to and from the class was offensive; (2) There was a lack of skilful procedure with the problems. To look at a slate and discuss the right or wrong way of a solution with one boy while the seventeen others could not see was a most unskilful act. (3) There was a lack of order; the teacher began with one boy because he had the solution on his slate. (4) There was no mastery of the class, no comprehension of its intellectual condition. The teacher aimed solely to see if problems were done (5) There was a waste of time, probably twenty-five per cent. (6) The class was not invigorated nor its feet placed on a solid foundation of principles. (7) There was no mental discipline (8) There was no grasp of truth, the thing the mind is made to live on.

I visited another school where the teacher had a programme and followed it to the minute, but he said nothing about classes. A call bell was struck lightly, and about twenty pupils rose; he motioned and they came forward in good form and took their seats; they sat erect and expectant. "John, No. 18; James, No. 19," etc.; this took six of the

pupils. Then began questions that *employed all* the others. "How many steps in No.--? What is the first, Henry? What is the second, George?" etc. By this time John had finished, and stood pointer in hand *facing* the class, "Begin, John; omit reading." (The first step is to find the cost of—this—, etc., etc.) "All agree; John, begin." (He explained.) "How does this differ from the last?" etc.

The teacher (1) gave his whole mind to the work; (2) gave work to all; (3) trained all in thinking; (4) demanded reasons; (5) had a fixed procedure; (6) demanded neatness, (7) a gentlemanly demeanor; (8) advanced them in searching after truth. They returned to their desks feeling that they had accomplished something worthy. Under such a teacher pupils grow in intellectual stature. It was plain they had pride in their personal behavior; they were gentlemanly; they carried themselves as though they felt they valued themselves.

Matthew Arnold says "three-fourths of life is conduct;" in the school, conduct is most important. In New York city the celebrated Seventh Regiment is always full; young men strive to get into it because it has style; it is said one can pick out a Seventh Regiment man at once. Some teachers feel that the conduct or mode of doing things is unimportant so long as the thing is done. This is a great mistake. The charm of what is termed "society" depends on the way that things are done." — *Teachers' Institute*.

—QUESTION:—Do the examination tests which the schools and colleges apply resemble those which life exacts?

Answer by Professor Wheeler, of the University of California:

"There are individual cases, as every one knows, of success from the lowest third of the class, and the comment of surprise gives them lustre. I believe they are comets, however. In my observation, the successful men come chiefly from the first third. When the high scholar turns out a commonplace man, as he not infrequently does, the dunces have their delight, and the one exception outweighs five illustrations of the rule.

"A college man wins in life not by virtue of the special knowledge he has acquired so much as by the habits he has formed. Habits of mind involve an attitude toward truth. Habits of thinking involve a control of the mental

processes. Habits of work involve sense of time and duty. A man who does things at the time when they ought to be done is likely to be wanted. It is the men who are wanted who are the successes. The men who are forever toiling to create a demand for themselves, they are the nuisances. The best scholars succeed best in life chiefly, I believe, because they have been most regular and punctual in doing their college work. My experience with college students teaches me that they are intellectually much nearer a level than their achievements indicate. It is power of will more than power of mind that differentiates them. Must and ought have fifty times more stuff in them than might and could. I have known men of the superbest equipment and the finest intellectual and athletic training who were of no possible use for any other sublunar purpose, because they could not be relied upon to keep an appointment or to do anything."

—DULLNESS AND ADAPTIVENESS.—Who is the dull boy? To the Greek professor he is the boy who cannot learn Greek. To the professor of mathematics he is the boy who cannot learn calculus. To the whole literary or classical faculty he is the poor fool whose brain will only absorb facts of physics and chemistry. To the witty man he is that awful creature who sits solemnly over the latest joke or epigram. To the serious man he is the laughing jackass who persists in treating life as a comedy. In brief, the "dull boy" is the square peg whom somebody is trying to fit into a round hole."—*New York World*.

REPRODUCTION STORIES.

Queen Victoria, when a child, was very much like other little girls, as the following incident related in *Golden Penny* would seem to indicate:

When a little child, the Princess Victoria went with her mother to visit Queen Adelaide (consort of William IV. of England.) The Duchess of Kent was obliged to leave the little Princess alone with the Queen for some time, and the latter, to make the Princess feel at home, said:

"Now, my dear, you have an hour to spend with me, and you shall do exactly as you like."

"Exactly as I like?" said the little Princess doubtfully.

"Yes," replied the Queen, little imagining what was to follow.

"Then, dear Aunt Adelaide, may I be allowed to clean the windows?" said the child

Queen Adelaide was startled, but the little one had her way, setting to work with her sleeves carefully rolled up and an apron tied around her waist.

—QUEEN Victoria was very fond of her grand children, and their presence with her quite softened her heart toward all sorts of suitors in whom they took an interest. An amusing story which illustrates this statement is told by the London papers.

One day the Queen, accompanied by her grandsons, the children of Prince Henry of Battenberg, was driving out of the grounds of Balmoral Castle, when just outside the gate, they encountered a man who had a dancing-bear, in order to exhibit which, he had been waylaying the royal carriage. The boys at once demanded the performance, and the queen, somewhat against her own inclinations, caused the carriage to halt while the animal went through its paces.

When the performance was over, the Queen sent her footman with a sovereign for the man, which she was surprised to see him refuse. Asked what he wanted, the man said:

"I would like much better a certificate just showing that my bear has had the honour to dance before Her Majesty."

The Queen was not at all inclined to grant this presumptuous petition, but one of her grandsons again intervened.

"I don't see," he said, "why a bear should not have a royal patent. In Rome a horse was once appointed consul!"

This display of school-boy erudition delighted the aged Queen, but she wished to test his knowledge further.

"Well, well," she said, "tell me the name of the Emperor who committed this act of stupidity, and your bear shall have his royal certificate."

"It was Caligula!" shouted the Prince

A servant ascertained the name of the bear exhibitor, and that very evening a messenger arrived with the ducal

ment, sealed with the royal seal, which constituted him "bear-leader in ordinary to Her Majesty the Queen of Great Britain and Ireland, Empress of India."

This appointment has already resulted in large profits to the astute owner of the bear.—*Youth's Companion*.

FAULTY PRONUNCIATION.

There are many faults 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 word 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.

gath-er, sound the *a*; not gether.

gey-ser, gi-ser, not gi-zer; *g* hard.

God, the *o* is short; not too short.

gor-geous, gor-jus.

griev-ous, gre-vus; long *e*.

gy-ro-scope, ji-ro-scope.

height, hit; long *i*.

hein-ous, ha-nus; long *a*.

hor-o-scope, first *o* short.

hy-drop-a-thy, accent on second.

i-de-a, accent on second

i-de-al, three syllables; accent on second.

il-lus-trate, accent on second.

im-pe-tus, accent on first.

in-com-par-a-ble, accent on second.

in-qui-ry, accent on second.

in-dex, for signs, has plural "indices."

in-dex, for tables of contents, has plural "indexes"

in-ter-est-ing, accent the first.

ir-rep-a-ra-ble, accent the second.

ir-rev-o-ca-ble, accent the second.

i-tal-ic, first *i* is short.

jowl, preferably jol, *o* long.

joc-und, the *o* is short, jokund.
 just, not jest, *u* short.
 kept, sound the *t*; not kep.
 ket-tle, not kittle; *e* short
 la-ment-a-ble, accent the first.
 lan-guid, the *an* as in bank.
 lar-yn-gi-tis, jitis, or gitis, the first *i* long.
 la-ver, long *a*, not lav-er.
 learn-ed, in two syllables when meaning erudite.
 leth-ar-gic, accent the second.
 li-chen, long *i*, li-ken.
 lic-or-ice, lik-or-is, not lik-er-ish.
 ly-ce-um, accent the second.
 main-ten-ance, accent the first.
 man-gy, the *a* is long.
 mar i-time, each *i* is short.
 ma-tron, *a* is long, not mat-ron.
 mat-tress, accent the first.
 mau-so-le-um, accent the third.
 mes-mer-ize, the *s* like *z*.
 met-ro-pol-i-tan, the *e* is short.
 mis-chiev-ous, accent the first.
 mon-grel, the *o* like short *u*.
 mo-rale, accent the second.
 moun-tain-ous, accent the first.
 mu-se-um, accent the second.
 na-ive, na-ev, sound *i* as long *e*; accent the second.
 na-tion-al, nash-un-al.
 neur-al-gia, not nu-ral-ji.
 no-ta-ble, means worthy of note.
 not-a-ble, means clever, prudent.
 o-bes-i-ty, accent the second, *e* short.
 oft-en, the *t* is silent.
 o-le-an-der, accent the third.
 on-er-ous, first *o* short.
 op-po-nent, accent the second.
 or-chid, or-kid, short *i*,
 or-deal, accent the first.
 ous-t, *ou* as in out, not oost.
 pa-dro-ne, in three syllables.
 pal-mis-try, the *a* is short; sound the *l*.
 par-ent, *a* in pansy, not pa-rent.
 par-e-sis, accent the first.
 ped-a-gog-ic, last *g* is soft, *o* long.

ped-a-gog-y, last *g* is soft, *o* long
 ped-a-gogue, both *g*'s hard, *u* silent.
 ped-a-gog-ism, both *g*'s hard.
 per-sist, the *s* keeps its sound, not *z*.
 pre-ce-dence, accent the second.
 pref-er-able, accent the first.
 pre-sen-ti-ment, keep the *s* sound.
 pre-vent-a-tive; wrong, use preventive.
 pris-tine, accent the first.
 prot-es-ta-tion, first *o* short.
 quad-ru-ma-na, accent the second.
 quag-gy, *a* as in at, not *o*.
 quash, *a* as *o* in or.
 rad-ish, not redish.
 rath-er, not ruder.
 re-al-ity, in three syllables
 rec-i-ta-tive, accent the last.
 rec-og-nize, accent the first.
 ref-ra-ga-ble, accent the first.
 reper-to-ry, accent the first.
 re-demp-tion, sound the *p*.
 rhythm, pronounce in one syllable.
 rind, the *i* is long.
 risk, keep the *i* sound, not resk.
 road, make the *o* long.
 root, *oo* as in spool.
 ro-mance, accent the second, *a* is short.
 ro-se-o-la, *a* is short, keep the *s* sound.
 ruse, ruz, long *u*.
 sac-cha-rine, the *i* is short.
 sa-ga-cious, second *a* as in fate.
 said, sed, short *e*, not sade.
 says, sez, short *e*, not saze.
 sal-ver, short *a*, sound the *l*.
 sar-sa-pa-ril-la, not sassaparilla.
 scal-lop, sound *a* as a short *o*, scollop.
 scared, sound the *d*, not scairt.
 seck-el, not sickel.
 se-que-la, accent the second.
 sew-age, not sewarage.
 shrill, sound the *h* in all such words.
 since, sound the *i*, not sens.
 sol-der solder or sodder.

CULTIVATE THE ART OF STORY-TELLING.

It was my good fortune, once upon a time, to hear Miss Norah Smith, of kindergarten fame, tell a story before a large gathering of teachers.

It was a simple child's story, one of her own, but you could have heard a pin drop in that large room during its entire recital, and the long sigh that came from a hundred pairs of lips at its close was more eloquent than applause. I made up my mind that it was a great art, this telling of stories, and one well worth cultivating.

The custom of telling tales and legends is as old as the "everlasting hills," and so long as they endure it will still prevail. In ancient days the old men dreamed dreams, repeating and interpreting them as long as they found listeners. Scheherazade entertained the sultan night after night with her wonderful and interesting tales, her efforts in this line being successful in saving her own head as well as pleasing him.

One of the chief features of Hiawatha's wedding feast was the presence of Iagoo, the Great Boaster, who, with his marvellous stories of daring and adventure, helped to make the feast more joyous and added much to the contentment of the guests. In later years Uncle Remus comes to the front with his audience spell-bound over Brer Fox and Brer Rabbit, whose personalities become so real to "the little boy." Indeed one can hardly see Brer Rabbit without a passing wonder if he still lies low, to the confusion of his crafty enemy!

It is curious to note the changes which the march of progress has brought to story-telling. The old myths' fables and fairy tales will always hold a place in the hearts of both young and old, and many a useful bit of instruction may be conveyed through them.

It is a matter for congratulation that some of the old stories have been relegated to the past.

Many a poor child has gone shivering to bed after an hour spent in Blue Beard's chamber of horrors, the cold chills chasing each other down his spine and driving away sleep for half the night. Of ghost stories it is needless, I hope, to speak—Eugene Field evidently had had some experience in that line, if we may judge by his graphic description of Seein' Things at Night!

School teachers throughout the land are beginning to recognize the value of *telling* rather than *reading* stories in the school-room. So much of dramatic action is possible when hands and eyes are unconfined, that it commends itself at once.

Perhaps the brightest among the memories of our childhood are the stories that used to charm and delight us. Shall I ever forget those my mother used to tell me! There was one in particular which I have tried again and again to repeat, but it somehow seems to lack the "Twang" she gave it, so at last I have given it up and laid it away with other treasures of the past.

Not all mothers and teachers are gifted as she is, but most of us have some talent, and it will surely increase with use.

Practice brings at least an approach toward perfection and that is all we can look for. At any rate if we have a little ability let us not hide our light under a bushel, while if we are blessed with much, we ought to see to it that we give of our abundance good measure, pressed down and running over.—*Helen L. Adams, in Primary Education.*

—ACT THE TRUTH.—Do not pretend to know things you do not know. Do not insist upon things about which you are uncertain. Even a child does not expect a teacher to be the embodiment of all wisdom. If she claims it, he knows she is masquerading; if she admits a doubt, he knows she is acting truly; he sees that he and his teacher have some things in common; she has a stronger hold upon him.

I know a boy who handed up his written spelling lesson for correction. The teacher marked a word as incorrect, which he thought was spelled correctly. He gathered up his courage and told her he thought she had made a mistake. She brushed him aside with an indignant remark about doubting her ability to spell. In ten minutes he saw her engaged in profound communion with the dictionary. He gained confidence. She said nothing but seemed dejected. He put his paper in his pocket and went home and consulted his dictionary. He had spelled the word correctly. She had lost his good opinion forever. It was a serious loss, but who shall say she did not pay the proper penalty for her act. She had made a mistake. It was not

serious at the outset. It was a comparatively small matter that she had an erroneous impression about the spelling of a word. But persistence after she knew better was acting an untruth. It was utterly inexcusable. It was impolitic too. Supposing she had given him only what was his due and said: "My boy I was hasty and wrong about that; you were right; I will have to be careful next time." He would have been exultant, but that would not have humiliated her. She would have gained his respect and friendship as well.

In another case the teacher told Mary, a young miss among her pupils, that Martha, her intimate girl friend, was headstrong and flighty and not doing well, and asked her to exert her influence over her and help her to reclaim the wayward sister. The teacher told Martha the same things about Mary and exacted her help to recover the other sinner from destruction. Neither of the girls was in danger. The teacher did not think they were. She probably meant well enough. She intended to profit each girl by getting her interested in helping the other. She did not think far enough or as truly as she might. The girls compared notes. They discovered that there was an element of deception about the matter and the result was not particularly helpful to the teacher. There is mathematical accuracy about the truth. It always fits together. There is no safe compromise ground. The danger signal is upon the border line. Truth or untruth may be acted as well as spoken. It is not necessary at all times to tell all that is true. But whatever is said and whatever is done in the schools, is to be open and straightforward, wholly and within the bounds of truth.

PRESIDENT DRAPER.

Correspondence.

We have been asked for a solution of the following problem:

A man invested \$800 more than $\frac{2}{3}$ of his money in a house; and \$600 more than $\frac{4}{9}$ of the remainder in a lot, and had now \$900 left; how much was he worth?

The man invested $\frac{2}{3}$ of his money + \$800 in a house.

\therefore he had left, $\frac{1}{3}$ of his money - \$800.

Of this $\frac{1}{3} - 800$ he invests $\frac{4}{9}$ and \$600 in a lot, represented by $\frac{4}{9} (\frac{1}{3} - \$800) + \$600$.

\therefore he had left $\frac{5}{9} (\frac{1}{3} - \$800) - \$600$

But we are told that this was \$900,

$\therefore \frac{5}{9} (\frac{1}{3} - \$800) - \$600 = \900 .

$\therefore \frac{5}{27}$ of his money $-\$ \frac{4000}{9} - \$600 = \$900$

$\therefore \frac{5}{27}$ " " " $= \$900 + \$ \frac{4000}{9} + \$600 = \frac{17500}{9}$

$\therefore \frac{1}{27}$ " " " $= \frac{3500}{9}$

$\therefore \frac{27}{27}$ " " " $= 27 \times \frac{3500}{9} = \10500 .

THE BURGLAR PROBLEM.

(See December number.)

—No completely satisfactory answer to this problem has been received. The mistake made was the assumption that \$1 was $\frac{1}{1024}$ of the money after \$1 had been subtracted. As there are many answers to the question this could not be true. $1024 + 1$ (1025) is the smallest answer possible.

When it is seen that it is the same \$1 left over every time the whole difficulty of the problem vanishes. We observe that there are 5 divisions of the money or fractional parts of the money (after \$1 has been set aside) by 4, therefore the smallest answer will be 1 more than 5 multiplications of 4 *i.e.* 1 more than $4 \times 4 \times 4 \times 4 \times 4$ (1024) *i.e.* 1025. (It may be noted that in this case each burglar received in the morning \$81 (the smallest possible amount as $3 \times 3 \times 3 \times 3$ (81) is not divisible by 4) and \$1 was left over.

Multiples of 1024 with 1 added to each are other answers to the question, *i.e.* 2049, 3073, etc.

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 SEASIDE AND WAYSIDE READERS, by Julia Mac Nair Wright—D. C. Heath & Co., publishers, Boston, New York, Chicago, London.

WHAT THEY ARE.—First of all they are *Readers*, not, however, modeled upon any pattern previously set, but full

of useful knowledge so presented that it is within the receptive and retentive powers of children.

They tell of the homes with many rooms in them which hang in the branches of the trees ; of the "little bugs" that hunt and fish, make paper, saw wood, are masons and weavers ; of flowers and trees, and how they have gone into business with insects and birds as partners to feed the world ; of the "Fin Family" in the brooks, ponds, rivers and seas ; of the shells and curious treasures which the ocean waves bring to the shore ; and of world life in its various aspects and periods.

WHAT THEY DO.— The Nature Readers teach the child to read while teaching him something else of value.

They develop thought, enlarge vocabulary, awaken fresh and healthy interests, direct the mind into new paths of study, gratify that curiosity about his surroundings which every child by scores of questions evinces. They create respect for life and love for animals, draw the child nearer to the heart of nature, absorb his hours of leisure and many of his hours of brain-work in the study of nature out of doors, and thereby do much to make him robust in body, sound in mind, cheerful of disposition and useful in the future.

No. I.	Cloth.	120	pages.	Illustrated.	Price	25	cents.
II.	"	192	"	"	"	35	"
III.	"	288	"	"	"	45	"
IV.	"	371	"	"	"	50	"

A new edition, from new electrotype plates, handsomely bound in cloth, with many new illustrations, and colored frontispieces

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION,

Quebec, November 29th, 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 ; 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 W. Peterson, LL.D., C.M.G.; Gavin J. Walker, Esq.; the Rev. E. I. Rextord, B.A.; John Whyte, Esq.; James Dunbar, Esq., K.C., D.C.L.; the Honorable H. T. Duffy, B.A., K.C., M.P.P.; H. A. Silver, Esq., B.A.

Apologies were submitted for the absence of Mr. W. S. Maclaren, M.P., the Hon. Sidney Fisher, B.A., M.P., and Mr. S. Finley.

Prayer was offered by the Rev. E. I. Rextord.

The minutes of the last meeting were read and confirmed.

The election of Mr. H. J. Silver, B.A., as representative for the current year of the Provincial Association of Protestant Teachers was announced, and Mr. Silver was welcomed to the meeting.

The Secretary read a report on the state of business and was instructed to enter the four following extracts in the minutes:—

(1). Regulation 87 of the Protestant Committee has been amended by replacing section 3 by the following words:—

“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.”

(2). Regulation 94 has been repealed.

(3). Regulation 140 has been amended by inserting before the first sentence thereof, the words “A revision of the 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.”

These amendments have been made in virtue of resolutions of this Committee, which were approved by the Lieutenant-Governor in Council on the 20th day of November last.

(4). At the meeting of the Protestant Committee held in February last, it was resolved that the Government be requested to set apart from the \$50,000 grant, the sum of

\$1,000 annually to be used to provide bursaries for pupils taking the elementary course in McGill Normal School.

The Government has not been able to accede to this request because of the fact that the Protestant share of this grant, about \$7,000, has already been disposed of in the following way:—

Bonuses to Teachers.....	\$2,000
Bonus to McGill Normal School.....	3,000
Transfer to Poor Municipality Fund.....	1,000
Inspectors' Institutes (about)	800
	<hr/>
Total (about)	\$6,800
	<hr/>

The Secretary further submitted a report upon the matters referred to in the letter of the Rev. E. S. Howard, when it was

Resolved,—“ That a sub-committee be appointed to proceed with inquiries as provided by law, and that Dr. Shaw, Dr. Peterson, and Dr. Robins form that sub-committee.”

The Secretary laid on the table the documents ordered on motion of Dr. Peterson at the last meeting, and was directed to embody in the minutes the following extract from a letter received by Dr. Peterson from the Department of Public Instruction under date of 27th of September, 1900 :

“Although for many years the Protestant Committee kept the Marriage License Fees separate in its distribution of superior education grants, there never has been any legal reason for so doing. This fact was acknowledged in 1895 in the report of a sub-committee which was adopted by the Committee, but the distinction between these fees and other funds of the Committee was continued until 1898, when it disappeared.

There can be no doubt but that it is the duty of the Protestant Committee to place all its funds in one account, and to distribute, subject to approval, these funds amongst the universities, academies and model schools without reference to the source from which any particular grant may come. Or in other words, to answer directly the question you raise, the diminution of the Marriage License Fees does not oblige the Committee to reduce the grants to the universities correspondingly.”

The sub-committee on the course of study reported that lists of apparatus for the teaching of elementary physics

had been prepared, and had been carefully revised by specialists. These lists were submitted, subject to completion as to prices, in a few instances,

The question of periodic reports to parents was considered, and the sub-committee recommended that reports of attendance should be given monthly, and that reports in accordance with some definite scheme should be given in each subject of the course at least quarterly. A form for such reports was submitted.

The sub-committee reported further that Dr. Peterson had undertaken on behalf of the University to look into the question of the Latin limits for the A. A. examination, and to report what changes, if any, were desirable under the circumstances.

The report of the sub-committee was received and adopted.

Dr. Peterson then stated that after the next faculty meeting of the University he would write to the Secretary definitely on the subject.

It was moved by Dr. Peterson, seconded by the Lord Bishop of Quebec, and

Resolved,—“That the Secretary be requested to obtain information as to the number of academies in the Province which are in a position to give practical instruction in Stage I. Elementary Physics and Chemistry (Gregory & Simmons), especially as regards the accommodation available for doing the practical work, (as set forth in the lists of apparatus submitted to-day) which the Protestant Committee considers an indispensable aid to the mere book study of the subject; and

“That the Secretary obtain similar information in regard to any academies that may elect to continue the further study of Physics or Chemistry as a special subject after grade I.”

The report of the text-book sub-committee was read and adopted. The only change recommended, and carried into effect by the action of the Committee in adopting the report, is the authorization of “Prang’s New Graded Drawing Books,” which are a creditable representation of the Prang system, already authorized, being printed on the same paper and from the same plates, while the price is somewhat less than that of the American edition.

The Secretary was instructed to procure copies of “First

Steps in Greek," Ritchie, published by Longmans, and to submit them to the sub-committee for examination.

The sub-committee on the purchase of dictionaries read a report which was received.

It was moved by the Hon. H. T. Duffy, seconded by the Lord Bishop of Quebec, and

Resolved,—"That the matter be deferred till the next meeting and that a copy of Chambers' Dictionary in strong binding be submitted for comparison with other books similarly bound."

The report of the sub-committee on the method of determining the annual grants to superior schools was received, and after discussion was remitted to the sub-committee with directions to bring up the question for consideration at the February meeting.

The recommendations of the Teachers' Association, received at the last meeting and held over, were taken into consideration. As these recommendations were made before the preparation of the new course of study, several of them have already been carried into effect by the Protestant Committee and no action was necessary. The following, however, was adopted by the Committee :

"That it be a recommendation to the Protestant Committee that the Protestant School Inspectors of the Province and the Principals of Superior Schools of their respective inspectorates be requested to co-operate in providing an entrance examination to Grade II Model or Grade I Academy at dates to be agreed upon, which shall serve as a leaving examination for Grade IV of the elementary schools in their respective inspectorates, and that a form of certificate be provided for successful candidates to be signed by the Inspector and the Principal of the school where the candidate writes".

The recommendation to the effect that candidates who pass the A.A. examination should be divided into three classes, and that their names should be printed alphabetically in each class was referred to the University authorities.

A letter from Dr. Robins, Principal of the Normal School, was read concerning the disposal of the diplomas of pupils who are not present at the annual distribution of diplomas. The matter with the special case which occasioned the reference to the Committee was referred to the Chairman for attention and report.

A letter from E. R. Smith regarding the ranking of the St. John's School was read, and it was agreed that if the work of the school this year will warrant it, the request for reinstatement in academy rank will be favorably considered at the next distribution of grants.

The application of Mr. G. A. Scott, B. A., for permission to follow the course of lectures in pedagogy in the Normal School without attendance in the practice schools was granted upon a certificate of several years' successful teaching in Bishop's College School.

Other applications for diplomas on special grounds were referred to the standing sub-committee for report at the next meeting.

The interim report of the Inspector of Superior Schools was laid on the table.

A sub-committee, consisting of the Lord Bishop of Quebec and Messrs. Whyte and Walker, was appointed to revise the Poor Municipality list of grants before the next meeting.

It was resolved that the Central Board of Examiners be authorized to admit to the McGill Normal School, next year only candidates who shall have passed the new Grade I Academy, corresponding to old Grade II, with high marks.

FINANCIAL STATEMENT OF THE PROTESTANT COMMITTEE OF
THE COUNCIL OF PUBLIC INSTRUCTION, Nov. 29, 1901.

1901.	<i>Receipts.</i>	
Oct. 4th—Balance on hand		\$1,809 07
Oct. 8th—Government Grant for Contingencies		1,500 00
		<hr/>
		\$ 3,309 07
1901.	<i>Expenditure.</i>	
Oct. 5th—Geo. W. Parmelee, salary		\$ 62 50
Nov. 6th— <i>Chronicle</i> Printing Co., minutes, tabular statements, &c.....		27 00
Nov. 6th—J. M. Harper, salary.....		300.00
Nov. 29th—Balance on hand as per bank book..		2,919 57
		<hr/>
		\$ 3,309.07

Audited and found correct.

W. I. SHAW,
Chairman

The Committee then adjourned to meet in Montreal on Friday, the 28th of February, 1902, unless called earlier by the Chairman.

GEO. W. PARMELEE,
Secretary.

NOTICES FROM THE OFFICIAL GAZETTE.

Department of Public Instruction,

*Dissolution of the dissentient school corporation of "Cameron,"
in the County of Ottawa.*

Order in council of the 5th of November, 1901.

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

Appoin'tment of school commissioner.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 5th of November, 1901, to appoint Mr. M. James Kees, school commissioner for the municipality of Stoke, county of Richmond, continued in office, his term having expired.

Boundaries of school municipalities.

His Honor the Lieutenant Governor has been pleased, by order in council, dated the 25th November last, 1901, to detach lot No. 284, of the cadastre of the parish of "Sainte Martine," county of Châteauguay, and to annex it, for

school purposes, to the municipality of "Saint Urbain Premier, in the same county.

The annexation will take effect on the 1st of July next, 1902.

Boundaries of school municipalities.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 20th December (1901), to detach from the school municipality of "St. Paul de l'Île aux Noix," county of Saint John's, the following cadastral lots, to wit: Nos. 208, 260, 261, 262, 263, 264, 265, 266 and 267, of the parish of Saint Paul de l'Île aux Noix, and to annex them, for school purposes, to the municipality of "Saint Valentin," in the same county.

Such annexation shall take effect on the 1st July next, 1902.

Appointment of school commissioners.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 20th day of December (1901), to appoint Messrs. Aristide Laurier and Eusèbe Belhumeur, school commissioners for the school municipality of Lachenaie, county of l'Assomption, in the place and stead of Messrs. Hormidas Charbonneau and Absalon Payette, who have given in their resignations.

Boundaries of school municipalities

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the twentieth of December (1901), to detach from the school municipality of Kingsey Falls, county of Drummond, lots Nos. 2 and 3, the south-west half of lot No. 4, the south-west quarter of lot No. 5, the south-west half of lot No. 6, the south-west quarter of lot No. 7, the south-east half of the south-west half of lot No. 8, of the IXth range of Kingsey, in the said county, and to annex them, for school purposes, to the municipality of "Kingsey."

This annexation will come into effect on the 1st July next, 1902.

Erection of a new school municipality.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 26th December (1901), to erect into a school municipality, for Roman Catholics only, the village of Quyon, county of Pontiac, by the name of "Sainte Marie de Quyon," with the same limits as belong to the municipality of the said village of Quyon.

The erection of this new school municipality will take effect only on the 1st of July next (1902).

THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 2.

FEBRUARY, 1902.

VOL. XXII.

Under the snowdrift the blossoms are sleeping,
Dreaming their dreams of sunshine and June.
SPOFFORD.

Articles: Original and Selected.

PLEASANT PRIMARY EDUCATION *

Primary education is not generally considered pleasant, either by the inflicter or the inflicted; the primary school teacher describes his life as wearisome, and the primary school child, by his shouts on release from the school-room, loudly proclaims his joy of freedom from school and teachers. But while visiting recently in Central Europe a very large number of secondary, technical, and commercial schools, I also went over some of the primary schools in that district; and the opinion that I have long held grew more strongly within me, that our primary education might be made more interesting to teachers and scholars by adopting some of the foreign methods.

Suppose that child lives in a seaport in England, and now and then as a treat for good conduct his class is taken to the docks. The ships are seen, the men from various countries, the goods they bring are spoken of, and then back in the school-room the map is brought down, and at once the child is interested; and if a lantern is available as it should be, and pictures of the life of these foreigners in their own homes are shown, the foreign country becomes

* James Baker in *Leisure Hour*.

very real to the child, and the dry facts of inhabitants, manufactures, mountains, rivers, and towns, will stick in his memory as living facts, not words for repetition.

I once walked over a famous British camp in the vicinity of a big city, with a well-known citizen, who asked me to what camp I was referring, although we were then in the midst of it. He had crossed it a thousand times but did not know it was a camp; he was afterward Chairman of the local School Board. Now what a chance for a pleasant afternoon of history teaching, a visit to such a camp; the life of Britons, and their opponents the Romans, becomes no longer a dead dry history; probably those same earth-works may have been utilized by Cavaliers and Round-heads. Why, the whole history of England can be pictured from some such lofty hillside, and then back in the school-room the history books have a new interest the home knowledge has given it. But not all towns have camps in their midst, or in their vicinity; but nearly all have churches. Perhaps a Norman nave built on Saxon piers, as was the church at little Ledbury, with perchance an Early English chancel, or decorated north aisle, and a perpendicular south aisle, and perhaps a Jacobean south porch, the whole history of England in epitome. Alfred the Great to William, and Henry Beauclerk; Wyclif and Agincourt; the spacious days of good Queen Bess, and the reign of the Stuarts; all can be pictured when such and such parts of the church were in building, and it may be clergy and church-wardens have left some monuments in the church, speaking history and telling how the forefathers of the city or village lived in those by-gone days.

Learning the alphabet is generally thought to be necessary in England. In Germany learning to read is taught by the syllables and not by the letters, and in Galicia, at Lemberg, I found reading was taught from writing, the children learning to write before they learnt to read, and then learning by the whole word at once, not by letter or syllable. Geography and natural history is taught in these schools to children in the third class of ages nine to eleven, but not from books; a child is not set to learn set paragraphs, paragraphs he or she scarcely understands; but at this age the teaching is entirely oral, the teacher teaches. Girls from ten to twelve were learning geometrical drawing and German poetry, their own tongue being

Polish ; later on, in the fourth and fifth classes, the studies are from books, but the pupil has by now become interested in the subjects ; and a fair proof of the interest of the students in their work is the fact that French, which is not compulsory is being continued in the sixth class of the girls' school I have in my mind, by eighteen girls out of a total of thirty-one pupils

Primary education in these Austrian schools is of more interest to the pupil, therefore more pleasant, because it leads on to the actual work the pupil is likely to be engaged in during his lifetime. This foundation is a sure foundation, and the pupil knows the superstructure of manly and womanly life will be all the more beautiful, all the more artistic and useful, if the foundation be good.

The learning of foreign tongues is commenced in the third class, that is with children of about nine to eleven years of age, and it was interesting to hear these youngsters answer and put questions, and put nouns in the singular and plural ; and in the fifth classes to answer longer phrases, giving the different tenses, the grammar coming gradually with the conversation ; the pupils themselves asking each other questions and giving the answers, and giving the translation of question and answer in their own tongues. After such exercises two lads would be called up to the teacher's dais, and go through a dialogue in the tongue they were learning ; the whole class watching to catch them tripping, immediately shooting out their hands for permission to correct. This system prevents all that timid bashfulness that English children generally have when trying to speak in a foreign tongue. English children can learn languages as quickly and correctly as the children of any other nation ; it is the most utter nonsense to say, as is so repeatedly said, that the English are not linguists ; let English children be taught other tongues as they learn their own, give them enough practice, and they are as prompt and apt to learn as the Swiss or the Swede.

In a Prague school I listened to a class of Czech lads learning English ; they were about fourteen years of age, and were being taught by a Professor Sladek, who has translated Burns, Coleridge and other English poets into Czech. This professor mixed grammar with exercises, and went on to reading. Sentences were dictated, and the lads

had to write them on the blackboard, the whole class eager to spy out blunders; such free sentences as "I don't go home directly," and "In some days I shall see you again," were written correctly by a lad who had only been learning for eight months, and the class understood what was written, and the writers divided the syllables correctly, as children. I was a little doubtful if this lesson had been prepared, so begged leave to put some phrases myself, and such sentences as "The weather is very bad to-day," "I hope the sun will soon shine," came out correctly, save that spelling appeared as "wether" and "son," blunders which were hailed with delight by a dozen in the class.

But one of the means of making primary education pleasant is to make it leading toward betterment in the grown-up life of the pupil; and one of the deterrent elements in our English Board school life has been, that the children could see no use in many of the subjects they were compelled to learn to get the grant! They could not see the rungs of the ladder leading them to a successful and useful artisan's life; and the masses of our children must look forward to this artisan or laborer's life, unless England is to become a nation of handlers and not producers; but in Central Europe, and especially in Austria, this is different; the child sees his brothers and sisters, and his friends a little older than himself, still at school; working onward, rung by rung, up the same ladder of learning he is climbing; his school-life is full of the useful, made pleasant and intellectual. Arithmetic he knows is necessary to his daily life; all his education, primary though it be, is wholly useful, and yet of such a nature that it leads on the varied minds to the higher mechanics or the classical culture, drawing out for the nation its best brain power, developing genius, or assisting mediocrity. To let the English child see the value of its work, and thus to give it a pleasant and present interest in that work, when it has grown to even occasional thinking moments, we require a complete scheme of education graduating from a sound primary base into the various channels of artisan technical, clerical commercial, scientific technical, higher commercial, and literary university; and we must make our primary education more reasonable, more pleasant, and thereby more useful and enduring.

FADS AND HOW THEY ORIGINATE.

A bright, progressive, capable teacher conceives an ingenious plan to accomplish a much-desired result in her regular daily routine ;—perhaps the device is the making of a little basket.

Being an artist in her line, she has made the basket a means to an end ; and when it has served its purpose she wisely puts it aside to make way for the essentials in the graded course of study which it was designed to subserve and assist.

She was engaged in one of these pleasant little by-paths one day when a superior officer happened to come into the room, and the wish naturally occurred to him that the few inartistic and unresourceful individuals under his direction might feel the beneficent effect of the harmony that results from things attuned to their proper proportions and purposes, and, incidentally, they might notice the quaint means in use to bring about a nice balance.

Now, the beauty and charm of Miss A.'s work would, he knows, be half dissipated in an institute, since it would lose the merit of spontaneity, freshness, and immediate purpose ; but it is the only available means at his command to give the inspiration.

Quite natural it is, too, that Miss A. should make the initial blunder of working up the idea for the institute, so that it shall bear the critical and microscopic inspection reserved for new ideas.

Working it up ! There's the rub ! Robbed of its true proportions, it is no longer what its originator designed it to be.

Even little Miss A., with all her native good sense, sometimes gets slightly self-conscious exploiting what is looming up before her community, because of undue attention to what is but a detail.

But the worst effect of all is that upon the very ones who were to be helped. They are indefatigable in their efforts to grasp this new straw, this incidental, as if it were a panacea for dullness. They are heard to say : "The right thing now is to make baskets ; if one does not wish to be behind the times, one must perfect himself in this art"

By dint of much waste of time and material, and a very great amount of practice, they become more expert than they ought to be, though they will probably never see the

point. They will doubtless keep on making baskets till Miss A. has another "idea." Her superior officer is perhaps grieved and disappointed over the exaggerations, and adverse criticism, and sometimes he gets despondent.

Moral: A skilful workman aims at proportion. He will try to subordinate the means to the end. He will evolve his own designs largely, as he knows that true growth must come from within rather than from without. Borrowed patterns are good, but he will not use an ornate figure because it is free, unless it should happen to fill a very certain requirement — *The Intelligence*.

Educational Experiments.

WHAT CHILD STUDY IS DOING FOR EDUCATIONAL METHODS *

Child study, physiology, biology, physiological psychology have contributed more new truths bearing directly on education during the last twenty-five years than were discovered during the preceding two hundred. I quote from Dr. Minot, of Harvard: "Certain it is that the idea of the difference between the brain of the child and that of the adult is steadily spreading, and this appreciation of the difference is growing, not alone year by year, but month by month." We have learned that each organ has its nascent period, and when these periods are definitely settled we shall have some basis for our work in physical and manual training. We have learned something of the nascent periods of mental processes, enough to give us reason to believe that their final discovery will be a great step in school economy; for we shall then know when to teach certain subjects and methods. We have learned that the brain acts not as a whole, but that different portions have different functions: that we have not "a memory," but "memories;" not "an imagination;" but "imaginings," that each memory and each imagination, as each sense, must be trained by specific means, and that there is no one study whose main function it is to train the memory or imagination. We have learned that some children are eye-minded, some ear-minded, some motor-minded, and that all children

* Gertrude Edmund at N. E. A. in 1890.

should be approached through the lines of the least resistance.

The truth has been brought home to us as never before that obstinacy and dullness are often due to physical, rather than to mental or moral defects ; that the child needs strong nerves, tough muscles, good motor centres, good eyes ; that there should be a weeding of certain defectives who aspire to be teachers ; that the teacher who lacks health lacks vigor, and consequently lowers the vitality of every pupil in the school ; that what a teacher is rather than what she says leaves permanent influence upon the children.

One of our chief reasons for not understanding children is doubtless due to the fact that our experiences of impulses, fears, likes, dislikes inherited from an animal and savage ancestry, pass out of clear consciousness so early that we forget that we ever had them. We are beginning to understand that in every mind there are unknown possibilities, and that it is our duty to find out and develop what lies in embryo.

All the more scientific study of children serves to impress strongly the truth that the human mind is not a symmetrical thing ; that even superior minds are poorly endowed in some respects while richly endowed in others. The traditional theory of education which aims at "harmonious development" is one which must be materially modified, if harmonious development means symmetrical development. In the future we shall aim rather to educate children along the lines of their greatest strength in a broad way. As teachers in professional schools we should know of the latest researches, and the work in the practice school should keep in touch with these investigations. Dr. Bolton, of the Milwaukee Normal School, seems to be particularly successful in joining the new to the old. Dr. Snyder, of the Colorado Normal School, writes : " We have been doing much school work along the line of physical stress at certain periods in the child's development. The practical outcome of this study is to lessen mental requirements when the powers of life are about to develop some particular physical centre. The adolescent is one of these. As the periods correspond to the seasons, these are shorter but are recurrent. Another practical outcome is the belief that the school day at certain times of the year should be longer and the school year also longer."

I often wish we might go back to the days of the old Greeks, when the scholar was an idler, one who had leisure to walk among the olive groves, to let his eye rest upon the purple hills and the blue sea sprinkled with green isles, to read the lesson the fair earth teaches more than that impressed on parchment. The eyes of the teacher as well as those of the pupil need to be opened to the near marvel and the besetting glory, even as were Henry Thoreau's when God met him on Waldon Pond, and his eye discovered more of the divine and beautiful in the woods of Concord, along the banks of Cape Cod, in the Maine forests, than most travelers see on the Rhine or amid the Alps. All children have a right to pure air, to sunshine; and if they must be sent to school while they are yet babes, they should spend the spring and autumn months in the open air in direct contact with nature.

When I hear lisping toddlers questioning, "Mamma, will I pass?" and see the early rush of children into so called "society ways," the formal parties, the late hours, the premature accomplishments, so desirable at thirty, so alarming at thirteen, I tremble sometimes lest childhood become a lost art, and babes be robbed of the most important period of development--the productive, unconscious growth of earlier years.

John Fiske has shown that the higher development of man and society depends on the prolongation of infancy. Multiply the years of receptivity, increase the period of plasticity, and you enlarge the outcome of that life; you increase the variations from the original type; you emphasize its individuality. Professor Minot, of Harvard, states that the main trouble with the students who come to him year after year from the schools is that most of them lack all training in the power of personal observation and deduction. Professor Tyler, of Amherst, when asked what he found to be the greatest lack in students at college, replied: "They are as blind as bats, and have no imagination."

Model Lessons.

OBJECT LESSON ON SUGAR.

By WILLIAM DONE, B. A., Principal of Brighton Pupil Teachers' School.

Articles of Illustration.—Lumps of white sugar, some brown sugar, treacle, sugar candy, pieces of sugar cane and

a sugar beet-root (not the red beet used in salad), water, glass vessels, spirit-lamp, patty-pans, a few drops of concentrated sulphuric acid.

EXPERIMENT AND OBSERVATION.	RESULT OR INFERENCE.
<p>Each of the girls is to have a piece of white lump sugar, and to examine it with regard to appearance, hardness, etc.</p>	<p>The lump of sugar is white and sparkling. It is too hard to break between one's fingers.</p>
<p>The teacher is to pound up a few lumps of sugar, and also to crush some pieces of the school chalk; the girls take a pinch of each in either hand and rub between the fingers.</p>	<p>The pounded substance do not feel alike. The sugar feels hard and granular, while the chalk feels smooth.</p>
<p>The children look closely at the shape of the grains, also at the shape of the grains in some Demerara brown sugar.</p>	<p>The grains have very much the same shape, and from a previous lesson we know that a substance having a definite uniform shape for its particles is said to be crystalline.</p>
<p>The teacher shows the piece of sugar candy.</p>	<p>The crystals here are much larger, and their shape can therefore be better noticed.</p>
<p>Some sugar is mixed in cold water until no more will dissolve.</p>	<p>The crystals resemble cubes, sugar is very soluble in cold water.</p>
<p>The same amount of water having been previously heated, sugar equal to that used before is dissolved in it; then more is added, until the saturation point is reached.</p>	<p>Hot water dissolves more sugar than cold water, but but finally we have obtained a saturated solution.</p>
<p>Suspend a piece of thread in the saturated solution and set it aside to cool, and to be examined at some other time.</p>	<p>From a previous lesson on "Matters in Solution," a deposit of crystals would be expected as the solution cools.</p>

EXPERIMENT AND OBSERVATION.	RESULT OF INFERENCE.
<p>Some sugar is placed in a patty-pan over the spirit-lamp.</p> <p>A small quantity of sugar is placed in a test-tube or other thin glass receptacle; a few drops of sulphuric acid is poured on the sugar.</p> <p>The chemical action may be accelerated by gently warming the mixture.</p> <p>Pieces of the black substance are handed round the class, that they may be examined and tasted.</p>	<p>The teacher is to confirm this; also to show the sugar candy as a sample of what may be looked for.</p> <p>The sugar melts, turns dark, gives off a characteristic smell, and finally becomes a black, porous mass.</p> <p>The sugar becomes black, as before.</p> <p>The change of the sugar into a spongy black mass is very rapid.</p> <p>The black stuff looks something like coke, and has no longer the taste of sugar.</p> <p>The teacher adds that sugar is composed of carbon and water. The heat or the sulphuric acid drove out the water, and left only carbon behind.]</p>

Additional hints for a subsequent lesson :—

1. *Cane Sugar*.—Show a piece of sugar cane and a picture of a sugar plantation. Sugar cane is a tropical plant, flourishing best between 35° north and 35° south latitude. Measure the diameter of the piece of sugar cane. The average measurement is two inches. From the surrounding objects in the picture deduce that the canes grow about twice as high as a man. The leaves are long, narrow, and drooping. The appearance of the whole plant leads us to the conclusion that it belongs to the family of grasses. Notice the plume-like head of whitish flowers. Compare with the appearance of the maize plant. Ask for the names of countries

which produce sugar cane—West Indies, Southern United States, Mauritius, Brazil, etc.

How the Sugar is got from the Canes.—The canes are cut into convenient lengths and crushed between heavy rollers. This presses out the juice. The juice is boiled down and clarified. The concentrated syrup, placed in shallow vessels to cool, is stirred about until the sugar crystallises out, leaving behind the molasses or treacle. To obtain white sugar, the raw or brown sugar must be reboiled, and purified with charcoal, lime, or white of eggs.

2. *Sugar from Beet-root.*—Show a beet-root, cut it up into pieces, and let the girls taste it. Note any differences in the appearances and tastes of cane sugar and beet sugar. Tell the children the reason so much beet sugar is used.

3. *Glucose.*—In a previous lesson on starch, we found that a piece of starch placed in the mouth and moistened by the saliva took a sweetish taste and became grape sugar. This grape sugar or glucose, may also be obtained by treating starch with sulphuric acid, and is much used in brewing.

Current Events.

—SIR William Macdonald's plan for the improvement of rural schools in Canada is as follows :

1st. To collect five or six rural schools into one central school in each of the provinces, Quebec, Ontario, Nova Scotia, New Brunswick and Prince Edward Island. These schools are to be graded and models of their kind having school gardens, and, as part of their equipment, a manual training room.

2nd. To give object lessons, by a travelling instructor, showing the value of school gardens and nature study as a part of general education.

Financial aid to carry out this scheme is offered to a group of schools in the provinces referred to above. Educators are of the opinion "that when a child does anything with its own hands, as planting a seed, pulling up a plant, making examination of the changes which have taken place during its growth, making a drawing of it, mounting it, and putting its name on it, he receives impressions by the sense of touch, he sees, he hears the noise of the movements he makes, and he smells the

soil, and the part of the plant with which he is dealing. Those impressions are definite and lasting, they add to the sum of sensuous knowledge, they prepare for the perception of logical knowledge in a common sense way." Illustration

There are also to be evening continuation classes for rural districts.

3rd and 4th. To use the Guelph Agricultural College, after providing it with a new building, increased plant and other facilities, as a training centre for teachers in nature study for rural schools. Teachers who attend the first year are to receive bursaries for travelling expenses and board.

The Guelph College is also to be offered a residence building to accommodate 100 female students and teacher students, daughters of farmers and others who wish to take courses in domestic economy or household science; and class rooms, kitchen, laboratories and other equipment necessary for carrying on the work in domestic economy.

Sir Wm. Macdonald desires that his plan should be carried out through the constituted educational authorities in the various provinces, he providing sufficient funds to ensure the success of the undertaking.

CLEANLINESS.

In the Jewish section of a large western city where the Russian and Bohemian poor assemble for learning, I was visiting a second grade room, and said to the little tots: "Children, what do you think was the first thing I noticed as I entered the room?" A distressed look clouded the faces as though they had been discovered doing something wrong, so I hastened to answer my own question: "I noticed how clean your faces are!" You can not guess what those children did when I said that, but if you had been there, you, too, would have felt the earnestness of the teaching they had received. Out into the aisle, went as quick as a flash, every pair of feet to show me that they had polished their tiny shoes, and proud was the boy who could display his new shoes—as he told me in confidence—"bought that morning." And that was not all. When I had remarked upon the polish and neat shoe strings—what next? Up went every pair of hands and they were turned and turned to show me that both back and palms were

washed. In the higher rooms of this same building I found the boys going to the library and reading the biographies of such men as William Tell, Peter the Great, Frederick the Great, Arnold Winkelried, and Peabody. In the fifth grade it puzzled me to find a question about Greek life that they were unable to answer.—*Selected.*

—DR. Ruttan in his lecture on "School Hygiene," in connection with the Teachers' Lecture Course, strongly advocated an immediate introduction of medical inspection into the city schools of Canada.

There were two sources of danger to the health of school children: one from the unnatural life of the school-room and the other from the coming together of so many children. The former gives rise to nervous disorders, near-sightedness, spinal curvature, etc., and the latter to the spread of contagious diseases. In this relation Dr. Ruttan outlined the duties of teacher and medical inspector. The teacher should know what to look for and so be able to point out to the physician the children who were not in a normal condition of health, and the medical inspector should deal with the sick children so as to secure proper care for them, and exemption from harmful results for other children.

Dr. Ruttan referred to the results of medical inspection in England, Germany, Austria, Switzerland and the United States. Twenty-three per cent of 6,000 pupils examined at Berlin had defective hearing. Spinal curvature affected 15 to 30 per cent of children in some schools. In Liverpool, from a four years' observation, it was shown that 737 cases of measles occurred in the month preceding the summer holidays and only 121 cases in the month after the holidays. This proved that the school was a culture ground for disease. Out of 30,000 pupils in the high schools and grammar schools of Germany, Switzerland and Austria 40 per cent were found to be near-sighted.

Dr. Ruttan referred to the effect of the dry air in school-rooms as a producer of affections of the throat and nose. He advocated the introduction of moisture through the system of ventilation.

Dr. Ruttan suggested the school-room as a good hunting ground for infectious disease. In Chicago 744 cases of diphtheria found in the schools revealed 2,619 other cases at home.

—IT has been suggested that Canada should endeavor to purchase Greenland from Denmark and add it to the Dominion. It was a serious error on the part of our statesmen that they did not buy Alaska when it was offered for sale by the Russian Government.

—THE highest mountain in America, north of Mexico, is in Alaska, and has an elevation of 20,464 feet. It has been named Mt. McKinley.—*Educational Review*.

—THE Japanese have been called the Yankees of the East. They are enterprising to a marked degree, and are ready to adopt any new method of manufacture or new idea that seems to promise progress, no matter from what source it may come. The Japanese statesmen are wise, eminently progressive, and, unlike the Chinese, do not believe that there is nothing good outside of their own country. Mr. Carnegie, the American millionaire, has been distributing libraries throughout this country and Scotland with a lavish hand. All the other countries know of this distribution, and, in most instances, have applauded the generosity of the giver. The Japanese have evidently noticed and approved of these gifts, for one of their noblemen, Baron Iwasaki, has recently presented a library, consisting of 13,000 volumes, to the University at Tokio.—*Ex*.

—THE *London Official Gazette* contains a proclamation in regard to the addition to the King's title, which henceforth will be :

“Edward VII, Dei Gratia Britannorum et Terrarum Transmarinarum Quæ in Ditione Sunt Britannica Rex, Fidei Defensor, Indiæ Imperator.”

Freely translated the title is :

“Edward the Seventh, by the grace of God, of the United Kingdom of Great Britain and Ireland and of the British dominions beyond the sea, King, defender of the faith, and Emperor of India.”

It is provided also that coins of the old style shall be lawful currency until the King's pleasure.

—IN New York City the modern school-houses are being provided with roof-gardens for playgrounds for the children. The need of suitable recreation grounds is becoming a serious question in all large cities. Children must have places for free spontaneous exercise of their various powers and the great question is where are these

to be found. When the city was young and land cheap it was a pity that the school commissioners did not provide larger grounds.

CLINGING TO THEIR HERITAGE.

To most people, accustomed to regard the translation of the Scriptures from dead to living tongues as a step forward, the riotous opposition of the Athenian students to a version in so-called 'modern' Greek seemed almost incomprehensible. It seemed to be a reversal of those liberal, not to say radical, ideas which in Europe commonly have their source and centre in universities.

When it is remembered, however, that there are, in a sense, two 'modern' Greek languages, and when the difference between these is learned, the agitation becomes intelligible. The Athenian students were, in fact, clinging to their heritage, and to their chief visible sign of connection with the men who made ancient Hellas glorious.

Overflowed by successive waves of Roman, Gothic, Slavonic, and Turkish conquest, the tongue of Hellas became greatly corrupted in its home. Under Turkish rule the masses of the people had sunk into the depths of poverty and ignorance. Their speech even lost its classic name, was called 'Romaic,' and was filled with foreign words, chiefly from the Italian, Albanian, Bulgarian and Turkish languages.

But during all these centuries patriotic and educated Greeks clung to their ancient speech, and spoke and wrote, if not the language of Plato, and Sophocles, at least that of Lucian and Marcus Aurelius, of the Gospel of St. Luke and the epistles of St. Paul. And when Hellas was at last freed from the Turk her patriot scholars set to work to purify the language of the people from these foreign intrusions.

In large measure they have succeeded. Could Euripides and Xenophon return to Athens, although the pronunciation of educated Athenians might sound as strange to them as modern English to Shakespeare, they would have no more trouble in reading the best modern Greek books than he would have in reading good present-day English. This process of cleansing the Greek language necessarily takes time, and naturally has gone much farther in the written

than in the spoken speech. It has gone so far, however, that it is probably safe to say that no Greek of grammar-school education finds the slightest difficulty with the original version of the New Testament.

The effort to have promulgated a version of the gospels in the everyday speech of uneducated Greeks was resented for two reasons. First, it was regarded as an attack upon the purity of the language. In the second place every Greek looks forward to the time when Macedonia, at least, if not Salonica and Constantinople, will be Greek once more. But the Slavonic Bulgarians also desire these lands, and Queen Olga is a slav. Hence the plan favored by her, however, well meant, aroused political and racial jealousies as well as patriotic resentment.

After much disorder, and the loss of some lives, the proposition to publish the Scriptures in modern Greek has been withdrawn; and the Metropolitan Procopius, who sanctioned it, has been forced to resign. While the Athenian students may have seemed to make much ado about nothing, and the people may have been childish in their show of resentment, when we remember that to the Greek his language in its purity is a visible sign of a glorious ancestry, and the barque which bore his nationality through the tempests of centuries of foreign oppression, we must feel a certain sympathy with his resolute clinging to his heritage, and with a patriotism, which, however misguided in methods, is animated by high ideals.—*Chicago Inter-ocean*.

KIPLING AND THE CLASSICS.

The attention of those who scoff at Rudyard Kipling's literary fame is invited respectfully to the new edition of "The Iliad," issued by Thomas D. Seymour, Hillhouse, Professor of Greek at Yale. There they will find the metrical excuse which Kipling imagines Tommy Atkins giving for his looting propensities quoted as a most illuminating comment upon one of the hotly disputed points of classical scholarship.

Professor Seymour is discussing, as every editor of Homer needs must, the question whether there was one Homer or several. He admits that "The Iliad" and "The Odyssey" were probably "growths" from the works of many poets. Yet he contends for the essential unity of these poems.

“ A master mind,” he says, “ there must have been, but yet the poems came gradually to their present condition. Many brave men lived before Agamemnon,” and many poets preceded Homer, who used freely the poetic material which was the inheritance of this generation. No one has stated the case more clearly than Rudyard Kipling :

W'en 'Omer smote 'is bloomin' lyre,
 'E'd 'eard men sing by land and sea,
 And wot 'e thought 'e might require,
 'E went and took, the same as me.

“ We may compare,” continues Professor Seymour, “ also Cicero's words (Brutus xviii., 71) : “ Nihil est simul et inventum et perfectum ; nec dubitari debet quin fuerint ante Homerum poetae.” (Nothing is invented and perfected at one and the same time ; neither ought it to be doubted that there were poets before Homer.)’

Here we have Kipling's cockney dialect verses quoted by one of the most learned Hellenists of the day as expressing a literary judgment of even greater value than that given upon the same theme by Marcus Tullius Cicero. Mr. Kipling's most fervent admirers could ask for no higher praise.—*Chicago Inter-Ocean*.

PHYSICAL CULTURE IN PUBLIC SCHOOLS.

The rigorous nature of the system of education pursued by the Spartans of old is common knowledge. But the Spartan idea was not to produce a perfect human animal, but the best type of manhood ; their idea was *mens sana in corpore sano*. And so at Loretto. It is without the scope of this paper to enter upon a detailed description of the methods there adopted for the moulding of the character ; but it may be said that, at least in the opinion of the present writer, it is admirable. Yet, however vigorous the Lorettonian system of education, it is a modern system, adapted to present day requirements, that we have to contemplate.

Should a large and lusty son of Anak burst suddenly in upon you as you sit huddled over the fire, and after pulling you out of your easy chair and flinging up the window, rebuke you sternly for “ frowsting,” know such an one for a Lorettonian ; and be careful how you deal with him, for

he is a healthy and a vigorous man of bone, brawn and muscle. Pacify him if you can, and as his wrath abates with the temperature of the room, ask him how he spends his days at Loretto. His sketch of daily life there will be something to the following effect: Call at 7 a. m., tub at 7.15, roll-call at 7.30; a run or walk, called a "links," of about half a mile over the neighboring Musselburgh Golf links, followed by breakfast at a quarter to eight; after the matutinal "porridge," a spell of one hour's work, till prayers, at 9.30; then more work, with various short intervals and one long one—taken by various forms at different times, to allow free use of the five courts, etc., to all—until a full three hours has been accomplished. Dinner comes at 1 o'clock, and games occupy the time from three till a quarter to five, when there is an hour's work before tea, and two hours after. On Tuesdays and Thursdays there is no work immediately after dinner, the whole afternoons in winter, being devoted to golf, fives, and other sports, besides football; while Saturdays are match days.

One or two special regulations on the subject of exercise deserve more than passing remark. Games are, of course, compulsory for all but boys medically exempt. The "links" walk or run before breakfast must be taken, while no boy may stop indoors or be kept in by a master between three and four o'clock. Even in the worst weather the minimum run is a "Wallyford"—about $3\frac{1}{2}$ miles. If a boy elects to watch a school match instead of playing in a game himself, he is bound to run a "Wallyford" or a "Fa'side" (about the same distance as a "Wallyford" up a steep hill) afterwards. Similarly, if a boy does not intend to be out-of-doors for the whole of the long interval in the morning, he must do a "Sea Hole," i. e., walk about three-quarters of a mile across the Musselburgh Links, and back; and after playing fives in the afternoon he must do the same again. Every boy, in addition, spends half an hour a day in the gymnasium during winter, and undergoes military drill out-of-doors for the same space of time in the summer.

Thus it will be seen that the Lorettonian's day is well filled up, and that even did he desire it (which he does not) loafing is impossible.—*Sandow's Magazine* for January, 1902.

—THE United States has decided to accept Andrew Carnegie's offer of \$10,000,000 for a national educationa

institution. The ex-officio members of the administration include the president of the United States, the secretary of the Smithsonian institution and the president of the National Academy of Sciences. Some of the appointed members are Andrew D. White, John Hay and Grover Cleveland.

The object of the institution is to help students of exceptional ability to continue their studies and to engage in research work. Canada could at the present moment make excellent use of just such a gift.

—IN Scotland there are this year 10,845 certificated teachers and there is an average of 58 children for each teacher.

—THE Brighton (Eng.) Board of Education requires ten square feet area for each child, with a minimum height of twelve feet.

—IN Cape Colony school fees are payable, but one half the expense of conducting the schools is found by the Government and one half by the locality. Schools are undenominational, without being in any sense of the word, irreligious.

Editorial Notes and Comments.

—BLESSED be drudgery ! Were it not so the lot of the majority of teachers would be sad indeed, for much drudgery is theirs. Not all drudgery, not nearly all drudgery to those who love the work. Every teacher who feels keenly this burden of drudgery should read Gannett's little booklet "Blessed be drudgery." In the meantime we quote a few of his refreshing thoughts that fall with such reviving power upon tired and thirsty spirits.

"In one of Murillo's pictures in the Louvre he shows us the interior of a convent kitchen ; but doing the work there, are, not mortals in old dresses, but beautiful white-winged angels. One serenely puts the kettle on the fire to boil, one is lifting up a pail of water with heavenly grace, and one is at the kitchen dresser reaching up for plates ; and I believe there is a little cherub running about and getting in the way, trying to help. What the old monkish legend that it represented is, I do not know. But as the painter puts it to you on his canvas, all are so busy, and working with such a will, and so refining is the work as they do it, that somehow you forget that pans are

pans and pots pots, and only think of the angels, and how very natural and beautiful kitchen work is—just what the angels would do of course.”

“ A third time, and heartily, I say it—“ Blessed be Drudgery !” For thrice it blesses us ; it gives us the fundamental qualities of manhood and womanhood ; it gives us success in the thing we have to do ; and it makes us, if we choose, artists—artists (they know the best that is in one part of work at least) within, whatever our outward work may be. *Blessed be Drudgery*,—the secret of all culture.

—A NOTE OF WARNING TO KINDERGARTNERS.—It is all very well to teach children to be unselfish, but it is carrying matters too far to confiscate a part of each child’s lunch for other children, or to send children off to eat by themselves in some semi-cold hall because they show unwillingness to divide their lunches with their comrades. Some mothers have rightly very decided objections to their little ones eating food that has come from a source unknown to them. Some homes are in a most insanitary condition. Besides, a mother studies her child’s needs, and therefore knows best what food is healthful for it, and when she makes up a lunch it is done with due regard to the needs of the little one. Then again she has come to know how much nourishment her child needs, and in these lunch parties there is a large element of chance.

A short time ago a delicate little girl of four years of age, in response to a demand from the teacher for a lunch in connection with some school entertainment, was provided with a neatly put up lunch of egg sandwich and plain biscuit. To the mother’s extreme annoyance she learned that, as a result of the food scrimmage, her little girl had been regaled with nuts (something she was never allowed to eat at home) and candy and nothing else.

Let this nonsense in the kindergartens cease. There are other ways of teaching unselfishness besides having periodic lunch raffles.

—“ THE greatest of faults is to be conscious of none, ” says Carlyle in his “ Heroes and Hero Worship. ” This is certainly true in relation to the teaching profession. The teachers who are going through a daily and yearly grind, never finding out how flat, stale and unprofitable is the work they are doing, are laying up a harvest of tares for

those who succeed them in their work. Introspection should be practised by all teachers. "Go to your bosom ; knock there ; and ask your heart, what it doth know," says Shakespeare. It is better to start out in the teaching profession with a profound sense of our weaknesses than to begin the work with an exalted idea of our capabilities. But better yet is it rightly to estimate our strength and weakness.

— A RECENT editorial in one of our daily papers said : " It is a fact that our schools in town and country do not teach the English language. Our average public man does not speak English as purely as our French public men speak French—not as well even as, barring some foreign accent, our French public men speak English. Men who did not learn to speak correctly in the nursery go through life with the stigma of ignorance upon them because the schools have failed to teach them the true and elegant use of their own language, a thing in which some of the teachers could not do a great deal to aid them. There are few things so educative as a correct and precise use of language, and few things more attractive or indeed more refining than an elegant diction. The young Italian has his native tongue impressed upon him as his most precious inheritance. He learns Italian with patriotic ardor. The young French-Canadian, the moment he passes the most primary school, has public life before him, and the gift of right expression is what is most diligently cultivated in him. It does not stand for everything, but with the additional advantage of familiarity with two languages, while his English fellow countryman is confined to somewhat limping and uncouth use of one, it gives an enormous advantage in public life. Pity that we who have the conquering and most comprehensive speech of the world, should not make more of our birthright. It is all very well for the university to demand a certain grounding in Greek, Latin, mathematics and what not, but it should primarily demand that men should not enter its halls without a decent equipment in English speech and composition. Defects in these are what the university is least of all able to mend, and such defects carried forth with its degrees are calculated to do it far more discredit than any other. It is in the interests of the university as well as of the schools that the school

courses should be so shaped that the same training that would pass the gates of higher learning should be that which is best for the daily intercourse of life, for its largest enjoyment and for the easiest acquirement of further knowledge by reading."

In order to have English spoken correctly by children the *parents* must speak English well, for the teacher has the children 5 hours a day, while parents, play-mates and friends have them 19 hours a day; 9 hours out of this for sleep, leave 10 hours, twice as long as the teacher has the children. Holidays in the summer, winter and at Easter as well as Saturdays and Sundays come off from the teacher's five hours a day.

In the next place *teachers* must speak English. They must have a genuine love for and admiration of the "noble English tongue." We Canadians do not appreciate as we ought (or we are too English to give expression to our thought about) the language which was considered by Shakespeare, Bacon and Milton a fitting instrument for expressing their noble thoughts. The teacher must acquire an abiding admiration for this grandest of languages by reading the great poets, historians, essayists, novel writers, etc, that he may wax eloquent so as to inspire his pupils with a like love for his native tongue. He must constantly aim at a good style in speaking and writing. He must frown upon "slang" of every kind, as this tends to produce poverty of language. What an amount of harm to expression that adjective "blooming" has done to the present day spoken English!

The teacher must give his pupils frequent opportunity to talk under criticism, greater opportunities for writing, for composing. He must make more of recitations of choice English. The Friday afternoon declamations in some schools have degenerated into recitations of the vulgar, comic order couched in execrable English. Alas that our schools should become centres for disseminating such literature. The fact that the children like it is no argument for it. The object of education is to lead the child from lower to higher ground, not to amuse him where he is. We as a nation will never speak English until we reach an appreciation of English, and appreciation can only come through hard study.

The press too is responsible for the nation's language. In

those countries, where the great dailies and weeklies set a high standard of language before the readers, the people must of necessity live up to it.

Thoughts are the gems, language the setting; how we bungle in the setting!

The child himself must be awakened to the need of speaking English correctly. At present, spoken English is not a factor in competitive examinations, the subjects that are not directly concerned in such examinations are apt in many cases to be slighted.

The teacher has more depression over the "language lessons" than over any others. He so often finds himself in the position of the teacher who had in his class a boy who continually said "have went" for "have gone." The boy was kept in to write "have gone" fifty times. He finished while the teacher was absent from the room and left his exercise on her desk with the remark, "I have went home." Those who think it is an easy matter to remedy defects in a child's language, when the home English is poor, have had no experience in the work.

If Greek and Latin were properly taught they would be a great help in securing choice English.

Practical Hints and Examination Papers.

REMINDERS TO TEACHERS.

—THERE is always hope for a child who loves any living creature.

—THE magic of *method* works wonders.

—DUTY rises with us in the morning and goes to rest with us at night.

—MAN is born with a profusion of gifts that are never used.

—THE air in a room needs to be periodically renewed.

—EVERY teacher should subscribe for some good educational magazine.

—"Is there too much edge on your voice? Put a little more kindness in what you say."—*Prof. Payne.*

—SOME teachers, though dead, object to be buried.

—THE best work of a teacher cannot always be measured by direct result.

—“AND a little child shall lead them.”

—WE are not all born teachers, but an earnest strength of purpose, with willing, sympathetic endeavour and un-failing hope, will bring a large measure of success to a large majority of intelligent, cultured men and women.”

—*Elizabeth V. Maguire.*

—LOOK well after the plain children, the homely children. Often a jewel is laid away in a very common casket. Who is the least attractive child in your class? When you find the jewel beneath the rough exterior, polish it up.

—LOVE what is common and simple.

—THE best loved teacher is the most tactful teacher.

—SOME one has said that next to the consciousness of having done a good action that of having done a civil one is the most pleasing.

—WRITE this on the blackboard for the idle children in the upper classes :

It would have been ill-spoken of Methuselah in the nine hundred and sixty-ninth year of his life to say that he could afford to waste a moment, a precious moment.

How could a child, in his twelfth year only, spare a moment for idleness.

—How great a blessing we possess in being privileged to watch the growth in body, mind and soul of so many children, and how favored we are in being allowed to help in that growth, few of us appreciate until the boon ceases to be ours.

“ It so falls out

That what we have we prize not to the worth
Whiles we enjoy it ; but being lack'd and lost,
Why then we rack the value ; then we find
The virtue that possession would not show us
Whiles it was ours.”

—BE enthusiastic about your work, teachers. “Nothing great was ever achieved without enthusiasm” said Emerson.

—THE valuable teacher sets the mental life of the class in a blaze.

—INDEFINITENESS IN TEACHING.—A teacher was conducting a spelling lesson with young children. Among other words in the lesson were *mistress* and *heath*. When a child spelled a word he put it in a sentence. *Mistress* came to

a little girl who spelled the word and added, "We have a mistress in our house." This answer was accepted by the teacher of the class as sufficiently defining the word. But the little girl, when asked what a mistress was, admitted that she did not know. Mistress might have been the tea-kettle or the baby's rattle. Another child said, "I was on the heath." When questioned he revealed the fact that he thought a heath was a bog.

A *critical* dealing with the answers given by children differentiates the valuable teacher from the recitation post. Every child, in the class referred to, might have been brought to see the absurdity of the statements, "We have a mistress in our house" and "I was on the heath," as efforts to make clear the meaning of the words mistress and heath; and every child could be brought to the point of either saying, "I do not know the meaning of the words" or of putting them in suitable sentences.

Children like critical teaching.

—WHAT do you teach about the ocean? Do you take up questions of this nature?

- a. What vessels move on its surface?
- b. On what errands do they go. What is their shape and size?
- c. At what places do they land? Why do they land there?
- d. What hinders the progress of vessels?
 1. Storms. What is the appearance of the sea in storm and calm?
 2. Floe ice, icebergs, pack ice.
- e. Of what nature are the islands of the ocean, coral or volcanic?

Pictures representing life on the ocean should be shown. Pictures save much talking.

—AN EXERCISE IN CONCISE EXPRESSION. —

Teacher.—"Express in a few words this sentence: 'Mr. and Mrs. Flood drove up to the door of the house and stopped. Mr. Flood threw down the reins and helped his wife alight. Then they entered the house.'"

Pupil.—"The rains descended and the floods came"
—File Closer.

—HISTORICAL scenes, and scenes in literature, are not only *drawn* by way of illustration but are *modelled* in clay in some schools. The same thing is done in relation to

botany. The whole flora of a district is modelled in clay, colored and the models baked in the oven, each pupil of the class contributing one piece to the collection. Oh, for more time!

—WHEN an abbreviation cannot be traced to an English word, try the corresponding Latin word, e. g. Na. for sodium, these being the first letters of the Latin word natrium; No. from the Latin numero not from English number; N. B. from the Latin nōta bene not the English take notice.

—THE TEACHER'S DAILY PREPARATION.—If the teacher would only carefully prepare the lessons of the following day, many of the mistakes in the class results might be prevented. The subject matter in each grade seems to the respective teacher easy, is thoroughly understood by her, and certainly she feels that it is an easy matter to present it to her class. Why take time to go over what is well-known? Why, indeed? Many a matter seems simple until it is actually undertaken; and not until it is undertaken do the difficult little catches present themselves. She may take an arithmetic lesson and glance over it, concluding that there is nothing in it to dwell on; she has explained all the problems—each as soon as read. Let her, however, sit down and work them out and she may find that her answer in one is not right. Let it be a rule to go over all lessons before they are taught; let outside interesting stories be brought in to enliven the lessons in history and geography, and in a short time the pains thus taken will be amply repaid by the better results of the whole class—*Sel.*

HINTS ON TEACHING READING.

Let children find out the difficult words in a sentence by silent reading.

Have these explained, writing them on the board. Give an occasional drill on the words written on the board.

Mistakes, whether of thought (shown by incorrect grouping of words) or of pronunciation, in reading short sentences, should not be corrected until the child has finished reading. It is most disconcerting to a child when reading to *feel* that hands are going up to correct errors and to hear from his classmates, "Please teacher," continually. Let the child be heard first and criticized after.

In the case of difficult sentences let a good reader read first, then call upon a poor reader to read the same sentence.

When places are mentioned in a reading lesson have these located on the map. The admirable habit of looking up places, mentioned in general reading, is thus formed.

—EVER learning, but never coming to a knowledge of the truth, is the condition of some teachers. Even the children are constantly pointing them to better methods by the questions they ask, but the next lesson is full of the same old mistakes. A class of children was reading "The Charge of the Light Brigade" The teacher had not prepared herself to rouse her pupils to an appreciation of the story of this famous charge, and the result was a monotonous grind on the pronunciation of words. A picture exhibited, of this most thrilling event in history, would have fixed the attention of the pupils on the short verbal description by the teacher which ought to have followed.

No map was shown locating the place of the event, with the result that at the close of the lesson a little girl wanted to know whether the story was a true one or not. The best work in the class was done by the children in their questioning of the teacher, who several times gave very lame answers to the questions asked, or confessed that she did not know what to answer. It should be a fixed habit with teachers to have all places mentioned in a reading, history or geography lesson found on the map. We say that experience is the best teacher, but some people never profit by their experience.

REPRODUCTION STORIES.

A HERO.

From across the seas comes the report of a deed which strikes a responsive chord in every heart and makes the pulses beat with enthusiastic praise for the man who risked his life to perform a triple rescue.

Mr. William Allen, of Sunderland, is the English hero, and to him has just been awarded the gold medal, presented for exceptional deeds of valor, by the Royal Humane Society. He has been adjudged by that body to be the bravest man in England.

It was at 8 o'clock in the morning when the accident, which almost resulted in a terrible tragedy that would

have brought sorrow to many families, occurred. On the night of March 14 one of the large stills at the fuel works commenced to leak, and orders were given that it should be repaired on the following morning. Mr. McLeod bright and early on March 15 entered the tar still to commence making the necessary repairs. The tar had been drawn and the workman removed the cap in order to allow the fumes to escape.

A number of the men had seen McLeod disappear within the tank and as the minutes passed and nothing was seen of him and no sound of his work reached the men, Richard Lawson, another still man, became worried. He hastened to the tar tank to see if anything was wrong with McLeod. All was as silent as the tomb when he reached the still, and his shouts received no answer. His anxiety turned to alarm and fearing for the safety of his comrade he quickly lowered himself into the still. Once again some time passed, and as nothing was heard from either man another employee, Weddle by name, attempted to make a double rescue, for by this time it was decided that the men had been overpowered by the fumes of the still.

It was just when the excitement was at its height, when every one was making impossible suggestions and by wildly tearing back and forth the men were lessening their comrades' chances of escape, that Allen rushed on the scene. Allen was lowered into the still. He carefully tied a rope around the body of one of the victims and gave the rope by which he hung suspended a sharp jerk, and was immediately pulled to the surface of the pit. He held one end of the rope to which one of the prostrate men was attached, and when he had gained the fresh air again he pulled after him Weddle.

Hardly waiting to gain his breath, Allen made another downward trip, and came up with another victim. By this time he himself was pretty well exhausted, but his courage and determination to rescue the third man never faltered. Quickly he swung down again to the bottom of the still to release McLeod, but he discovered that the workman's feet were held fast in some manner, and while endeavoring to extricate him Allen was almost overcome.

He came up empty-handed, and as soon as he was sufficiently recovered to make the trip again he insisted upon

being lowered into the still. This time he succeeded in releasing McLeod and bringing him up with him, thus effecting a triple rescue and making four trips into the suffocating fumes of the still, a feat unequalled in bravery during the entire year 1900. Two of the men recovered rapidly, and McLeod, the third man, who was seriously burned, added his cheer to that of the rest of the workmen when Allen was presented with the gold medal.—*Denver Republican*.

NEATNESS.

A capital story of a lesson in neatness which Admiral Dewey once gave his men is going the rounds, and is so good it ought to be true. While in a foreign port Dewey ordered the heaviest hoisting-tackle in the ship out of the hold without delay. Nobody could see any occasion for it, as there seemed to be nothing either to be taken on board or sent ashore. But when, after two hours' hard work, the tackle was ready, the Admiral ordered that a large wad of tobacco, which had been thrown under one of the guns, be hoisted overboard and dumped into the sea.—(*Congregationalist*.)

A GOOD EXAMPLE.

There is one thing the foreigner can never say when he is wounded by our bad manners—that our late Queen set a bad example. Her life, of which we know a great deal, was a series of courteous deeds, and never did a monarch show greater consideration for others than she.

One day, on the occasion of a visit to France, she was out driving, when her coachman was obliged to stop, as the detachment of soldiers which preceded the carriage gave a sign that there was some obstruction in the way.

They had cleared the path, and the carriage was about to drive on, when the cause of the delay was explained to the Queen. What do you think it was? Simply a small funeral procession—some poor man carrying the coffin of his little dead child, followed by the mother and a few friends, who were sorry to have impeded the progress of the great Queen.

I wonder whether they will ever forget how that truly great Queen refused to pass that little procession—how she and her guards followed it, slowly and reverently, till it

turned up a small lane leading to the cemetery, and so gave them the opportunity to proceed.—Adapted from "Courtesy."

This little book on Courtesy by Mr. H. E. Norton would furnish admirable material for compositions. It is published by the Macmillan Publishing Company, London and New York. There are very few qualities that will make for advancement in a boy's or girl's career more certainly than will courtesy. Politeness or courtesy is the result of good breeding. Help, teachers, in this good work!

THE MISSION OF A TEACHER.

The truest philosophy of life is that which finds the most thoroughly enjoyable and also the most successful career in an occupation that brings into harmonious play all the powers of the individual to the accomplishment of beneficent result. Such a career of life satisfies body and soul, conscience and intellect. Whoever enters the teaching profession without a call, therefore, will get small compensation for all his time and labor, however perseveringly he may strive. Unless he is willing to spend and be spent for his pupils, he must find his toil most uncongenial. Further, however devoted in intention, if he lack utterly the faculty, it were better for him that he should take a farm and raise cabbages, or a shop down town and sell some articles of use or luxury, than to pretend to be a teacher. On the other hand, those—and they are a larger proportion of mankind than is imagined—who have a real call to give to others not only the treasures of knowledge and wisdom of the past and present, but also right motives and lofty aims, possess, and have a right to possess, a happiness in their work which, in its most favorable hours, grows to be even thrilling, and even in the ordinary periods of existence is full of satisfaction and quiet contentment.

Great teachers are soldiers, priests and kings. They march like Thomas Arnold or John Witherspoon, two great college presidents, in the forefront of reform, or even of the revolutionary movements of their day. They sacrifice themselves, like Bernard of Clairvaux, or Pascal, of Port Royal, in order to lead their pupils into broadest truth. They rule the world, like the school-master of Alcuin, or the professor Martin Luther, because from their school-

room desks, they control the thoughts of their generation. Charlemagne and Charles V. reigned, but their empires vanished. The two school-masters I have named are still ruling to-day.—Chancellor Henry Mitchell McCracken, in *Success for November*.

—A VALUABLE Exercise to Accompany a Lesson on Predicate Adjectives. Write : The carnation smells *sweet* (not sweetly, as the carnation has no nose and cannot therefore be said to smell in any manner). My mother looks *beautiful* in her new dress. My hat feels *comfortable*. This pie tastes *good*. The caw of the crow sounds *harsh* to my ear. Mistakes are frequently made, even by teachers, in sentences like the above, an adverb replacing the predicate adjective.

—IN dealing with predicate nominatives give drill on sentences like these : It is I. Are you she ? It is we who saw it. That is he. It is they. How would you like to be I ? I do not wish to be you or he or she or anybody but myself.

—MISTAKES in English made in respect to appositives : We went fishing, John, you and I. This is true of us three, you, Mary and me. He struck us—you and me. We were both struck, you and I.

KING ALFRED, GOOD AND GREAT.

—IT is suggested that the teacher write this list of words on the blackboard as a thought gatherer for a composition on King Alfred. Let the children read the story, or the teacher might read it :—

Millennial	Alfred	shepherd
anniversary	time	shelter
England	measured	baking
centuries	clocks	cakes
————	watches	forgetting
sailed	candles	burned
Danes	lanterns	scolded
Denmark	————	soundly
cruel	trusted	————
killed	victory	harper
burned	discouraging	camp
scattered	succeeded	learned
prosperous	driving	victory
destroyed	————	conquered
————	cottage	promise

chief	wisdom	dare
followers	jury	counties
Christians	rights	hundreds
—————	jewels	tenths
laws	thief	—————

Last words of Alfred :—

“ While I have lived, I have striven to live worthily.”

NOTE.—Alfred the Great was England’s first “ business ” king.

He laid the foundation of England’s freedom, and at the same time the freedom of Britain’s possessions past and present.

Correspondence.

To the Editor of the EDUCATIONAL RECORD.

SIR:—Please to inform me through the columns of the EDUCATIONAL RECORD, how many feet are in an acre in length, and work out the following problem for me :

How many acres are there in a piece of land 3 acres long and 99 ft. wide ?

I have looked for this information in several arithmetics ; but do not find the length of an acre in rods, yards, or feet in any of them.

By giving the information asked for you will greatly oblige.

A READER OF THE RECORD.

St. Raymond, Jan. 6th, 1902.

As there is no such thing as an “acre in length,” it is not surprising that our correspondent has failed in her search for a definition. In the Province of Quebec the word “acre” is often loosely used to translate the French word “arpent,” the arpent being about eleven-thirteenths, more exactly one hundred and nine—one hundred and twenty-ninths of an acre.

Arpent is the name of a French measure of land having various values in different parts of France. The value in use in this province is that of the Parisian arpent which contains 32,400 French square feet. The arpent then is a square of which one side measures one hundred and eighty French

feet. Hence has arisen a provincial and unauthorized use of the word *arpent* as a measure of length—one hundred and eighty French feet. Each French foot (*pied du roi*) contains 12.79 English inches, so that the *arpent* as a measure of length represents very nearly one hundred and ninety-two English feet. Hence the quite improper use of the word *acre* by the English speaking rural population of Quebec to indicate a distance of about two hundred feet, although in reality the English *acre* is not and never could be a measure of length.

The question proposed by our correspondent, if terms be strictly used, is unintelligible. No land surveyor would think of giving the length and breadth of a piece of land as they are given in the question before us. If a "habitant" were to ask the content of a piece of land three *arpents* long and ninety-nine feet wide, he would be using a clumsy patois locution not unintelligible, but quite unacceptable to a competent French scholar; if however it were understood that the feet spoken of were French feet, it could be readily found that the content of the field is 1.65 arpents, which are equal very nearly to 1 acre 1 rood 23 perches English. As all that is necessary to the solution is given above, we leave it to our correspondent to verify the reply.

N. B.—Correspondents must enclose name and address, not for publication but as a guarantee of good faith.

Books Received and Reviewed.

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

—FRENCH GRAMMAR. Miss L. E. Lawless, Senior School, Montreal.—The introduction to this little book speaks for itself.

"Ever since the introduction of the "Natural Method" into our schools, those interested in the teaching of French by that method, have felt the want of a grammar, entirely in French, which should be simple enough to be readily understood by our English-speaking pupils, and yet comprehensive enough to meet the requirements of our Superior Schools.

My own practice for several years has been to give to the pupils, orally, the necessary grammatical information,

to familiarize them with it by numerous examples and exercises, both written and oral, and then, but not before, to give them the briefest possible résumé of the lessons, to be memorized and to serve for review purposes. The grammatical fact to be imparted was always deduced from the oral lesson, and only so much grammar taught at any one time as was required for the material upon which the pupils were at work.

This plan has been productive of such satisfactory results in my classes in the Montreal Senior School, that I have consented, after much hesitation, to add one more to the already large number of French grammars, in the hope that it may prove helpful to others.

This little book is then the outcome of my personal experience as a teacher of French to English-speaking pupils, and has been largely compiled from my notes of lessons. It does not claim to be a complete grammar, but simply a brief résumé of oral lessons, so arranged as to form a convenient book of reference, or to serve for a general review at the end of the school course.

A series of exercises, carefully graded, and based upon the grammar, will be published separately.

My sincere thanks are due to Madame Cornu of the McGill Normal School, and to Mr. H. H. Curtis, of the High School, Montreal, for many valuable criticisms and suggestions.

THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 3.

MARCH, 1902.

VOL. XXII.

The snow-flakes fall in showers
The time is absent still,
When all Spring's beauteous flowers,
When all Spring's beauteous flowers
Our hearts with joy shall fill.

GOETHE.

Articles : Original and Selected.

THE ADORNMENT OF THE INTERIOR OF THE
SCHOOL,

BY

Mr. S. F. ROBINS, Mount Royal School, Montreal.

It may be that Charles Dickens' doleful description of a schoolroom and of a schoolmaster of his time, still applies in some parts of our Empire. See if it does: "The scene was a plain, bare-windowed, intensely whitewashed, monotonous vault of a schoolroom. Here the first object which the children had any remembrance of, was a large black-board with a dry ogre chalking ghastly white figures upon it. Here Mr. McChoakum-child was engaged in taking childhood captive and dragging it into gloomy statistical dens by the hair."

Is that what your school-room looks like? Is that the impression your children have of their teacher? Are teachers still choking imagination and crushing originality out of innocent, defenceless childhood, and thereby depriving the world of no one knows how many Shakespeares and Miltons? Possibly to the child we are ogres

and don't know it. But if the above picture of a school-room in any respect applies to your room, you do know it and should be ashamed to have it so for long.

If you live in the country, commence to decorate by polishing up the old box stove, giving the walls a dry rub, washing the windows and paint, scrubbing the floor and cleaning the desks. Invite the children to help, if there is no regular caretaker, most of them will want to, the trouble will be to keep them away. But having cleaned up generally, do not imagine that that is enough for a year or two. The same performance should be repeated monthly, weekly if possible, even to the dusting of the walls and ledges, for dust is unhealthy and unsightly, and in places where the cleaning is only done once a year the walls seem to be crying out for it long before it is due.

Having banished the dirt, care must be taken to keep it away, otherwise back it comes again. So before the cleaning begins, provide a scraper for muddy shoes, a door mat—a wire one if at all possible—and a broom. See that the ashes are not dumped near the door, nor in the path to it, to be blown in with every gust of wind, or carried in by many feet. In any case avoid having a mud or dust hole in front of the door.

Of all the appointments connected with a school, the outhouses require the most watchfulness and care, but these places too often are almost entirely neglected by the teacher, and as a consequence become unhealthy both to the moral and physical nature.

But all the litter is not brought in on shoes. Waste paper and the many odds and ends which seem to come from nowhere in particular, but which nevertheless are out of place on a floor, must be guarded against. Constant vigilance and incessant warfare are necessary. Make each child responsible for the tidiness of the floor around his desk, and he will see that his neighbours do not throw their rubbish into his preserve.

It does not seem right that unclean and slovenly children should live where the surroundings are neat, so make them, beginning at their feet, polish themselves up a bit; blacking is cheap and so are brushes. Insist on their removing the badges of mourning from their finger-nails, the dust from their clothes, and the grime at least from the visible parts of their persons. Impress upon them the need

of a weekly —if not an oftener —change of handkerchief with full instructions as to its proper use ; and see that a finishing touch is given to the hair. No matter how tasteful or expensive the adornments may be, if the people and place are slovenly and untidy, there is a want of fitness, a lack of harmony pervading all, comparable to a much jewelled but dirty hand, a blot or smudge on a well-written page. Of course we assume that you are neat and tidy yourself, that your desk and platform are clean and well kept, and that if you see any scraps such as paper, orange peel or pips, or such like things on the floor, you are not above picking them up yourself. Your pupils are watching you, your example will bear fruit.

All teachers as a matter of course prohibit and prevent spitting on the floor, such reprehensible conduct being never even heard of in some schools. Expectorating upon the floor is one of the most fertile sources of disease, for if the sputum from any one suffering from a cold or from any throat or lung disease be thrown upon the floor, it is soon dried and the residue ground to powder or flakes by the tramp of feet. Before long it is floating as small particles in the air, then some one with a sore throat or weak lungs breathes it and the damage is begun. Even in the street cars spitting is prohibited, and, in consequence, few besides the motormen habitually indulge in the bad habit.

Appoint monitors to attend to the little details of tidying up, such as putting up maps when wanted and taking them down when the lesson requiring them is over, distributing and collecting the various exercise books, cleaning the blackboard and the brushes. In knocking the dust out of the latter, do not allow them to be beaten against any of the outside walls, for the white patches left in this way disfigure them, especially red brick walls. Do not give one child everything to do ; have many monitors, a little for each ; compel no one to do anything against his will ; let all appointments be made on the request of the pupils ; change about every two months or so ; and give every one an opportunity of being responsible for the discharge of some specific duty. Those who are careless or inefficient may be replaced by others, and in this way good work will be done without confusion. Each monitor knows his work and when to do it, and if anything goes wrong, it is easy to fix the blame.

In his book "Random Notes," Mark Twain speaks of Hamilton, the leading port of the Bermudas, as a white town, wonderfully white, white as marble—snow—flour. In consequence of this excessive cleanliness it is pitiful to see the distress of an old sailor who, when wrestling with a bulky quid, could find no place where he could expectorate without soiling the immaculate beauty of the road.

Get your room to look nice and your pupils will refrain from doing anything to detract from its appearance. Even the roughest and coarsest are influenced favourably and catch the spirit of their surroundings.

In a class of 25 boys averaging thirteen years of age, the subject of this paper was recently given for a composition. By far the greater number of papers written related to cleanliness and tidiness of the boys' own persons and of the school premises. Portraits of prominent Britons and pictures for the walls came next as suggestions for decoration. Our country's flag, and then plants followed in the order named. The following composition by one of the boys may be taken as an illustration of the ideas that are running in boys' minds seeking an opportunity of finding expression. No hints were given by the teacher :

"Interior Decoration of the School, Sept. 28th."

I think that one way to make the room look nice would be to get some plants and keep them in good order for the class, and get a few of the South African Heroes' pictures and hang in each corner of the room. I think it would improve the looks of a room if the boys would not throw paper on the floor, and would see that their desks are kept clean each morning. About the paper, each boy should get a little cloth bag and hang it on the side of his desk, and when he has any waste to put in it, put it in the bag and save disturbing the whole class by running up to the basket every once in a while."—*Walter Breckon*.

Assuming now that our room is clean and tidy,—all old and ragged maps, charts and lesson pictures out of sight, the walls tinted some colour suited to the situation of the room, (cooler tints in sunny rooms and warmer colours in northern positions) and window-shades in keeping with the tinting where practicable,—let us consider what may be put into it by way of embellishments.

In most school-rooms colour is lacking. Is there any

better way of supplying that lack than by having pupils draw fac-similes of the British flag upon the blackboard, filling in the groundwork with chalk of appropriate colours? Is there a prettier combination of bright colours to be found anywhere in the great round world than we see in the flag of the British Empire. Few schools possess a large, really good flag, fewer still have one for each room. The next best thing to a genuine bunting flag, is one painted on the wall or blackboard, and with a little practice by the children and supervision by the teacher, every room may have one, and besides the improvement to the room, by making it the subject for object lessons, much useful knowledge may be gained relative to the Empire. Through it patriotism may be taught. Through it loyalty may be increased, not by making a fetich of it, as seems to be done in some countries, nor by making the sight of it an occasion for vain, empty boasting. Through it—if properly made—the blending of “The Crosses Three” may be explained. In defence of what it represents, hundreds of thousands have already laid down their lives, and millions more are ready to do so, for let us remember that to-day it is the emblem round which nearly 400 millions of all colours and creeds of the human race rally.

Another way to give additional brightness to a room, and somewhat to relieve the forbidding monotony of the blackboard—an ugly thing at best—is to make a coloured border with chalk all along the top and ends. By drawing a suitable outline on strong paper and then perforating it with a sewing machine, an excellent stencil for borders can be made.

Draw pictures of animals, birds, fruit, flowers, or copy pictures from books. Make special designs for each season as it comes, or to commemorate various festive occasions, Easter, Thanksgiving, and Christmas days, Labour and Arbor days, not forgetting Empire and King’s birthday. Utilize whatever talent you may have in the class or is available in the school, or even outside the school.

Letter-cutting and pasting may be made use of for relieving the dullness of bare walls, unsightly cross-beams and for general ornamentation. As paper letters are of a more permanent character than chalk-work, it is well to select your words with care. Texts, mottoes, quotations, should be short, pithy, easily understood, the letters plain

and clear and of colours contrasting strongly with the back-ground. In making letters it is well to use strips of cardboard of the required widths, first marking off the heights and widths of the letters, giving M and W a little more breadth than other letters. Put on with starch or flour paste, which is preferable to mucilage for several reasons. Variety may be obtained by using paper of different colours, and in many other ways which one's ingenuity may suggest. Small pictures may be easily, quickly and cheaply mounted between cardboard and glass, by pasting strips of paper neatly all around the edges, overlapping a narrow margin upon the glass, and a wide margin upon the cardboard, gluing tape loops on the back to hang the pictures by. If pictures are scarce just intimate to your class what is wanted, and it will not be long before a flood of prints, chromos, and engravings will pour in, everything from a circus or theatre showbill to a steel etching; pictures long forgotten, but resurrected for this occasion from holes and corners and dark cupboards; pictures which had been pulled out and stuffed back annually at house-cleaning time; pictures suitable and unsuitable, good, bad and indifferent, as varied in appearance as the following of the pied piper of Hamelin. From these a selection can be made, but do not be so foolhardy as to make the selection yourself, or you may secure the undying contempt of the owners of the rejected pictures. Let the class do the choosing, and if they display a depraved taste, you will have to show your tact in guiding them to a proper choice.

As another decorative measure, try plants, in pots and boxes. Most likely they will be killed as soon as the cold weather sets in, but for some months a good appearance may be maintained, and even if nothing more than a mass of foliage is secured, that of itself is a thing of beauty.

A source of pleasure and instruction is the keeping of minnows in glass bowls or wide-mouthed bottles. If the water is changed three or four times in the twenty-four hours, the minnows will remain very much alive and apparently healthy for a long time.

In the Panhandle district of Texas, there is, what has the credit of being, the largest and best managed cattle ranch in the world. It is noted for the fine breed of its cattle, the excellence of its equipments, and the exemplary character of its cow-boys. One reason for this unusual state of affairs

is that the owner and manager (who is a woman) allows and encourages every employee to have a personal pecuniary interest in the success of the ranch. In this way, the idle, dissolute, and shiftless, are made to improve their ways by the example and the pressure brought to bear upon them by those who are industrious, sober and thrifty. Applying the same principle to the schoolroom and enlarging the sphere until it embraces the whole building, it will be found to lead to the same result, that is, to an increased concern in what appertains to the welfare of the entire school. The leaven will work and in time its influence will be felt. With the idea, therefore, of making every child a shareholder, so to speak, encourage children to bring plants and flowers to school, even if they are only lent, and not only with flowers is this idea practicable, but pictures, busts, statuary and many other things may be brought temporarily to the school.

One of the best ways of following out the co-operation idea is to found a school museum or curiosity case. Even the most phlegmatic and apathetic chunk of semi-animated clay will be roused once in a while to an unwonted pitch of enthusiasm and activity by it. Some years ago a proposition was made that our class construct some sort of a show case and fill it with interesting objects. No sooner suggested than acted upon, and, little by little, contributions began to come in, particularly after the boys had been given to understand that they would be allowed to take back articles that they wanted to have again, just before the summer holidays, or sooner if they wished it. So, besides what has been bequeathed to us, we have what we may term our loan collection. When the various articles became too numerous to be kept in the teacher's desk, the need of a show-case, in which to exhibit them, became imperative. Therefore a design having been drafted, and permission to spend a little money having been obtained from the "Powers," materials were purchased, and one Saturday class and teacher assembled in the school basement, and while three or four really helped, some of the rest played about, got in the way, told how it *ought* to be done and played with the caretaker's grindstone, till they broke it. The others, amongst them, upset the varnish, fooled with the plane until they ran it against a nail, and in many varied ways helped one another to hinder progress. Next Satur-

day we tried again, but as only the helpers got invitations to our bee, the others were absent and we got on better. In due time we finished our case and were very proud of it, although some envious people professed to be in doubt as to whether it was meant for a hencoop or a doghouse. When all was ready, we put in what interesting and curious things we were in possession of, and we are still collecting.

Thus far only inexpensive ways of decorating have been referred to. In places where there is money to spend on pictures for the walls and for other purposes of interior adornment, good results should be obtained with less labour.

Surround yourselves with beautiful things—with beautiful pictures, with lovely things in nature, with the best in literature and in art, with whatever tends to elevate the mind. Write on your blackboard pearls from the masters of literature.

It is as much the teacher's duty to cultivate the refining arts, as it is to foster the useful arts. His duty is not done when he has stuffed children's heads with what the limit table calls for. Why do children come to school? To be educated, do they not? Education is not simply cramming the mind with facts. Education is the training of the faculties of mind and body to appreciate and utilize what is beautiful and refining around us as well as what is useful. Some children leave homes squalid and degrading, others come to school from beautiful, and well-ordered homes. The former should be shown something better; the latter should not have violence done to their sense of what is refined, elegant, harmonious, graceful. Neither class of children should be confined in bare or untidy rooms. The school should not counteract, but should supplement, that which is best in home influences.

Some few children possibly come to school hungry for bread, many assuredly come with mind and soul aspiring to, longing for, hungering after that which cannot be found where untidiness reigns, souls which will not be satisfied with husks. In these days neatness and refined taste count in the race of life. "By cultivating taste we are making better workmen of the children" says J. Liberty Tadd. The Rev. S. Baring-Gould said: "I once came across a farmer's wife in a low and peculiarly ugly portion of the east coast of England, and she had a sort of craving

soul after beautiful scenery. 'I feel,' said she to me once, 'as though I would like to look on the Alps and die.' " Can you be sure that in your class there are no souls with unsatisfied longings for the beautiful. The world is full of starving natures. Do what you can to supply their need.

CHILD STUDY.

HOW TO REACH THAT BAD BOY.

Col. F. W. Parker.

"That bad boy" is to be found in most schools, but with very few exceptions he can be saved, and in his salvation the teacher, who saves him, will learn an exceedingly profitable lesson. That boy has a heart to love something good, unless the divine spark be utterly quenched. To find that spark and fan it into a flame is work nearly divine. The last thing to be presented is that which the boy has been trained to dislike. His old enmity will arise and increase by practice. Find the good thing he likes to do and begin there.

It may be he loves power; give him something to do in the way of caring for the school-room. "I want you to help me, Henry," might help. Try him with drawing, molding with sand or clay, making a dam in the small brook near by to illustrate the formation of lakes or the force of water. Set him to making blocks, and linear, square and cubical measures for teaching number.

Walk home with him, find out what he likes to do, and talk with him about it. Perhaps he likes to hunt and knows the habits of rabbits and birds. The next day have a talk about animals; bring in a stuffed specimen if you have one, arouse the bad boy's attention, and when you see his face light up, ask him a question. "Who will bring in a beetle, crayfish or cocoon for to-morrow's lesson?" The bad boy may volunteer; the next day ask him to show the specimen, tell where he found it and all he knows about it. "Here is a picture of the animal; would you like to see it?" "Here is a story about it; would you like to read it?" "Put the beetle on your desk and draw it."

You haven't apparatus! Probably within a stone's throw of your school-house there are ten thousand things you

could use in teaching, if you knew how. The reason why so many so-called bad boys are lost is that the full and overrunning storehouse of apparatus that God has given us in nature is not used to arouse thought. I know many teachers in thickly populated cities who would dance with joy if they could have the immense apparatus to be found in the surroundings of every country school. Finally, my dear teacher, do you love that boy? Is he to you the one gone astray? If you have a little love for him, fan it into a flame, and in its warmth your whole school will live a new life. "The greatest of these is charity." If you stay but an hour in the school-room light it up with a new thought, inspire a new emotion that always comes in the search for truth. Never compromise in any way with evil, not even for school directors.—*New York School Journal*.

A SUBJECT FOR CHILD STUDY.

Is laziness an acquired habit or is it a natural habit? Is it due to ill-health; is it the result of constant suppression of the natural activities of the child at home or at school; or is it innate?

Will teachers who have lazy boys in their classes answer the above questions?

Editorial Notes and Comments.

MEDICAL INSPECTORS FOR SCHOOLS.

Modern advance in medical science has been accompanied by the growing conviction that the prevention of disease is no less important than its cure. The all but total disappearance of some scourges of humanity, the limitation of the areas in which some epidemics prevail, and the diminution of risk of infection from many diseases, as well as the consequent lengthening of human life, bear incontestible evidence to the zeal and success with which public health has been studied, and rules of public hygiene promulgated and enforced.

Public hygiene is demanded by the existence of crowded cities. Dense populations require sanitary regulation. Where human beings are much scattered, when they but rarely come into contact with each other, hygienic precau-

tions are less urgent. In the amplitude of country life infection is less virulent and infectious diseases spread but slowly. Where in the slums of cities many families occupy one tenement and many persons one room, epidemics rage beyond control. Such insalubrious places, breeding the concentrated virus of contagion and infection, are not only deadly to their inhabitants, but threaten the health and life of all dwellers in the same city. Civic hygiene is matter of important concern, not merely to those that live in squalor and want, but to those who possess all luxuries, and who are fenced around by every safeguard that wealth can purchase. Concentration of population always demands greater hygienic vigilance.

The same principle applies to schools. The child who lives a free life in the fields and in the woods, is but little exposed to infectious disease. For him sanitary precautions have but little significance. Nature cares for him. He breathes no one's infected breath. He touches no one's diseased skin. The winds of the forest are not malarious. The unsophisticated meadow stream bears no typhoid germs. His plain, fresh, well-cooked food generates no ptomaines. His eye does not become shortsighted by watching the flight of birds or by searching the grassy banks for wild strawberries. But society assumes no slight responsibility when in pursuit of her ends, she gathers him with thousands of other children into a great city, for green meadows and shady woods gives him the hot and dusty streets, for the sweet scent of budding trees the pestiferous exhalations of garbage barrels, unclean lanes and ill-trapped sewers, and for the coolness of the night-wind blowing over clover fields, the hot reek of city nights in August. Nor does society wholly meet her responsibilities when with benevolent intent she says, "Come, let us educate the children, they must not grow up ignorant—ignorant of useful knowledge—ignorant of human rights and of divine claims." When she shall expend thousands where now she doles out hundreds, when to the service of education she shall win the choicest men and women, when classes shall be smaller, and when a generous and comprehensive system of education shall consider more carefully than has hitherto been possible the circumstances and needs of the individual child, much will still remain to do; because care for physical well-being

must accompany all efforts to develop mind. Schools must be more numerous; each must have its ample play ground; class rooms must be more spacious, more comfortable, better-lighted, ventilated and warmed; seats must be adapted to the stature of pupils. Provisions like these must meet the average needs of children, but, alone, they are insufficient. There will still remain to be encountered and overcome the inevitable individual ills which result from gathering scores and hundreds of children from many homes into the contact of the schoolroom and the play ground, from enforcing on these children so many hours of daily confinement, and from compelling during these hours sedentary, cramping and eye-wearying occupations. All the arrangements of the school may be admirably adapted to the average pupil, yet some of them may be quite unsuited to some children. The school itself may be perfectly clean and its sanitary condition admirable, yet some pupils may bring with them dirt and disease.

Heads of schools cannot always satisfactorily deal with embarrassing cases arising out of school hygiene. Parents not infrequently get unreasonably angry when conscientious teachers, anxious for the preservation of other children, insist on the temporary withdrawal of their children until rid of ringworm, itch and other and larger parasites. Very often parents deny the presence of these dirt diseases, if not, they attribute the infection to the school. Children who have suffered from measles, scarlet-fever or diphtheria, or in whose homes these seriously infectious diseases have prevailed, return to school too soon for safety, encouraged in doing so by medical certificates lightly given at the importunity of parents. For colds and some other ailments, whatever reasons a teacher may have for regarding them as dangerous to the health of others, he dares not refuse a pupil admission to school or even isolate him from other pupils by seating him apart and forbidding him to join in school recreations.

In all such cases it would much facilitate the working of the school to be able to appeal to one armed with the due credentials of professional standing and of appointment by the school-board, one with whom should rest the responsibility of deciding and to whom should be entrusted the power of determining the course to be pursued. Not only should such a person—a medical man—have it in his

power to safeguard the health of other pupils by excluding from school attendance all communicators of contagion or infection, whether teachers or pupils, but he should be able to defend pupils against themselves, their parents or their teachers, by insisting on the observance of all precautions against injury to health. As an expert he should enquire into all questions concerning the eye-sight, the hearing, the nervous condition, and the figure of pupils as affected by school conditions. He should arrest school attendance or forbid certain tasks, or exempt from home work, weakly pupils. He should recommend to school boards and to parents measures of precaution against incipient evils, and so relieve school managers of responsibilities which they are not fitted to bear.

It is needless to observe that although the medical appointee of any board might be, and indeed is likely to be, a young practitioner, he must of necessity be prudent and tactful, or his interference with scholars, parents and teachers would be more harmful to the best interests of education than an occasional outbreak of mumps, measles or even scarlatina.

—LOUIS Agassiz was proud of his profession. He begins his formal will, "I, Louis Agassiz, teacher;" not "I, Louis Agassiz, famous naturalist, university professor, but "I, Louis Agassiz, *teacher*."

—THE statement is made in an educational paper that children in a lunatic asylum are much more commonly ambidextrous than normal children are found to be. It is worth while investigating this statement.

—COLLEGE students who affect a wretched style in speaking English, and who incorporate into their daily conversation all the new slang words and phrases, find out, when it is too late to remedy the matter (that is in less than fifteen years), that they have been casting aside diamonds and collecting scraps of colored, often badly colored, glass.

—DR. Harris, United States Commissioner of Education, is of the opinion that college English is better to-day than it was twenty-five years ago. He says:

In my opinion, the college man of to-day writes much better English than did the college man of twenty or twenty-five years ago, or than the college man of my time,

which was forty-three years ago. There is less bombast in the college writing of to-day and less sophomoric attempt at fine writing; and the attempt to adorn one's pages with quotations from classic authors has almost entirely disappeared, whereas in the time of Edward Everett it was considered to be the proper thing. There is a much richer style used now, because there is reflected in the style of the man a much broader view of the world and a wider gleaning from literary sources.

—WE are sorry to learn that in many schools the Friday afternoon *general exercises* are being brushed aside by the introduction of new subjects into the curriculum, or by the schools appropriating the time for review work in their efforts to stand well in the competitive examinations of the Province.

The declamations, essay reading, reciting of poetry, and dialogues in prose gave an impulse to orators, statesmen, authors and lovers of literature in general. Many students can date their literary birth from these Friday afternoon gatherings. How interesting were those exercises! How proud we were to have a part in them! How we looked forward to them as the weary traveller in the desert longed for the oases!

Current Events.

—ALL honor to the Canadian Forestry Association which was formed three years ago with the object of preserving tree life, encouraging the planting of trees, and of preventing waste of timber by securing proper legislation, and generally enlightening the public mind in respect to the value of our heritage in woods and forests. Teach the children to admire and love the trees.

—THE value of the exhibitions and scholarships at McGill this year is \$2,800.

First year exhibitions, open to both McGill and Royal Victoria College, four of \$125; four of \$100; one of \$60; conditional on residence in Royal Victoria College, one of \$200, and three of \$100.

Second year exhibitions, open to both colleges, three of \$125 and one of \$75; to R. V. C. only, one of \$100 and one of \$75.

Third year scholarships, one of \$125 for mathematics and logic, open to both colleges; one of \$125 for mathematics and logic, open to R. V. C.; one of \$125 for natural science and logic, open to both colleges; two in classics and modern languages, viz., one of \$125, and one of \$90, open to both colleges, and one of \$125 for political economy and political theory.

The first year exhibition examinations will be held in June, next year.

—BOYS of non-labouring—professional and mercantile—classes show a much higher per cent of sickliness and nervousness than boys of the labouring classes, showing that easier social surroundings are not always conducive to health.

Children of the former classes, however, are superior intellectually to the children of the labouring classes, indicating that the advantages of good social conditions are favorable to mental brightness.—*Dr. Arthur McDonald.*

—GREAT BRITAIN'S LATEST FOREIGN POSSESSION.—Sir John Murray has recently explored Christmas Island, our latest foreign possession. It is situated in the Indian Ocean, two hundred and twenty miles from land, and is covered with dense forest. The island is under the Straits Settlements Government, and a resident magistrate has been dispatched thither from Singapore, together with an official of the Public Works Department, a scientific commission, and a force of thirty-five police. There were thirteen whites on the island at the time of Sir John Murray's visit, together with seven hundred and twenty Indian coolies engaged in working the rich phosphate deposits. The climate is like a hot English summer. The fauna of the island is interesting. It includes only five mammals. Two are species of rats hitherto undiscovered. The whole island is overrun by curious red crabs eighteen inches across. They travel in bodies like ants, and are excellent tree-climbers.

NEW HONOR COURSES FOR MCGILL UNIVERSITY IN HISTORY AND ECONOMICS.

The new honor courses were decided on at the last meeting of the Faculty of Arts; one in history and economics, and the other in economics and history, the history being

more important in one course, and the economics in the other. The historical part of the programme will be much the same as formerly, but the economics will be mostly new. It is considered that a knowledge of history is necessary to the understanding of economics, and economics to that of history.

A large amount of the work is common to both courses. This is as follows: Third year, (a) mediæval and modern history of Europe, four hours a week; (b) elements of economics, four hours; (c) elements of politics, four hours. Fourth year, (a) a special period in history, three hours; (b) economics, advanced course, three hours, and seminary in economics, one hour.

In addition to this, history students will take in the third year a special period in history, two hours; and seminary in history, one hour; in the fourth year, constitutional history and law, four hours, and political theory, advanced course, two hours. Economic students will take in the third year economic history and public finance three hours; with a seminary in economics, one hour; and in the fourth year, political theory, advanced course, four hours; and public finance or economic history, two hours.—*Montreal Witness*.

—ROBERT Lebaudy, a French millionaire, is giving \$1,000,000 to establish a French industrial school in connection with the University of Chicago.

THE WAR AGAINST CONSUMPTION.

It is now forbidden for any emigrant, of whatever age, suffering from pulmonary tuberculosis, to enter the United States.

In all the public schools of Berlin (Germany), the children are strictly forbidden to spit on the floor. Spittoons containing water are placed in every room and corridor. If a child has a spell of coughing he is obliged to keep his handkerchief on his mouth.

In Paris (France), a league has just been organized against the habit of spitting on the ground. Members of that league pledge themselves to use all their influence in a social and gentle way to convince other people that spitting on the ground is a filthy, ill-mannered and dangerous habit.—*Bulletin Sanitaire de la Province de Québec*.

Don't be afraid of the sunshine, the beautiful, life-giving, germ-destroying sunshine. Where there is plenty of sunshine in the home, the doctor does not enter, professionally. While the sunshine may be hurtful to carpets and parlor decorations, causing them to fade, the lack of sunshine blanches the cheeks of the loved ones for whom the home was erected. Even the cellar should be so constructed as to get its share of the sunshine. It is said that disease-germs are not partial to "upstairs," that they prefer the ground floor and the cellar. Sunlight and plenty of fresh air, like cleanliness, pure food and pure water, are the essentials of healthy homes.—*Iowa Health Bulletin.*

—THE school board of Christiania has decided to send four of its teachers to study educational methods of other countries. Christiania must have plenty of money and long-headed men to dispense it.

—IT is said that in King Edward, Great Britain has an eminently practical monarch. Illustrating this, the following is among the anecdotes told: A discussion had arisen among a circle of his intimate friends as to how they would each meet a sudden reverse of fortune. One of them turned to the Prince—it was before his accession—and said: "If the monarchy were overthrown here, sir, what would you do?" The Prince of Wales thought for a moment and then replied: "Well, I think I might support my family by lecturing in the United States upon how it feels to be Prince of Wales."

As a matter of fact it is not so generally known that the King is an excellent shoemaker, the trade which he was taught by the wish of the Prince Consort, who had all his children taught some trade. Prince Albert, King Edward's father, was himself a shoemaker, having learned the art in compliance with the German requirement that every boy be taught some useful occupation.—*Primary Education.*

—GREENWICH, as an English town, is nothing very remarkable, but as the headquarters of Father Time it is the most important spot on the earth. Its time is in every longitude of the globe, and every land—excepting Spain, Portugal and Russia—measures the hours from its meridian. No navigator on duty is without Greenwich time in sight, and every town and geographical point is known by its dis-

tance east or west from the Greenwich observatory. Ask the time, and the answer is always in even hours ahead or behind Greenwich, or else the exact Greenwich time. In Great Britain, Belgium and Holland you get the Greenwich time. One hour before Greenwich time rules in Germany, Austria-Hungary, Denmark; Italy, Sweden, Norway and Switzerland. So it is around the earth—every tick of every clock is regulated by Greenwich time.

—WHEN the gong for fire-drill sounds we know that there are visitors in the school.—*Observer.*

It is a good thing that there is some stimulating cause for this valuable exercise.

—THE desert of Sahara is no little spot. It covers 2,500,000 square miles between the Atlantic ocean and the Nile valley.

—THE assertion has been made that in Norway everyone can read and write, and that one is scarcely ever out of sight of a schoolhouse.

—GREAT Britain eats up her entire wheat crop in about thirteen weeks.

—THE native teachers in the Philippine Islands are being instructed in English, and it is expected that only English will be used in the schools after the close of the present year.—*Selected.*

—THE Russian finance minister who has the supervision of factories, etc., in Russia, has decided to start a system of workingmen's schools, with sessions nights and Sundays, to give instruction both elementary and technical. This, for Russia, is a significant concession to popular education.

—*Primary Education.*

—DR. Thorold, the late Bishop of Rochester, had a keen sense of humour. On one occasion he was asked to distribute the prizes at one of the schools belonging to the London School Board. In the course of his preliminary speech he gravely asked the children: "Which was the largest island before Australia was discovered?" When, to his evident relief one after another gave it up, he told them, amid much laughter, "Why, Australia, of course. It was there all the time."—*Primary Education.*

o —WE never heard anything like the following in Quebec: Where did it happen? "Quiet there! quiet!"

shouted the teacher, made more nervous than usual by the feeling that she was under inspection. "Johnny Gray, keep in line, or you will stay after school. Don't shuffle so. Stop!" And she struck the bell in her hands a dozen times. "Now if you don't go out more orderly I shall send you all back to your seats. Once more, now, forward, left-right, left-right, left-right—there, Henry Jones, you are out of step again; take your seat and stay in—left-right, left-right, quiet! Quiet! QUIET!"—*Selected.*

—THERE is no doubt that all current coin should be washed—at clubs and restaurants for instance, —as this can communicate smallpox. In all the best clubs formerly the money was washed, and that is still done now at some of the oldest of them.—*Truth.*

THE VALUE OF A COLLEGE TRAINING IN PRACTICE.

So much has been said concerning the value of a college education that the following selections from a college student's letters possess a certain significance, though, patently, they give testimony regarding but a single isolated case. The student who wrote the two letters is a junior in one of the leading engineering schools of the country, engaged for the summer in an engineering office in the West. Both letters were written recently to a friend in New York City—the second following the first after an interval of a week. They are self-explanatory :

First Letter.

I have worked just one week now with so many practical difficulties to confront that I believe I am wide awake for the first time in three years. Chopping trees, pulling down fences, driving stakes in a sloppy and miserable marsh, I have little time to think, but evenings, when I review the day's work, I wonder if there isn't a glimmer of sense in the opinions of these Schwabs and Colers who deny the value of a college education. From what I have seen, I do not believe that a man who goes into civil engineering as a profession, after four years at a scientific school, is any better off than the man who goes into it as a trade, without any college education at all. Most of the men in our office are not college men, but fellows who have worked up from rodmen after a year or two at high

school. For a college man to pass them would be extremely difficult. They have picked up in the office enough mathematics to serve them, and in the time when a college man would be studying German and French, advanced mathematics, electricity, boilers, mechanical drawing, and all the odds and ends of a scientific course, these men have confined themselves to just the things they need, and have, therefore, become specialists, able to do their work with the greatest smoothness. If a boy wants to become a civil engineer, I am beginning to think, he had better go into it as a trade as soon as he graduates from the high school. Of course, I feel personally that what I have got from college is without price, but simply in this matter of civil engineering I doubt whether a college man has a better chance to succeed than an ambitious fellow who goes into it as a trade without ever seeing a college.

Second Letter.

Please burn my last letter. I should have known better than to generalize after a single week's experience. Three days after I wrote, the design for the new bridge at N—— was sent in, and the chief sent out to P—— for a man to go to work on the job—one of these high-school graduates I wrote about, who has been six years in the office, and who certainly is a good fellow and a capable man. The chief talked with him for some time, and then he sent for me and gave me a regular college quiz on cuts and fills, curves, strength of material, mathematical formulæ, and other details of bridge construction until my head swam. When he had finished he said: "Report to the engineer on the new bridge at N——."

That afternoon the man who had come in from P—— came over to me—I was packing up my kit—and said in the most discouraged tone, "You see what it is to have a college education."

I looked up at him—he is four years older than I, and big, strong and tanned with his years of outdoor work—and I said, "What's the matter?"

"Here I am," said he, "I've been in the office for six years doing all kinds of work, and they won't trust me on that bridge. The chief knows you are familiar with mathematics and have studied the theory of bridges, and with-

out questioning your experience he puts you on the job, and sends me back to that beastly marsh."

It was hard luck. I lent him my books and told him that by spending the next two years studying at nights he would learn all the theory he needed, and would know more than anybody else in the office. He's going to do it, too. But I think I'll take back what I said last week about college education; it not only gives a man a life that he could not have without it—even, I think, with millions—but it seems also to have a certain amount of very practical value.—*World's Work*.

—POPULATION OF THE WORLD.—The population of the world is roughly estimated to be between 1,500,000,000 and 1,600,000,000 persons. The British Empire and China have each 400,000,000, the Russian Empire 131,000,000, the United States 84,000,000, and France, including dependencies, 83,000,000. These five countries include about two-thirds of the world's population.

—GEOGRAPHY, in its various aspects, is receiving more and more attention in school work as its value in war, commerce, development of countries, etc., etc., is being brought more prominently before the people.

The subject of "Relief Maps" is at present before the minds of educationists as better representing many phases of geography than representation on the flat could.

THE NATIONAL DEBT OF ENGLAND.

Every great nation, like every small church, has a debt. England's debt is a good-sized one, which of course is what the debt of such a great nation should be, and it also is of ancient beginnings.

The English national debt, in its present form, has a continuous history of over 200 years. Its beginning can be traced to a breach of faith of Charles II. Before that event, English monarchs were undoubtedly familiar with the practice of borrowing, but they only borrowed for short terms, generally a few months, or perhaps a year, and they always paid back. The history of these earlier borrowings is so full of interest that it may be worth while to dwell for a few moments upon the subject. In essence, these borrowings by the earlier kings of England were only anticipations of current revenue; the very form in which

the loan was contracted is incidental evidence of that fact. From the time of the Norman conquest, it was the practice of the exchequer to acknowledge the receipt of revenue by means of a wooden tally. A tally (French, *taille*) is a stick cleft down the middle and cut across the cleavage with a series of notches. One-half or one side of the cleft stick is handed over to the payer of the money, and the other is retained by the receiver. The system forms a perfect check on receipts, for, in case of dispute, all that is needed is to bring the two halves of the stick together and see that the notches coincide. The present writer saw such tallies in daily use a few years ago in a baker's shop in the capital of Normandy. As evidence of their recent use by unlettered people in England, it may be mentioned that in Kentish hop gardens, the man who keeps the books and checks the earnings of each picker is still called the "tally man." The official use of tallies in the English exchequer continued down to 1824. Ten years later a caretaker in the buildings where these now useless bits of wood were stored, was instructed to get rid of them by burning them in ordinary fire-grates. He heaped on too many at once, and the Houses of Parliament were burned to the ground.—*Commerce, Accounts and Finance.*

Practical Hints and Examination Papers.

REMINDERS TO TEACHERS.

—DO not make a pretence of knowing what you do not know. Be honest with children. It is better to own to having made a mistake than to make a pretence of being right when wrong.

—CHILDREN are quick to detect certain kinds of shams and frauds.

—BE sympathetic with children.

—HAVE you taught so that your pupils love the best reading, good pictures and good music?

—LET pupils think for themselves, reason for themselves, make statements of what they themselves observe, and let them practise governing themselves.

—TEACH children to be courteous.

—BE yourselves orderly, neat and punctual.

—“OF all things that a teacher should know how to do, the most important, without any exception,” says G. Stanley Hall, “is to be able to tell a story.”

—“THE one who can read, possesses all things. The printed page is the open door of the imagination through which one sees in pictures the world of human life, and is transported to other scenes.”—*Dr. Geo. Harris, President Amherst College.*

—JACOB Abbott, author of the Rollo books and much other useful and interesting, although old-fashioned, juvenile literature, lays down the following fundamental rules for teachers and parents:—

“When you consent, consent cordially.

“When you refuse, refuse finally.

“When you punish, punish good-naturedly.

“Commend often. Never scold.”

Some bulky volumes on teaching contain less pedagogical wisdom. A very skilful and successful teacher attributes much of her success to a faithful observance of these four concise and simple rules.—*Exchange.*

—“NOTHING will give your life so high a complexion as to study to do something for your country,” says Lord Rosebery.

—KEEP constantly before children the thought that “the men who have achieved success are the men who have worked, read, thought more than was absolutely necessary, who have not been content with knowledge sufficient for the present need, but who have sought additional knowledge and stored it away for the emergency reserve. It is the superfluous labor that equips a man for everything that counts most in this life.”

—“No single rule of life is more far-reaching than that of old King Alfred: ‘Eight hours for work, eight hours for sleep, eight hours for recreation.’ But six hours of real work will accomplish more than eight hours of dilly-dallying; six hours of genuine sleep are better than eight hours of restless dreaming, and six hours of active, whole-souled play will do more good than eight hours of trivial ‘pottering around.’ Never forget that the same elements, in mind and physique, that will make you a good and successful professional woman, will, if a change comes in your career, make you a good wife and mother. Physical

strength and mental alertness are as necessary in the home as outside of it. Make yourself a woman, a real woman, not a puppet nor a scarecrow. We need more real women, more real men, in our twentieth century civilization."

—Mrs Alden in *Success*.

—LADY teachers when walking on the streets should be careful to see that their skirts do not come in contact with the ground or sidewalks. What filth and disease may be carried into the school room by teachers who drag an eighth of a yard of dress goods, four yards in width, over a mile of city sidewalks, at certain seasons of the year (the season now at hand, for instance), is not a pleasant subject for contemplation. It may be a very profitable one however if it induces delinquents in this respect to err no more. In the case of some women the road scavenging is followed up by a five hour sweeping with the same instrument of the school room floor.

These things ought not to be.

—CHILDREN may be taught with very little trouble to the teacher that the mouth should be closed unless when speaking, eating or drinking. Leaving out of the question the stupid appearance that is given to the face by keeping the mouth open, there is positive danger to health by bringing cold air and microbes into direct contact with the throat and lungs.

—A SUCCESSFUL teacher of spelling is in the habit of writing on the black board the words of an assigned lesson that have been misspelled by pupils. These are kept for four days, and each day there is a rapid drill on them before the new lesson is taken up. Each day the oldest list is rubbed off and a new one written in its place. A small side black board is kept specially for this exercise.

—CALLED to be a carpenter, a politician, a tradesman a physician—is he irreverent who believes that? God sent me here to cut wood, to direct justly, to make shoes, to teach children; why should not each and all of us feel that? It is one of the greatest truths on which we can rest our life, and by which we can invigorate our work.—
F. W. Robertson.

—IT is always a good plan to fix definite periods for completing work.

A SCHOOL ASLEEP.

Last spring I visited a school that was utterly commonplace. It was always the same old thing day in and day out. The programme was like the tick of a machine—right up to time, but infinitely stupid. The dust on the walls and window sills was the same old dust that had settled there year after year. The smelly air was the same old air I had found there the year before; the order was the same old “good” order; the weariness of the teacher and pupils was the same old weariness. To say that the school was asleep is to libel sleep. To say that it was dead was to slander death.—*Selected.*

—A GREAT blessing to the world are teachers! If it were only for this one thing we could not get along without them. They train children to speak only when they have something to say—a valuable education.

NATURAL PRODUCTS OF THE LAND AND WATER.

From Tarr and McMurry's “Our Home and its Surroundings.”

Suggestive Review Questions.—(1). What do you understand by *natural products*? (2). Name some of them. (3). What are the natural products of your neighbourhood? (4). For what are these natural products useful? (5). What becomes of the surplus when there is more than is wanted at home? (6). Tell something about a farming country and its products. (7). About a fruit-growing district. (8). What do you know about lumbering? (9). About mining? (10). Are there any fisheries in your neighbourhood? (11). Name some trades to which lumbering gives employment. (12). Name some of the uses to which iron is put. (13). Name some industries dependent on the products of the farm. (14). On cattle and sheep. (15). On the fisheries. (16). What do we get from mines? (17). From quarries? *Suggestions*—(1). Visit the nearest market and see what articles are brought there for sale. (2). Find out if these articles are for home use or to be sent away. (3). Visit a railway station and see what natural products are loaded on the cars. (4). Where are these going to? (5). What natural products does the grocer sell? (6). In what form are they; in sacks, or bar-

rels, or boxes or tins? (7). Is there any factory in your neighbourhood? Or a mill of any kind? (2). Where do they get their raw (or natural) material from? (9). Where are the canned fish, fruit, or vegetables prepared that the grocer sells? (10). Which are home products, and which come from other countries? (11). What natural products do you use for food? For clothing? (12). Where does the coal or wood you use come from? (13). What materials have been used in building the house you live in, and where do these come from? (14). Write a story about a tree, from the time it is growing in the forest till it is used as lumber in building.

—TACITUS has a word for the teacher, "Ratio et consilium propriae ducis artes." judgment and deliberation are the proper qualities of a general. The value of these two qualities in the schoolroom is inestimable. How often a whole day is lost because early in the morning the teacher answered pupils with haste and want of thought or punished a child without properly judging the case.

—BE enthusiastic not merely excitable. "Enthusiasm is grave, inward, self-controlled; mere excitement is outward fantastic, hysterical, and passing in a moment from tears to laughter."

—HAVE you found out the value of waxed chalk and common, five cent, white cotton for making diagrams, synopses of work and outline plans for lessons?

All initial knowledge should be made clear to pupils by illustrations gradually developed from the simple to the complex, but for review of well digested knowledge the synopses on white cotton with waxed chalk are invaluable. The best colors on white are black, blue and deep red. When diagrams are no longer required the cotton may be washed and ironed, and thus made ready for use again.

These diagrams are of special value in teaching languages, history and geography.

—IF a man is endowed with a generous mind, that is the best kind of nobility.--*Plato*.

—IT cannot be too often repeated that it is not helps, but obstacles, not facilities, but difficulties that make men.

- *W. Mathews.*

—APPLY this to the schoolroom :

“The only way to make the mass of mankind see the beauty of justice is by showing them, in pretty plain terms, the consequences of injustice”—*Sidney Smith*.

—“THE child must learn to distinguish knowing from thinking or believing.”—*Kant*.

—’TIS not a soul, ’tis not a body, that we are training up, but a man, and we ought not to divide him.—*Montaigne*.

—THERE are three forces which educate a man—nature, men, and things; of these, only the second is in our power.—*Rousseau*.

—Two difficulties seem in especial to confront the teacher of history. There is first the difficulty of giving the learner enough to do on his own account. It is a poor idea of teaching that the teacher should supply information, and that the learner, boy or youth, should merely memorize it; and yet that is what history teaching too often amounts to. And, further, there is the fact that the teacher of history must inevitably take sides, if he is to be a good teacher of history. For right and wrong are the very stuff out of which history is made. Was Calvin in the right, or Loyola? If the fight were to come over again, should we draw the sword with Strafford or with Pym? Is your verdict for Napoleon or for Germany, when the great struggle for independence began? It is not impartiality, but either cowardice or incompetence, if the teacher of history does not give an answer of some sort to these questions, though doubtless the answer must be very different in form and manner from that of the newspaper or the political platform. As the State more and more takes the direction of education into its own hands, this difficulty is likely to become more and more apparent.—“The Teaching of History.”—*The Speaker*, London.

— The student of history must work pen in hand. It is, perhaps, best to begin with the largest possible note-book and enter in it either lecture notes or an analysis of a principal text-book, writing only on one side of the page, and leaving large spaces even there.... Into this note-book the fruit of all the student’s labors are garnered..... Memory is a good thing, but, unless the memory is exceptional, method is better.—Extract from “Essay on Constitutional History.”—*J. R. Tanner*.

—A CONUNDRUM FOR TEACHERS OF HISTORY.—How can history be properly taught in a school where there is no library, where there are no historical reference books, no pictures for illustrations, no copies of original documents relating to history, and no teacher who is particularly interested in history?

—Do not call yourselves poor, teachers. That man is not poor who has the use of things necessary, said Horace.

—No man can be provident of his time, who is not prudent in the choice of his companions.—*Jeremy Taylor*.

—TEARS are the brine in which misery is sometimes cured.

—WE have fancied that there is a royal road to knowledge, and so we have encouraged intellectual levity and trifling in our children. There is no such road. If we would know any subject, we must work. But if strong drink has slain its thousands, idleness has slain its ten thousands. The mission of the school is to teach the young to subordinate pleasure to duty. Interest by inspiring not by amusing them.—*Prin. Grant, Queen's University*.

—PHILLIPS Brooks in "Symmetry of Life" likens life to a cube in these words: "There are three dimensions, then, of a full human life, its length, its breadth, its height. The life which has only length, only intensity of ambition is narrow. The life that has length and breadth, intensity of ambition and broad humanity is thin. It is like a great flat plain of which one wearies of itself. The life which to its length and breadth adds height, which to its personal ambition and sympathy with man, adds the love and obedience of God, completes itself into the cube of the eternal city and is life complete."

THE PERSONALITY OF THE TEACHER.

Even in these days when so much is said about pedagogical insight and scientific pedagogy, it is encouraging to note an increasing recognition of the truth that the personality of the teacher is after all the most potent influence in shaping the ideals of the young. A teacher with a rich and fine personality brings to his pupils an uplift that can come in no other way. While it is strictly true to say that teaching is primarily dealing with mental processes and

mental growth, it is also to be said that teaching is a spiritual process, a mysterious process by which one nature influences another. That gives a vitality and fullness of life to the teacher that no amount of pedagogical knowledge can bring unless it is found in union with a harmonious and well-ordered life. Education is in the best sense an inner life, an intangible but pervasive form of life that gives power and value to the outward acts of man. In the work of education we sometimes forget that the outward expressions of man's life are the result of the promptings of the inner spirit, and the test of an education is to be sought in the quality of life which it produces. If school committees and superintendents had a more vivid realization of Emerson's declaration that it makes very little difference what you study but that it is in the highest degree important with whom you study, our schoolrooms would exert a more powerful influence on their pupils in shaping their ideals of thought and conduct. The fruitful contact of child-nature with a teacher who breathes the atmosphere of moral earnestness and high purpose is above all valuation as an element in raising the tone and type of human life. Results of this kind are not tested by examination per cents, but are to be looked for in richer and nobler lives. "There flows from the living teacher," says Mr. Mabie, a power which no text-book can compass or contain. Text-books supply methods, information and discipline: teachers impart the breath of life by giving us inspiration and impulse. It is the supreme purpose of the school to furnish conditions for preparing boys and girls to get the best out of life, and first in securing right conditions is a teacher whose nature is responsive to the highest and best things in life, and who has thought earnestly upon life's problems and upon the ways and means of solving these problems. Responsiveness to the things that are vital and pure and noble in human life must ever remain an essential element of the equipment of a true teacher.—Editorial in the *Journal of Pedagogy*.

Correspondence.

To the Editor of the EDUCATIONAL RECORD.

SIR,—There has been much complaint of late respecting the excessive encroachment by schools on the time that

pupils should devote to recreation and occupations other than school tasks at home. Now I am far from desiring to vindicate the practice of many teachers in this respect. Too little work is done in school hours, too much work is demanded after school. But teachers are not alone to blame. Many parents measure the faithfulness of a teacher and the efficiency of a school by the amount of home work exacted from their children.

Do not some parents require too much from their children. One bright little girl has attracted attention of late by her evident inability to keep her mind upon her school work during school hours, although there is not in her case the excuse that she has too much home work to do. She confided to her teacher the following list of her regular evening engagements each week :

Mondays, lesson in fancy work and music lesson.

Tuesdays, choir practice.

Wednesdays, dancing class.

Thursdays, lesson in fancy work and music lesson.

Fridays, dancing class.

Every Saturday evening the bagpipes come to the house.

Yours truly,

PEDAGOGUE.

Books Received and Reviewed.

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

—TARR AND MCMURRY GEOGRAPHIES. OUR HOME AND ITS SURROUNDINGS.—This is a first book of modern geography revised and adapted to Canadian schools, by W. C. Campbell. Every teacher should have a copy of this admirably suggestive child's geography. It begins with the home, is practical, deals with facts, not names alone, and is illustrated profusely with pictures of Canadian scenery and colored maps. We quote on another page a few of the questions answered in this book to show something of the nature of the work attempted.—George V. Morang and Company, Limited, Publishers, Toronto.

—WE recommend to school libraries and to schools for supplementary reading "The Talisman," by Sir Walter Scott, abridged for schools. The reading of this book could not fail to inspire in pupils a desire to learn all about "The

Crusades," as the book in itself is attractive, being well printed and having numerous suggestive illustrations; and the story itself is so simply told that it could be understood by the children in the intermediate grades.

To give children an appetite for history few books are better.

MacMillan & Co., Limited,
And The Copp, Clark Company, Limited, Publishers,
64 and 66 Front Street West, Toronto.

— WE have received from Chickering & Sons, Boston, a musical poster design, by the famous poster designer, Will Bradley. We can commend it most heartily to teachers interested in posters.

THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 4.

APRIL, 1902.

VOL. XXII.

I come, I come! ye have call'd me long,
I come o'er the mountain with light and song :
Ye may trace my step o'er the wakening earth
By the winds which tell of the violet's birth,
By the primrose stars in the shadowy grass,
By the green leaves, opening as I pass.

MRS. HEMANS. *Voice of Spring.*

Articles : Original and Selected.

THE TEACHING OF GEOGRAPHY. *

Geography might be made a most important and interesting subject, but, if so, the methods of teaching in vogue when I was a school examiner, must be radically reformed. Who remembers in later life the dry memorized geography of his school days? The profound ignorance of grown-up persons on this subject is proverbial. On the other hand, does any one forget what he has once learned by travel and personal observation? What crowds of minute details spring up the moment we let our minds go back to some place where we once spent a few hours thirty years ago! Yet in spite of this obvious hint of the true method, I have found schools of high reputation teaching geography by forcing boys to memorize ten lines a day from a dull text-book composed on the plan of a gazetteer, the length of

* By Prof. Cox, of McGill University, in the *Canadian Magazine*.

the lesson being maintained without regard to the sense. In one case a lesson was marked, which consisted of part of the boundary of the county of York with four lines of small print containing part of some dry statistics about the city of Hull! Because the rivers of England were once its main trade routes, boys, in all the schools I examined in many years, could give wonderful lists of the rivers on the east coast of Great Britain, let us say, with their tributaries down to brooklets hardly big enough to float a minnow, while the great railway systems were passed over in silence by the books, and apparently by the teachers, for though I set questions on them regularly, I never once extracted a gleam of knowledge about them. Is it any wonder that when they grow up these boys should have such dwarfed and stunted imaginations that they are unable to realize their own country vividly, while the rest of the world means nothing to them? They can tell you, perhaps, how India is "bounded on the north," but they think of it as a vague yellow patch on a sheet of paper; and Australia is another patch, coloured pale brown. They write to their friends in Montreal asking them to find out something from a person in Vancouver or Florida next time they are passing, and gravely wonder how we get along without turkeys at Christmas!

Now there is nothing for which children of any age show a more eager curiosity than for stories of strange lands and strange peoples. Why should not this natural bent be utilized? Why should not the classes in our schools be led to a working knowledge of every important country in the world by means of imaginary journeys? In these days sets of pictures and even lantern slides illustrating all lands are easily obtained. It would not be difficult for each class to make its own sufficient collection within a year from the illustrated papers and magazines taken in at home; or sets of slides and lanterns might be circulated from school to school. The pupils would approach the study of each country by working out the great trade routes and lines of travel leading to it, and would be set to lay out tours to its principal sights and centres of interest, with details of time and cost by means of old Bradshaws, time-tables and folders, which could be purchased for the price of waste paper. They would learn to know by sight the outlook of its coasts, the aspects of its

open country, the cities, the shops and houses, the people, their dress and customs and ways of doing business, the workers in their mines and manufacturing centres, the farms and field labourers, the cattle ranches and the sheep ranges. The school library should be stocked with books of travel and stories that would bring vividly home to the minds of the pupils the habits and ways of thinking, and even the prejudices of the different peoples with whom they are later on to have business dealings. Why should not schools establish a kind of collective correspondence with other schools chosen in different parts of the world, the class being set from time to time to write a letter, either jointly under the master's supervision, or individually, each to a boy in the distant school? Relations established in this way might ultimately serve more than a merely educational purpose, and if a school taught on these lines possessed a few travelling scholarships, it might turn out year by year men to whom the inhabitants of foreign countries, far from being unnatural monsters, incalculable in their actions, would be valued friends and co-workers in the interests of peace and good-will.

For teaching Physical Geography Lord Kelvin is never tired of insisting on the "use of the globes." An intelligent teacher with a good pair of globes could do more in an hour to make clear the mysteries of the solar system, the seasons, latitude and longitude, and the general configuration of the earth's surface than pupils will learn in a year from the descriptive chapters at the beginning of most geographies. What is now called Physiography, a combination of elementary physics, chemistry and geology, so far as is necessary to understand the phenomena of the earth's crust, rivers and oceans, winds and tides and climates, should rank as the Science subject of the curriculum. There are excellent textbooks for this purpose, but probably neither textbooks nor teachers are as yet available for dealing with general geography in the manner sketched above.

Educational Experiments.

DISTRIBUTION OF BLOOD IN THE BODY.

It has been proved that when the mind is engaged in deep thought the supply of blood to the head is greatly

increased. Several years ago Professor Angelo Mosso, of Turin, Italy, devised a balance on which the human body could be so poised that a change in the distribution of the blood could be detected at once. When the man lying on this balance was solving a numerical problem, for instance, his head would sink.

William G. Anderson, of Yale gymnasium, has proved by an apparatus which he calls the "muscle-bed," that during deep thought an extra supply of blood flows to the brain. This is a movable couch on which a man can be easily rolled in either direction by a large or fine adjustment. The whole is balanced on knife edges, and is therefore very sensitive. It is evident that a body balanced in this way will be instantly affected by additional weight on either side of the knife edges. On this apparatus he has balanced students before written examinations and has found that after the mental test, the centre of gravity of the body has changed from a sixteenth of an inch to almost two and one-half inches. It has also been found that mere thought will send a supply of blood to parts of the body. A man perfectly balanced will find his feet fast sinking if he goes through mental leg gymnastics, but does not make the movements. — *Our Times*.

CHILD STUDY.

Why are children inattentive ?

a. Is it because they are so placed in the school-room as to hear with difficulty and thus grow weary quickly ?

b. Are they too far from the blackboard, and therefore cannot see ?

c. Is it because the lesson is so conducted that the children do not feel a responsibility in respect to it ?

d. Is the work too hard for the children ? How may this be tested ?

e. Is the work too easy ? Does familiarity breed contempt ?

f. Is it because the new matter presented has not been built upon the previous knowledge of the children ?

g. Is the teacher herself awake ?

h. Is the lesson so presented that continuous attention on the part of children is unnecessary ? Each succeeding step of the work should rest upon the previous step.

i. Are the children muddled by the disorderly, unsystematic method of presentation ?

j. Is too great demand made upon the child's feeble power of concentration of thought ?

k. Is there too much sameness, monotony in method ?

l. Are the illustrations used lacking in force to drive home the point ?

m. Are the children sick or underfed ?

Weak bodies cannot support strong brains. Weak children who are bright are drawing on their health bank account.

Editorial Notes and Comments.

—RECENT writers in magazines and newspapers, dealing with the question of elementary education in the Province of Quebec, have drawn attention to the fact that what is needed more than anything else in order to raise the standard of education is money. That many of our best elementary teachers leave the profession because they cannot make a decent livelihood in it is evidenced by the fact that stenographers, typewriters, clerks, etc., etc., who had started life as teachers, but who had fallen out of the ranks, offered themselves in great numbers to go to South Africa to teach the Boer children in the concentration camps, tempted by the offer of £100 a year, rations and free transportation. There were one hundred applicants for the six positions allotted to teachers of the Province of Quebec.

—IN our correspondence column we publish a letter from Mr. C. H. Gould, the Librarian of McGill University, touching a most important subject in connection with education, namely, "Travelling Libraries for Schools." We trust that our readers will take note of the valuable suggestions contained in Mr. Gould's letter.

—WE have been handed the following letter received by the Principal of one of our city schools :

Montreal, March 26th, 1902.

Mr..... ,

Please excuse William for not being in school on time, Thursday, March 27th, 1902, A.M., for he is no good.

And oblige,

G..... F

What a comment on parental irresponsibility. The father does not seem to realize that if the boy "is no good" that he is to blame far more than the boy.

Poor child! To have to go through life with his natural guardian and defender transformed into an enemy is sad indeed.

—WE commend to our readers an article by Prof. Cox, of McGill University, in "The Canadian Magazine" for March, on "Commercial Education." Prof. Cox shows that the college is not the place for commercial education and points out many respects in which the schools may, without altering their curricula, be training grounds for commercial life.

As Prof. Cox wrote of teaching methods in vogue years ago in England, the reforms suggested have, many of them, been at work in Canadian schools for some time.

We quote, from among the many valuable suggestions in the article, one with respect to the teaching of geography and advise our readers to procure for themselves copies of the March number of the "Canadian Magazine."

—MR. Edward Bok's collection of wails by American parents and teachers in regard to overstudy in schools appears to us to point to a somewhat serious epidemic of hysterics among teachers and mothers. A few laments are printed below:

"Eight children in the school where I teach have been withdrawn already this term—two I fear with their little brains hopelessly hurt."

"Twelve children from overstudy under my professional care as a physician have opened my eyes this year."

"It was either no boy or no school: so we chose the latter and took our boy out."

"At the age of twenty-one, I see my daughter a nervous wreck from overstudy."

"I am constantly told by parents that I must push their children. 'Never mind if the boy does get sick; said one.' Sickness can be cured, but a lack of education cannot."

"Last year I laid my dear little daughter away wrecked in nerves and brain by overstudy. Too late I saw my error."

"It was music and painting added to a tired brain. Now our house is still—a monument to our thoughtlessness."

"She was ailing, but her mother was so ambitious for her

She let her sit up far into the night to study—a beautiful girl of only seventeen. She died a few days ago.”

“After she was graduated, coming home a mental and physical wreck, I laid a cherished daughter to sleep in the silent city.”

“Ambitious to have her excel we let our child overstudy. We did not see our wrong, even when she became ‘so tired’ At seventeen she has just left us”

“Our poor little boy, just previous to his passing away, went into a delirium of fear that he would not get his ‘marks.’ His dread was something pitiable.”

In this connection we commend to the careful attention of teachers a letter in the March number from a correspondent of THE RECORD.

Evils do exist in connection with the schools. Teachers will persist in giving children long and difficult lessons for home work, because they have not the skill to employ to best advantage the hours of the school session. There is an appalling waste of time along this line. Then the heating and ventilation of school-houses is very far from perfect. Again, the coming together of so many children disseminates disease.

Yet, as the school has the children for five or six hours out of the twenty-four, while the home has them eighteen or nineteen, it is hard to see that the majority of the ills of childhood can be laid at the schoolroom door.

Let the home take its share of blame. There is a great want of common sense in the feeding of children. Thin shoes may take as much responsibility as overstudy for childish ill-health. Drawing and singing lessons and the late hours and unnatural excitement of children’s parties come in for a share. The bolting of food in order to get back to school for play is ruinous of childish digestion. The herding together of children for sleeping purposes, without any provision for ventilation, will in one night do as much harm as could be done in two days of bad ventilation at school.

Let us read thoughtfully the complaints made against the whole teaching system and remedy as far as possible any evils that we know to exist. Yet we must bear in mind that some newspapers and magazines too readily open their columns to the discussion of current evils. This is an opportunity for malcontents of every description to air their opinions.

Current Events

“OPEN DAY” AT THE MCGILL MODEL SCHOOL, MONTREAL.

The interior of the McGill Model School presented a festive appearance on “Open Day,” March 27th.

Not least among the attractions were the bright, important faces of the children, all of whom were to take part in the oral examinations of the day, when the loving eyes of fathers, mothers and friends would be upon them.

Flags, flowers, drawings and other work of the children adorned the walls and blackboards. On the blackboard of the reception hall was tastefully drawn the motto “Easter Greetings,” framed in a design of most natural looking Easter lilies. In the boys’ school nature’s awakening was symbolized by drawings of a flood, eggs, little chicks and flowers.

As the little children tire quickly let us take a peep at the Kindergarten first. Here the little ones are having a morning talk on “waking up,” interspersed with songs on the same subject. The ingenuity of the children, in discovering other things besides themselves that wake up, is remarkable. After the talk comes the gift lesson, the older children taking form and number, using sticks; the younger children color and number with balls. Perhaps the most interesting lesson is one in oral French. French is, for the time being, the language of the class, the little tots carrying out rapidly the commands of their teachers, telling what they themselves do, issuing orders to their classmates and playing “who’s got the button.”

It will be seen that it is not all play in the Kindergarten and in the next class—the Transition—the proportion of work to play becomes greater. Here we find the children busy making words and sentences using boxes of letters, thus learning to spell without drudgery. Then comes the arithmetic lesson, the children adding, subtracting, multiplying and dividing in connection with a story about a box of nuts. The results are neatly tabulated on the board, each child having his own blackboard space.

It is a pleasure to look upon the happy little faces and the restless little bodies as yet but playing at being in harness.

But we must pass on to the Primary Departments, Grades I, II and III Elementary.

In this department the teachers would have rejoiced to see a larger number of parents looking after the welfare and happiness of their children. Probably confidence in the teachers made anxiety superfluous. It is to be regretted, however, that parents do not embrace the opportunity presented and the invitation extended to them to attend "Open Day," so that they may see the daily work of their children, for this is neither an examination nor an extraordinary display of the children, but is an exhibit of daily work—just a slice out of the year's programme. The work on the walls of Grade III Elementary room represents what the children have been doing in writing, dictation, arithmetic drawing, reproduction and original stories. For the latter, pictures are supplied by the teacher, and the children write a story without help or correction from her. Mat-weaving and sewing, the latter consisting of running, over-casting, French-hemming, matching and hemming, engage the attention of this class. In Grade III Elementary we hear an interesting and instructive lesson on the "Exodus of the children of Israel." A small boy swelling with the importance of it all is tracing the journey from point to point on a map of home manufacture. In Grade II Elementary the work displayed consists of spelling, dictation, arithmetic, writing, mat-weaving and outlining advanced work on card-board. The work shown in Grade I Elementary consists of exercises in drawing, writing, arithmetic and simple outline forms.

As co-education ceases at this point we shall pass first into the girls' school and next into the boys'.

It may be remarked here that on this occasion we are just taking a look at a small fraction of the work done.

As there is practically no discipline in evidence at such a time it might be well to say a word or two in reference to it. The discipline of the school is excellent: of a kindly motherly character in the Kindergarten, Transition and Primary classes, with a little of the fatherly element in evidence in the upper classes. More definite and decided discipline is needed in the intermediate classes, but nowhere is discipline forced upon the child who has learned to obey the rules of the school and govern himself. In the upper classes self-

government is fostered under wise supervision and direction.

The girls' school gives evidence everywhere of careful preparation of work. The practical character of education in the girls' model school is shown in the cooking, modelling and wood-carving exhibits. The sewing is graded, the children beginning with running and hemming, passing through patching and darning and ending by cutting out and sewing full-sized garments of various kinds.

The artistic taste and originality of the children is shown in the blackboard designs, the Easter lily in the upper classes and the pussy-willow in the lower holding prominent places. In connection with the drawings we note those from objects, copies from pictures, coloured maps and memory maps. A map of South America, drawn from memory in thirty-five minutes, containing besides the outline, four rivers, the capitals and capes, was well done by Grade II Model.

Compositions are illustrated by means of pen and ink drawings and by pictures pasted on the margin of the composition paper. We noted in especial the series of illustrations showing the complete history of coal and another series on the chestnut. The compositions on current events are based on articles in "World Wide." The children read the articles (a valuable introduction to good literature) and reproduce them in their own words. We noticed compositions on "The Opening of the English Parliament" and Count Von Bülow."

Class exercises in parsing, penmanship, and arithmetic, also patriotic drawings and paintings, and pictures dealing with a variety of subjects serve as mural decorations. On one side of Model II room the decorations consist of the late Queen as central figure, supported by the present and future King and Queen. Terse mottoes "We should love one another, little children," "'Tis education forms the common mind," and scripture texts, that will find an echo in the hearts of the children long after school days have ended, are placed in conspicuous places in the school rooms.

In the boys' department the exhibition of work is good and similar to that of the girls. "Easter Greetings" and "Welcome" figure in the decorations. In Academy I the Canadian coat-of-arms in colors is conspicuous. The

specimens of work in writing, arithmetic and drawing are good throughout the school. In Model I room we notice pretty chalk designs on the blackboard. In Model II room the designs on the blackboard show neatness and care, especially noticeable is a map of the Province of Quebec in colored chalks. A Chinese boy, Leung Gong, had drawn an admirable map in Model III room.

About half-past three a fragrant odor of coffee and cocoa began to penetrate into the various class-rooms. Following the enticing odor we found ourselves in the kindergarten rooms, already well filled, where the girls of Model III had prepared and were in the act of dispensing to the teachers, their parents and other friends, a delicious tea of bread and butter, light soda biscuits, layer cakes of several kinds, candy, cocoa and coffee, all made by themselves and served in the daintiest dishes. The pretty and courteous manners of the young hostesses wearing appropriate white muslin caps, aprons and sleeve protectors won the hearts of the many guests who were fortunate enough to get invitations.

(To be continued.)

—THE antiquities of Carthage are to be unearthed by a French society which is advancing a large sum for excavating.

Harvard University is to send an exploring party to Palestine, Assyria and Babylonia to dig up the works of art to be found there. It is hoped that much light will in this way be thrown upon Jewish history.

—THE total number of students in attendance last year at McGill University and associated institutions was 1222.

—THE report concerning the classes in calisthenics of the Royal Victoria College showed a marked increase, during the present year, in the lung capacity of students.

—IN connection with the physical training work of the University of Chicago School of Education under sports, games and plays there is a game called "Ladysmith," described as follows in "The Elementary School Teacher":

“The class forms a circle around a fort represented by four Indian clubs placed in the form of a square or cross. The guard in the centre of the fort maintains his post by protecting it against the shots delivered by the enemy composing the circle. The purpose of the enemy is to displace the clubs with basket balls, and to keep the guard as busy as possible replacing them. All clubs down, he surrenders to the last gunner, who rebuilds the fort whereupon hostilities may again be resumed. The game may be varied by detailing the poorest gunner to assist in holding the fort; or, a stated number of failures to disable the enemy may result in exemption from service, etc.”

Though we fail to see the application of the name “Ladysmith,” we suggest that the teacher set the children, who have not resource in themselves, at work on the game during recess.

—THE following is the list of teachers chosen from amongst a hundred applicants from the Province of Quebec to go to South Africa to teach in the concentration camps:

Miss Isabel Perry and Miss Sarah L. Abbott, Montreal; Miss Mabel K. Coffey, Millington; Miss Sylvia B. Lee, Cookshire; Miss Jessie Fleet and Miss E. E. Macburney, Montreal; Miss Ellen Maude Graham, Quebec.

It is expected that they will sail on the 14th of April.

—LAST month there was a students' outbreak of a revolutionary character in Russian Poland. The students set fire to the technical school and tried to lynch the professors, who had difficulty in escaping. Our woes are not to be compared with those of the professors referred to above.

—THE Montreal Diocesan Theological College has received a gift of \$40,000 from Miss Eliza Duncan.

—THE Guelph College has received \$125,000 from Sir Wm. Macdonald in connection with the Macdonald plan for the improvement of rural schools in Canada.

--ON Arbor Day have a talk with the children on the value of our trees. If possible have the children plant trees.

The groves were God's first temples. Ere man learned
 To hew the shaft and lay the architrave,
 And spread the roof above them,—ere he framed
 The lofty vault, to gather and roll back
 The sound of anthems; in the darkling wood,
 Amidst the cool and silence he knelt down
 And offered to the mightiest solemn thanks and supplication.

—*Bryant.*

--PRESIDENT Harper, of the University of Chicago, recently received the following letter from a prospective girl student at Pecatonica, Ill. :--“ Dear Dr. Harper, I know you will be pleased to learn that I have decided to attend the University School of Education this fall. I am going to Chicago next Saturday by the morning train, and, as I have never been in the city before, I would be glad if you would meet me at the depot. I am five feet four inches tall, have light hair and eyes and a pleasing appearance. I shall wear a dark brown travelling skirt and a blue waist with white yoke. I think I shall know you from your pictures, but for fear I make a mistake, will you please wear your card in your hat ? ”--*McGill Outlook.*

—CHARLES M. Schwab, the head of the steel trust, whose salary is said to be \$1,000,000 a year, is one who has decried education; but Mr. Schwab has just shown that he himself is sadly in need of more culture. With all the libraries, museums and art galleries at his command, during his recent European trip, he found his highest satisfaction, so it is reported, at the gaming tables of Monte Carlo. Boys and girls do not follow the example of the uncultured rich and decry education. Go to college if you can. You may not make as much money, but you will be able to live a higher life and a happier one.—*Our Times.*

—THE Canadian Commission appointed to consider the question of Chinese immigration has reported in favor of the exclusion of Chinese from Canada, on the ground that they have no intention of becoming Canadian citizens, and that they are merely using Canada as a hunting ground for money and are lowering the wages of the Canadian working man. The commission was of the opinion that under these circumstances the tax should be raised from \$100 to \$500 for each person.

—THE population of the British empire is 385,794,972.

Practical Hints and Examination Papers.

REMINDERS TO TEACHERS.

If you can look into the seeds of time,
And say, which grain will grow, and which will not ;
Speak then to me.—*Macbeth*.

—THERE seems to be a constant decay of all our ideas ; even of those which are struck deepest, and in minds the most retentive, so that if they be not sometimes renewed by repeated exercises of the senses, or reflection on those kinds of objects which at first occasioned them, the print wears out, and at last there remains nothing to be seen.

—*Locke*. Human Understanding.

—A PUPIL does not, and cannot of himself, generalize at all—he must be taught to do so.—*Dr. E. S. Loomis*.

—NOW is the time to get children to draw conclusions with regard to causes from effects and to pass from causes to effects by observing the changes in the amount of sunshine and rain ; by watching the variations in trees, the gradual clothing of the earth in its spring suit, the return of birds and insects ; the waking up of the animals that have been sleeping through the winter, and the loosening of the brook's silver tongue by the melting of ice and snow. If at all possible let the children plant seeds of different kinds, observe their rate of growth and manner of growth, tabulating results. There is too little observational and experimental work done by children.

—THE teacher without faults may perhaps be excused for dealing harshly with the faults of little children. But what teacher is faultless ?

—TRY to see that every fault in the child is the lack of some virtue. If a girl is inattentive, teach her how to concentrate her thought upon her work. When a child is untruthful, teach him the value of truth, and how to be accurate in statement. If a child is lazy make clear to him the value of industry and give him special exercises along this line.

—THE one thing worth living for—yes, worth dying for—is the chance to make somebody useful and happy.—*Booker T. Washington*.

—I THINK the safest way in the education of a single individual child is to find, if you can, what that individual likes most in the way of intellectual exertion and does best, and then see to it that that child gets instruction in that thing if he gets nothing else.—*President Eliot.*

—A CHILD working busily may be worse than idle. Children should not be kept doing the things they can do but the things with which they have trouble. *i.e.*, the things they cannot do. A teacher says, "Johnnie do you know your lesson"? Johnnie replies, "yes." Then copy it all out in your scribbler, the teacher replies. This is a waste of Johnnie's time, if he really knows his lesson.

—TEACHERS would be much better in health if they walked more. It is a good plan to take the pupils of the class, three at a time, for walks into the country, the stronger children for long distances, the weaker for short distances. On these walks you can become acquainted with your pupils and drop many a fruitful seed into their minds.

"Come, let us live with our children."

—"I CALL a complete and generous education that which fits a man to perform justly, skilfully and magnanimously all the offices, both public and private, of peace and war."—*Milton.*

—TEACHERS of science may take heart again when discouraged by disappointing results from trying to teach with inadequate apparatus and illustrations; for Charles Kingsley tells us in his *Health and Education* that, "Science is like virtue, its own exceeding great reward."

—LET us not make a mistake by cutting formal grammar from the school course. It is all very well to have the child speak his native tongue correctly and with ease, but the highest command of language comes from constant reflection on language. Formal grammar puts the child in the reflective attitude towards language.

APRIL NATURE STUDY.

Points to be noted by observation and experiment, accompanied, where practicable, by drawings and modelling, are: the relative lengths of day and night; the variations of the thermometer and barometer; the colouring

of nature, as seen in ploughed and unploughed fields ; the flowers as the trillium, hepatica, bloodroot and arbutus, in sun and shade ; the running of sap ; the opening of buds ; the germination of seeds ; the appearing of birds, and of insects ; the clouds ; sunshine and rain ; the amount of rainfall in inches ; the altitude of the sun at midday ; the amount of water in brooks and streams ; the bark and shapes of trees and the swelling of buds.

There are no more fruitful subjects for study than these—a pond and a section of a field two feet square and one half foot deep.

—IN order to take up the study of nature with children it is necessary that the teacher herself should be a student of nature. There is no more interesting study than that of bird life.

HOW TO LOOK FOR BIRDS.

1. Go alone and you'll see more, because you won't be talking and you may listen to nothing but birds.

2. Go in the morning or in the evening ; birds rest at noon.

3. Wear old clothes and overshoes or boots, for then you can go anywhere.

4. Don't forget your field glasses, then the birds will be tame.

5. Take a notebook and pencil, so that you may write down your impressions on the spot. Your memory might fail you.

6. Make a list of all the birds you see and your next tramp will be more exciting.

7. When you see an unknown bird, don't fail to see what shape its bill is. Bills differ more than noses. Sketch bills, that's the only way to see.

8. To arouse the bird's curiosity kiss your hand ; the dullest bird will crane his neck.

9. Move slowly ; quick movements excite things.

10. Keep off dry twigs—they are noisy.

11. Go under low branches instead of brushing past them. A waving branch means wind ; a jarred one means life—and every bird knows it.

12. If the mosquitos will permit it, sit down somewhere and keep perfectly still for half an hour (to begin with), then you may see a bird before he sees you.

13. Think about what you see.

14. Don't feel discouraged after your walk if you don't see much. The walk was good for you.

15. Don't wear a white waist. The snow is all gone. Now things are green, brown, or gray.—*Robert J. Sim, in "Primary Education."*

—IN teaching geography these are two matters that should receive the careful attention of teachers. The first is, children should be taught to represent (by making a plan to scale) on paper and in sand or clay the roads along which they walk, what they see on the roads, as their own homes, the school-house, the village stores, etc; that is, children should be taught to represent the surface of the earth by symbols. This first part of the subject is as a rule well taken up. But its converse, equally important, receives very little attention at the hands of the teachers. How many children can clothe with life the dead symbols of the map? How many of them know that it speaks of great cities, of large rivers, of grassy plains, of mountains with their varying vegetation, of lovely lakes, of the blue sea and its winged life, of hurrying trains carrying the world's produce, of great mines and of great peoples. Children should be taught not only to represent by symbols what they see but should also be taught to interpret the symbols. This may be done by having them describe a certain district that they have represented on paper or in sand.

—ONE of the incidental advantages that spring from oral presentation and reproduction of history stories is a straightforward, forcible use of good English. But many corrections of faulty words and phrases are made necessary. These corrections may be made quietly by the teacher without seriously interrupting the pupil's course of thought. The primary aim, however, is not language drill, but the culture that lies in history.—*C. A. M' Murry.*

—LABOR is rest from the sorrows that greet us ;
 Rest from all petty vexations that meet us,
 Rest from sin promptings that ever entreat us,
 Rest from world sirens that lure us to ill.
 Work and pure slumbers shall wait on thy pillow;
 Work thou shalt ride over Care's coming billow
 Lie not down wearied 'neath Woe's weeping willow !
 Work with a stout heart and resolute will !

—*Frances Osgood*

—TEACH the child to love work, to find its highest pleasures in work faithfully performed. Marks cannot give the same solid satisfaction.

—WORRY is the twin sister of nervousness. Neither should enter into the daily life of any one. God, in His all-wise providence, put the head of a human being on top, that all beneath it might be subservient to it. There is something wrong above the eyes, in the region of the will power, when one becomes nervous in the sense of excitability. "Know thyself" is good; control thyself is better. Worry and excitement never aided any one. Any fool can get along when everything is all right, but it takes a wise man, a level-headed man, to get along and not worry nor become nervous when everything is all wrong —April *Ladies' Home Journal*.

CORRECTION OF ORAL ERRORS.

Let every teacher keep beside her on her table a pencil and notebook, in which she can write down all the mistakes in English which her children make during a month. She will find at the close of the month that she has almost all the kinds of mistakes they will ever make.

These mistakes will differ, to some extent, with different sets of children. German children will not make all the mistakes made by English children, and they will make some mistakes which English children do not make. The mistakes of Swedes will differ, to some extent, from both the others; but most mistakes in English are common to all.

The teacher will find further, that when she has classified all the mistakes, she will not have a large number of classes or kinds. There will be defects in pronunciation, double negatives, wrong forms of pronouns, pronouns used for adjectives, verbs that do not agree with subjects, mistakes in the use of the principal parts of irregular verbs, auxiliary verbs used incorrectly, etc.

Now after the teacher has discovered what mistakes the children make, let her set to work consciously and systematically to drill them out of the language of the children. Take up one at a time and let the oral work and written work be directed against it.—"Language for the Grades," by *J. B. Wisely*.

—A FEW weeks after a certain small boy had entered the first primary grade in one of our city schools, his mother noticed a decided change in his deportment. From being one of the most inconsiderate little fellows in the world, he had grown thoughtful of the comfort and pleasure of others. Concluding that the teacher had brought about this change, she said :—

“ George, how does Miss —— teach you to be polite ?”

“ She don't teach me,” George replied.

“ Well,” continued the mother, bent on solving the mystery, “ what does she do, then, to make you polite ?”

“ Well, mother, she doesn't do anything ; she just walks around, and we all feel polite.”—*Ex.*

STORIES FOR REPRODUCTION.

THE EMPEROR WILLIAM AND THE CHILD.

Many an interesting anecdote is told of the old Emperor William—the grandfather of Emperor William and Prince Henry.

In his later years the aged monarch took great pleasure in visiting the schools and catechising the children. At one time, while in the city of Ems, he visited an orphan school that was under government patronage.

After listening for an hour or more to the recitations of several of the classes, the Emperor called to the front a bright golden-haired little girl, seven or eight years of age, and, lifting her into his lap, said to her :

“ Now, then, my little fraulein, let me see if you can answer me three hard questions.” And taking an orange out of his pocket he held it up. “ To what kingdom does this belong ?” he asked.

The little girl hesitated a moment, and then said timidly : “ To the vegetable kingdom.”

“ Right, my little fraulein,” said the Emperor, “ And now to what kingdom does this belong ?” The Emperor drew a gold piece out of his pocket and placed it beside the orange.

More confident this time, the little girl replied : “ To the mineral kingdom.”

"Better and better," said the Emperor. "Now, look at me and tell me to what kingdom do I belong."

The little girl was confused. Dare she say "the animal kingdom?" All the teachers and pupils looked at her with breathless expectancy. But in a moment she glanced up up brightly into the face of the kind old Emperor and said. "To the kingdom of heaven."

This unexpected answer drew tears from the eyes of the Emperor. "Yes, yes, my child," said he; "I trust that I do belong to the kingdom of heaven, and the day is not far distant when I shall go there, my little fraulein."

Then, kissing the little girl, he presented her with the gold piece and the orange and brought his visit to a close.

Correspondence.

LIBRARIES FOR SCHOOLS.

March 29th, 1902.

To the Editor of the EDUCATIONAL RECORD.

Many readers of the EDUCATIONAL RECORD are, no doubt, already aware of the opportunities to teachers offered by the Travelling Libraries of McGill University, but perhaps a few words on the subject may not even now be unseasonable. These libraries have been in operation for nearly fifteen months. Each consists of about twenty-five carefully selected books, and may be retained three months on payment of a fee of \$3.00, which covers expressage and all charges except local cartage and loss of or damage to books.

One of the prime objects aimed at by the founders of these libraries was to benefit country schools, to which books may be sent on application of the Principal. With the school libraries are sent large photographs of pictures by great masters, of historic or noted scenes, or of cathedrals or other architectural achievements. The photographs are framed and are intended to be exposed in the school. A description accompanies each picture, and the picture may be retained during an entire school year, or until such time as the scholars have become thoroughly familiar with it. Stereoscopes with seventy-five excellent slides may

also be obtained with a library. One of these, on the South African war, gives a vivid impression of some important personages and events in this memorable struggle, and of the country in which it is proceeding. Another represents a tour through Canada from Halifax to Vancouver; and so on.

A lantern may also be obtained for use in conjunction with the Bickmore Lectures to Teachers.

The fee for a library entitles the borrower to all that has been mentioned.

As to books: the library may consist of a miscellaneous selection—a little biography, travel, and science, with some literary essays, a volume of poetry, a little good fiction, and some books for young people. It may be entirely devoted to the needs of the children with the addition perhaps of a few books upon some subject in which the teachers are specially interested; or it may contain books on but a single topic, interesting alike to pupils and teachers. For example, a delightful library upon Italy has recently been completed, with especial reference to the cities of Naples, Rome, Florence, Venice and Pisa, their buildings and their art treasures. The Bickmore Lecture and slides on Italy constitute an excellent introduction to this set of books.

It is hardly necessary even to hint at the many opportunities that these libraries and their accessories open up to those who will take advantage of them. Teachers in the country often have time and inclination to pursue study for their own benefit, but are restrained by the lack of books. This difficulty the library will remove; it will also supply wholesome recreation and relaxation from school duties, help to interest the children in and to illustrate the lessons of the day, and, finally, if judiciously employed, it will be of great assistance to the teacher in preventing that distaste for books which a too exclusive use of mere manuals is so apt to engender in children—aiding him instead to inspire in his pupils a love of good literature, which is after all one of the most important results of an education, and will remain a source of enjoyment and of benefit through life.

Yours truly,

C. H. GOULD,

University Librarian.

Official Department.

MCGILL NORMAL SCHOOL,

Montreal, February 28th, 1902.

On which day 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, LL.D., C.M.G.; W. S. Maclaren, Esq., M.P.; Gavin J. Walker, Esq.; Dr. C. J. Cotton; the Honorable Sydney A. Fisher, B.A., M.P.; the Reverend 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.; the Honorable H. T. Duffy, B.A., K.C., M.P.P.; W. L. Shurtleff, Esq., LL.M.; H. J. Silver, Esq., B.A.

The meeting opened with prayer by the Reverend Dr. Shaw.

An apology for enforced absence was read from His Lordship Bishop Dunn.

The minutes of the last meeting were read and confirmed.

The Secretary read his usual report respecting the state of business.

An application from the Gould Model School for permission to take up academy work was read and held over for further information.

The application of the Protestant School Commissioners of Montreal for permission under regulation 140, as amended, to work out of use the Royal Story Book Readers, such readers to be replaced by authorized books, was granted.

A letter was read from Mr. W. J. Messenger, who wrote on behalf of certain headmasters asking for a modification in the course of study for academies and model schools.

The matter was referred to a sub-committee consisting of the Reverend E. I. Rexford, convener, Principal Peterson, Messrs. Masten and Silver, Professor Kneeland and Dr. Cotton. It was agreed that this should be a standing sub-committee on the course of study for academies and model schools.

It was also agreed that Mr. H. H. Curtis be requested to prepare a paper for the examination in oral French in June next.

Moved by Reverend Elson I. Rexford, seconded by Mr. G. L. Masten, and

Resolved, "That it be an instruction to the standing committee to consider the conditions under which the requirements for A.A. examinations are to be incorporated with the course of study for model schools and academies, and that the sub-committee be empowered to make all necessary arrangements concerning the limits for the next June examinations."

A letter was read from Dr. Delaney, M.P.P., asking the Committee to form the Magdalen Islands into a district of inspection, and to approve of the appointment of Mr. John Ballantyne as inspector of the Protestant schools there. After discussion it was resolved to refer the matter to the Honorable Mr. Duffy.

The Secretary called attention to the forms of diploma which are issued by the Central Board and suggested an amendment. He was instructed to consult with Dr. Dunbar and to make such alterations as are necessary.

The Chairman then introduced for discussion the subject of rural schools which had been placed on the order paper by his direction. After the question had been considered at some length a sub-committee was appointed with instructions to study the matter and to devise some scheme for rendering these schools more efficient. The following persons are members of the sub-committee: Mr. John Whyte, convener, Principal Peterson, the Honorable S. A. Fisher, the Honorable H. T. Duffy, Dr. C. L. Cotton, Mr. W. L. Shurtleff, and the Reverend E. I. Rexford.

Mr. Whyte presented the report of the sub-committee on the distribution of poor municipality grants. It was resolved that the report be adopted and that the distribution be made with the approval of the Lieutenant-Governor in Council according to the list submitted.

The question of disposing of diplomas which are not claimed at the annual closing exercises of McGill Normal School was referred to Dr. Dunbar for consideration and report.

The report of the sub-committee on complaints against

an elementary school inspector was submitted and was adopted in the following form :—“The sub-committee of the Protestant Committee of the Council of Public Instruction appointed to take into consideration the charges recently made against Mr. R. J. Hewton, one of the school inspectors, on carefully reviewing all the available evidence, is of the opinion that the work of the said inspector has not been efficiently done during the past year; and, notwithstanding the inspector's references to the condition of his wife's health, feels it to be its duty to recommend that he be for this cause reprimanded.”

The report of the sub-committee on the method of determining annual grants to academies and model schools was read by Professor Kneeland and adopted. The report reads :—Your sub-committee propose,

1. That basal grants to academies and model schools be made as at present.

2. That equipment grants increased in amount be made upon the following basis :—One hundred marks shall be assigned as a maximum for equipment, made up as follows :—

a. Twenty marks for sufficiency of staff.

b. Twenty marks for buildings.

c. Twenty marks for salaries of staff.

d. Twenty marks for furniture and apparatus.

e. Ten marks for grounds.

f. Ten marks for specimens.

3. That bonuses and rank be determined upon the following basis :—One hundred marks shall be the maximum possible for any school, made up as follows :—

a. Thirty marks for percentage of grand total marks actually taken, within the maximum now fixed, full marks being assigned to the highest taken by any school.

b. Thirty marks for true percentage of the possible number for any school, taking the maximum now fixed for each grade, and the whole number presented in the several grades

c. Fifteen marks for the percentage of pupils presented of the total number enrolled in the several grades.

d. Fifteen marks for the percentage passed of those presented.

e. Ten marks for the number presented in grade 3 model in model schools, and grades 2 and 3 academy in academies, taking ten or over in grade 2, and five or over in grade 3

academy in academies, and five or over in grade 3 model in model schools, as entitling to full marks.

The sub-committee on the purchase of dictionaries reported that, after having received samples and tenders, it had concluded to recommend the purchase of 805 copies of Ogilvie and Annandale's Student's English Dictionary, new edition of 1901, revised and enlarged, in half Persian binding, from Messrs. F. E. Grafton & Sons, at one dollar and fifty cents a copy, delivered carriage paid at the Department of Public Instruction, Quebec.

This recommendation was adopted, and the sub-committee was continued with instructions to expend in the purchase and distribution of supplementary readers, or other school appliances, for such schools as already have dictionaries, a sum proportional to that expended in the purchase of dictionaries.

The sub-committee on special diplomas reported progress and was continued.

The sub-committee on text-books recommended the authorization of Ritchie's First Steps in Greek, and the recommendation was approved by the Committee.

Several requests were made by authors or publishers for the examination of books with a view to authorization, but the Committee declined to ask the sub-committee to report on such books.

A letter from Mr. J. A. Dresser, complaining of the inspection of superior schools, was read. On motion of Mr. Walker, seconded by Dr. Robins, the matter was referred to a sub-committee consisting of Dr. Dunbar, Mr. Shurtleff and Mr. Maclaren, with instructions to consider the special complaint, as well as the general complaint as to the methods followed in the inspection of these schools.

The Chairman read a digest of the interim report of the Inspector of superior schools.

The Secretary was directed to write to the school boards of St. Andrews, Berthier and Aylmer, and to instruct the Inspector to visit Arundel Model School in order to report on the advisability of reducing the said school to the rank of an elementary school.

The usual sub-committee for preparing for the June examinations was appointed, Professor Kneeland, convener.

The financial statement was read and accepted, subject to audit.

FINANCIAL STATEMENT OF THE PROTESTANT COMMITTEE,
FEBRUARY 28TH, 1902.

1901. *Receipts.*
Nov. 29—Balance on hand..... \$2,919.57

1901. *Expenditure.*
Dec. 11—Geo. W. Parmelee..... \$ 62.50
“ 12—T. J. Moore, office supplies for Dr. Harper to date..... 35 91

1902.
Jan. 10—J. M. Harper, salary..... 300.00
“ 28—*Chronicle* Printing Co., 100 copies of minutes of Protestant Committee, November meeting 11.00
Feb. 17—R. J. Hewton, expenses to Montreal on order of Protestant Committee..... 7.15
“ 17—Geo. W. Parmelee, Secretary, for petty expenses 3.00
“ 17—J. W. McOuat, expenses to examine superior school grounds..... 2.50
“ 28—Balance on hand..... 2,497.51
\$2,919.57

1901. *Special Account.*
Dec. 11—City Treasurer of Montreal..... \$1,000.00

1901. *Contra.*
Dec. 11—J. W. Brakenridge, Secretary, for McGill Normal School..... \$1,000.00

Mr. Walker gave notice of a motion to the effect that the regulations of the Committee be amended so as to provide for two visits annually of the school inspectors as formerly, without the institute.

After the reading of the rough minutes, the meeting adjourned till Friday, the 16th day of May next, unless called earlier by the Chairman.

GEO. W. PARMELEE,
Secretary.

BONUSES PAID TO TEACHERS

FOR SUCCESSFUL TEACHING DURING THE YEAR ENDING
JUNE 30th, 1901.

District of Inspector A. L. Gilman.

Misses Maud Keezar, Lucy Edey, Emma Etienne, Ethel Johnson, Messrs. L. T. Miller, B.A., H. Armstrong, Misses Janet Loynachan, Agnes Whelen, J. Ethel Howe, Mary B. Hunter, Kate Horgan, Mary Kirkwood, Minnie Seaman, Mary Salter, Minnie Matheson, Iola Shufelt, Alice Young, Mary Burwash.

District of Inspector James McGregor.

Misses Ida Robson, Luella Anna Anderson, Ethel Cogland, Hadassah Rennie, Isabella McNicol, Mary Campbell, Elizabeth M. Warden, Agnes E. Watherston, Edith A. Russell, Annie B. Milne, Katie Campbell, Agnes M. Cogland, Elizabeth C. Cameron, Annie H. Johnston, Eva C. Miller, Edna E. Chambers, Mary A. C. McCormich.

District of Rev. Inspector I. N. Kerr, M.A.

Misses Theodore Christie, Laura Almond, Annie McKenzie, Ethel Lindsay, Beatrice Bechervaise, Muriel Day, Ida Smith.

District of Inspector J. W. McOuat, B.A.

Misses Annie Gorham, Hattie L. Sharman, Bella McOuat, Lizzie McVicar, Ida M. E. Vivian, Beatrice Baumgarten, Ethel Mackie, Frances Bates, Aggie Dobbie, Anna M. Morrison, Rebecca H. Terril, Maggie Lumsden, Maggie C. Dixon, Mary C. James, Annie Catton, Laura Curran, Clara Kettle, Catherine C. Thompson, Maude Caron, Florence Thomas, Alice Boudreau, Nellie C. Berry, Mary Hyde, Grace E. Johnston, Lizzie Harrigan, Elizabeth Loynachan, S. E. McNaughton.

District of Inspector J. Parker, B.A.

Mr. David Simons, Misses Cynthia A. Bishop, Nellie Hughes, E. M. Bownman, Margaret Morrison, Jemima

Lowry, J. A. Stewart, Clara B. Macaulay, Sarah Thompson, Harriet Thompson, Gertrude Patterson, Ethel Herring, Flora Greenlay, M. Bradford, Jessie McNicoll, Hilda Jacobson.

District of Rev. Inspector J. M. Sutherland.

Misses Edith L. Gilker, Elsie Pidgeon, Lilian Howatson, Elspeth Doherty, Lilian Fairservice, Winnifred Almond.

District of Rev. Inspector E. M. Taylor, M.A.

Misses Katherine R. Longeway, Jennie E. Vernal, Mr. Elbert Jewell, Misses Victoria Wadleigh, Margaret C. Phelps, Mrs. E. L. Bradley, Misses Cora M. Buck, Maud Taber, Clara Blackwood, W. M. Small, J. M. Small, Maud Boright, Mary Chadsey, M. Guillet, Mrs. M. A. Halse, Misses Margaret E. Hall, Jessie Hall, Lucy Dahms, Emily J. Carden, Jessie Blackwood.

District of Inspector Wm. Thompson.

Misses Beatrice Milford, Annie Wark, Mrs. A. McIvor, Mrs. G. Hadley, Mr. L. G. Carter, Misses Mabel Sisco, Mabel Lyon, Addie Patterson, Blanche Edwards, Linda Smith, Mabel A. Bachelder, L. Bachelder, Mabel Hovey, Catherine Annable, Gertie E. Craig.

District of Inspector R. J. Hewton, M.A.

Mr. Walter Odell, Misses Ellen Dunn, Susan Mitchell, Caroline M. Kidd, Annie E. J. Dunn, Ruby Cross, A. M. Dresser, Isabel M. G. Burger, Theresa Howard, Emma Reid, Kate M. Saunders, Mary L. Hutton, Esther A. Bagley, Beatrice Ployart, Edith M. Crack, F. I. Drummond, Bertha A. Dresser, Ethel Swail, Mabel A. Bachelder, Mary Beattie

NOTICES FROM THE OFFICIAL GAZETTE.

DEPARTMENT OF PUBLIC INSTRUCTION.

Boundaries of school municipalities.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 28th of February (1902), to detach from the municipality of Saint Cyprien, county of Napierville, the following cadastral lots, namely: Nos. 517

to 541 inclusively, of the VIIIth range of the said parish, and lots Nos. 705 to 731 inclusively of the IXth range of the said parish, and to annex them, for school purposes, to the school municipality of "Lacolle," in the county of Saint John's.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 28th of February (1902), to detach from the municipality of the parish of Saint Come of Kenebec, county of Beauce, the lots Nos. 50, 51, 52 and 53 of the first range of Linière, and to annex them, for school purposes, to the municipality of the village of Saint Come of Kenebec, in the same county.

Erection of a new school municipality.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 3rd of March (1902), to erect into a distinct school municipality by the name of "Magpie," in the county of Saguenay, all the territory comprised in the following limits: to the north, the line separating the seigniory of Mingan of that of the Crown lands; to the east, the river Magpie; to the south, the river St. Lawrence, and to the west, the river Jupitagan.

Erection of a new school municipality.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 8th March, 1902, to erect into a separate school municipality, under the name of "Rivière aux Pins," for Catholics only, of the following lots of the cadastre, to wit: to detach from the school municipality of Saint Gabriel West, in the county of Quebec, the lots Nos. 47, 48, 49, 50, 158, 172, 178, 179, part of 182, 187, 191, 192, part of 194, 206, 208, 215, 419, 434, 439, 442, 443, 449, 450, part of 451, 455, 456, 460, 461, 462, 463, 465, 466, 467 A, 476, 477, 478, 479, 491, 494, 518, 557, 519, 520, 558, 559, 560, 561, 562, 563, 564, 565, 628, 629, 630, and 631; to detach from the municipality of Sainte Catherine, county of Portneuf, the following numbers, to wit: 631, 643, 644, 645, 646, 647, 650, 652, 653, 654, 655, 656, 657, 661, and 662; to detach from the municipality of Lake Saint Joseph, in the county of Portneuf, the following lots, to wit: 648, 649, 651, 659, and 660.

Boundaries of school municipalities.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 21st of March (1902), to detach from the municipality of Saint Medard de Warwick, county of Arthabaska, the following lots of the township of Tingwick, to wit: Nos. 26, 27, 34, 35, 36, 37, and 41, of the first range of the township of Tingwick, and to annex them, for school purposes, to the municipality of "Chenier," in the same county.

The foregoing erections and annexations will take effect on the 1st of July next, 1902.

Appointment of school commissioner.

His Honor the Lieutenant-Governor has been pleased by order in council, dated the 21st of March, 1902, to appoint Mr. Joseph Dupuis, son of Olivier, school commissioner of the municipality of Saint Jaques, No 2, county Montcalm, to replace Mr. Alcide Gaudette, who has left the municipality, and who has not yet been replaced within the prescribed delay.

Appointment of school commissioner.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 21st March, 1902, to appoint the Reverend Benjamin Demers, parish priest of Saint John Baptiste de Québec, a member of the Roman Catholic school commission of the city of Quebec, to replace the Reverend Mr. F. Faguy, who has resigned.

THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 5.

MAY, 1902.

VOL. XXII.

To-day the Spring is in the air
And in the blood: sweet sun-gleams come and go
Upon the hills, in lanes the wild flowers grow,
And tender leaves are bursting everywhere,
About the hedge the small birds peer and dart,
Each bush is full of-amorous flutterings
And little amorous cries. TODHUNTER.

Articles : Original and Selected.

LIBRARIES FOR RURAL SCHOOLS.

A teacher or school trustee who would secure a good school library must first know what benefits will be secured by a library, and must have the enthusiasm and persistence, as well as the knowledge, to make other people understand these benefits.

A well-selected small library for children may do much more good in proportion to its cost than any of the large popular libraries. The best books for children, read and reread, are of much more worth to the child than a careless reading of the best, the second-rate, and many indifferent books. The boy or girl upon the farm who has read, many times over, in the school and at home, *Seven Little Sisters*, *Black Beauty*, *Robinson Crusoe*, *The Man Without a Country*, *The Great Stone Face*, and a few other children's classics, he who knows the best biographies through frequent reading, is almost certain to become an habitual reader of good books. The best books for children are of so much

more worth than the second-best that a teacher who can get a few of the best books for her children has the greatest encouragement to do so.

Each rural school should have a library of from twenty-five to a hundred volumes, which should include wholesome and interesting books for the pupils of all the grades. A library must grow by small annual or occasional accretions. It is important to secure the best books in the first purchase, so that the good results of their use may be quickly apparent. The child must get the reading habit before he gets the study habit, and if the teacher must choose for the first purchase between a few entertaining and inspiring stories, like *Black Beauty*, and a few books of information, like the children's cyclopædias, she should choose the former. When the children and the parents have fairly grasped the idea that books are a means of pleasure and inspire to better living, the library will grow. The wholesome books that are read for pleasure will procure the means to buy the books of information.

The teacher who would secure a school library should therefore know and love the children's classics. If she does not know them she must learn of them through other teachers, through librarians, county superintendents, state departments of education, or educational journals. When she has read the best of the books she will find herself eager to have others enjoy them. Enthusiasm for books is the foundation of success. Enthusiasm begets enthusiasm.

"I have heard that this is a good book" goes unheeded, when "this is a delightful book," given convincingly, inspires the pupil to get and read it.

When the teacher knows and loves the best books, she should find means to get one or more of them, and use them to show pupils and parents that good books give pleasure, inspiration to better living, and broaden the school work. Through doing this she would find the means to get more books.

In this, as in all other lines of work, she must learn to do by doing. The ability to lead comes only to those who try to lead. Her first efforts to convince people of the necessity of a school library may not be successful, but if she loves books and perseveres, she will in time convince others.

Sometimes the first money for a school library comes from the pupils. A few years ago a determined teacher in

a poor neighbourhood induced each pupil to give her one or two eggs each week. On the Saturdays she carried these a few miles to a country store, and from the money obtained from their sale bought a few books. Sometimes teachers and pupils have raised money by entertainments and subscriptions after concluding an agreement with the school board that the board would give as much as the school could raise.

When the earnest teacher has secured a few good books, she can get others if she will use the first wisely. A few books should be called the "school library." When not in use they should be kept in a box or case, with a simple system of records. The pupils should be taught to keep the volumes clean and neat, and to have reasonable pride in their library and the neatness of their books. At every opportunity pupils and parents should be shown by object lessons the power of the books to entertain, inspire, and instruct. If the teacher knows the books as she should, opportunities will be abundant, and the books will often become the subjects of the daily talks at the homes as well as at the school.

In expending the money for the school library, take pains to get its full value. Do not buy of agents or unintelligent book dealers. Buy durable editions. There are fifty or more editions of *Robinson Crusoe*, but only two or three that are suited to your purse and your needs. Take the advice of intelligent teachers and librarians, not only in selecting the books, but in the case of the older books in choosing the editions.

You should only rarely pay the list price for a book. Discounts vary according to the amount of your purchase and the kind of books bought. The publications of school-book publishing houses are generally subject to smaller discounts than those of houses which publish miscellaneous books. Here, as elsewhere, get information from those who have had more experience. Untrained readers, and many others, like small books. To the child who has read little it seems a great task to attempt to read a large book. The great majority of teachers buy too few small and simple books for their school libraries.

SUGGESTIONS.

The following suggestions by Miss Gertrude E. Wood-

ward, of Ypsilanti, Mich., are so practical and well considered that they will be found very helpful :

If you have not money enough to buy books, make your own. Encourage pupils to bring newspaper clippings on interesting subjects. You will soon have enough to make half a dozen scrapbooks. Sort the clippings into geography, history, literature, biography and the like. Let the children carefully mount them on uniform-sized pieces of paper, then they may be placed between two pasteboard covers and treated as reference books. This is good work for the boy who always has his lessons and never has enough to do.

A book which will be interesting to children is one which contains the programmes of entertainments and school exercises given during the year. These programmes by the way need not necessarily be printed. Let the drawing class furnish the design for them. A very pretty book may be made from these designs, and pupils are always interested in knowing that their productions are valuable enough to be bound.

When the birthday of a great man is celebrated, put his picture up in your schoolroom for several days, until the pupils have become familiar with his face. When not in use these pictures should be kept in a box secure from dust.

Children should learn to take pride in having a library in the room and in keeping it in the best condition possible. Let some pupil be librarian and keep the books in order for a week at a time.

What has just been said assumes that the schoolroom possesses shelving, in some form or another. But what if it does not, do just as you did when you had no money to buy books. You make them and you can more easily make the bookshelves. Any boy in your room will get you a box from a grocer. Make the shelves of the cover of the box. Line inside of box and shelves with cambric, if rough. Usually, however, there will be some carpenter near by who will gladly help if you can get him interested. Let pupils help as much as possible, for the chances are that they will want to make similar cases for themselves, and that is to be desired.

When books through use or accident become torn or damaged in any way, remedy the mischief as soon as pos-

sible. Always keep on your desk a jar of flour paste. It is the only thing to use in mending torn pages, inserting loose leaves, mounting scrap pictures, etc. It is made in ten minutes from the following receipt, and costs practically nothing: Paste: (a) one tablespoonful flour in cup; one tablespoonful cold water in cup; (b) four tablespoonfuls cold water in pan; one-fourth teaspoonful powdered alum in pan. Mix (a) until perfectly smooth. Heat (b) to boiling, Pour (b) slowly on (a), stirring always in the same direction. Pour all back into pan and heat, stirring until thick. It will be of the consistency of jelly.

When pasting clippings, lay the article to be pasted face down on a slate and paste from the centre of paper toward the edges. The slate furnishes a smooth surface and can easily be cleaned.

Card system of keeping memoranda:

Arbor Day celebrations.
King, R. M. School interests and
duties, pp. 123-146.

Card or paper is cut into pieces 3 by 5 inches. Cost of white paper which takes ink, 6-10 cents per pound. Put one item on a slip. File slips alphabetically by first word on top line. Keep standing on edge in a box. Comments can be made on the reverse side of slip. In this way preserve authors, titles and subjects of books, addresses, and clippings small enough to be mounted on slips.

A pamphlet on Arbor Day, by N. H. Eggleston, may be obtained without cost from the Department of Agriculture, at Washington, D. C. Other pamphlets are issued by the Bureau of Education, at Washington. Another class of books, which may be obtained free, or for a few cents, is the illustrated guide books issued by the various railway companies throughout the United States and Canada; also by the lake and ocean steamship companies. Beautiful books descriptive of Mackinac, the wonders of Yosemite, and the Yellowstone National Park may be had for 5 and 10 cents. They serve as attractive reference books in geography.

Pictures may be mounted on the felt paper used as car-

pet lining. It can be obtained at any carpet store, and costs two cents a square yard.

If you have no wall paper on which to place pictures, clippings, etc., make a folding screen, cover it with cloth of one colour, and pin on whatever is to be displayed.

THE STUDY OF A PICTURE.

BY MRS. SIMISTER, SENIOR SCHOOL, MONTREAL.

“ *Si poema loquens pictura est, pictura tacitum poema debet esse.*” Auct. Her. 4, 28, 39.

We should study great pictures as we study great books, not in order that we may constitute ourselves capable of passing erudite criticism upon them, but rather that we may appreciate and enjoy to the full our portion of whatever they may have to offer us.

The work of art is to judge of us—of our mental and artistic capacity, not we of its merits or defects. The world centuries back passed upon it, now it is the privilege of the picture to estimate us and show us wherein we are wanting.

Pictures, like human beings, have poignant and individual character and fascination, and he gets most profit as well as delight out of them who accepts them for what they are, not criticising them for what they fail to be.

In this spirit, then, let us approach the study of “The Coronation of the Virgin,” by Botticelli, one of the most charming pictures ever produced in Italy, “the home of all art yields and nature can decree.”

As an assistant thereto we might arrange our study under the following headings for the benefit of those in search of help:—

I. THE PICTURE

1. THE IMAGE.—“Coronation of the Virgin,” by Botticelli.

(a) Time—day, year, age. The infancy of our Saviour.

(b) Place—country, clime, region. Palestine.

(c) The objects represented:—

Primary—The Madonna writing, and fondly caressing the Divine Child.

Secondary—Attending angels, one holding the book, another the ink well. Two hands hold a crown above the

Virgin's head. Other angel forms are introduced for the purpose of completing the circular order of arrangement.

(*d*) Of what elements of life, either spiritual or physical, is each a type?

The religious life. The Virgin is typical of the Divine Motherhood, the Child Christ of the living God, and the holy angels of peace, calm, and aspiration, as depicted in the uplifted hands.

2. THE MESSAGE.—To be determined from the foregoing study of details.

(*a*) What is it? Give reasons. The Virgin's song praising the Lord: "My soul doth magnify the Lord." (The Magnificat.)

(*b*) What other work of art or selection of literature portrays the same message? There is no other. There are representations of the Madonna and Child, also with a book—several by the same artist. Each noted artist has produced the same subject, mother and child, but none of the same import.

3. APPROPRIATENESS OF PARTICULARS AS AN EMBODIMENT OF THE MESSAGE.—The Child's mysterious inspired gaze is always far from the Mother's. The Virgin's look of satisfaction in motherhood, as also the anxiety of forboding ill, depicted there, tend to emphasize the message. "The pure, unworldly image of the Mother is worthy of long study. Her face is exquisite. Then the Child, the touch of the dimpled hand on the Mother's arm, is charmingly true to child nature. The chubby awkwardness of the feet, too, is something which appeals to all lovers of babyhood's enchanting curves and color. And yet there is in those great eyes fixed on things not of this earth, something more than the solemn questioning that awes us in an every day baby's eyes, something of divine significance, which makes the young mother hardly dare to meet them, so full of wonderful meaning is the look." And the inspired gaze of the Child is heightened by the questioning glances exchanged by the angels in attendance—glances both significant and awe-inspiring. "There is something about the picture which seems to bid us subdue our voices and move gently as in the house of prayer, for there is depth of heavenly communion in all the faces. Yet there is a child-like simplicity in its pride of finished details, which makes us smile with half-amused approval."

(a) Would any other composition serve as well to portray the message? There is none at the present time, and I could not conceive of a better.

(b) Study perspective, form, light, shade, color, etc. The perspective is good—the artist takes almost puerile delight in showing us his mastery in the drawing of the book and crown of tiny stars.

The form adapted to the circular is most rhythmical—every line in the picture seems to accentuate the circumference. We find it in the beautiful curves of the dress, and in the inclination of the different angelic attendants, while the two arms supporting the crown complete the idea and seem to add unity to the perfect composition.

The greatest symphony of lines prevails. It would be hard to find elsewhere such harmony.

The figures are a presentation of movement, all are either in motion or ready to move. All surrender to the sense of grace, and show the most masterful handling of lines.

In the background we find the clear expanse of sky, becoming lighter as it nears the horizon, thus giving a most satisfactory atmospheric sense of distance, which shows careful observation on the part of the artist. Perhaps he saw it one night in Florence after he had heard Fra Savonarola preach, and while his mind was filled with infinite peace. The Madonna is clad in dark green, embroidered in gold. Most manifest are the strong gold effects in the background and in the boy angel's rippling hair.

II. CRITICISM OF THE PICTURE.

1. LIFE OF THE ARTIST, PERSONALITY, MOTIVE, ETC.—Sandro Botticelli was born 1447 and died 1515. He painted during a part of the Italian Renaissance, 1213 to 1686, and represents one of the greatest artists of the old Florentine School.

Being a very wayward and eccentric boy, he would not apply himself to the humdrum of study, so was apprenticed to a goldsmith, and adopted his master's name. He soon became the pupil of a Carmelite Monk, Fra Filippo Lippi, one of the first art masters of Florence. Applying himself with zest to his art-calling, he became at the age of twenty-two one of the best painters.

He lived in the time of Leonardo da Vinci, Michael Angelo and Raphael, a period of the most troublous times in Florence, when Savonarola appeared on the scene, he who condemned all study of pagan antiquity, and strictly prohibited the study of the nude.

There arose from the deep religious inspiration of the times a more naturalistic presentation of forms.

He was a deep student of the poet Dante, and in 1482 helped to design an illustrated work of Dante.

He embraced the teachings of the great Savonarola, and in consequence the beauty of both worlds seemed equally clear to him.

A visionary painter he stands out prominently among the strong idealists of his time.

To him the scene, the color, the outward image and gesture come with all their incisive and importunate reality.

In the breadth and richness of his culture, in the varied character of the subjects which he chose, in the greatness of his aim, and the mystical bent of his genius, he is in an especial manner the representative of the art of the age of the Medici, and embodies for us the varied elements of conflicting ideas of that memorable period.

He painted altar pieces, many of which are to be seen in the churches and galleries of Florence to-day.

He illustrated the classical myths and portrayed allegorical subjects; he also painted many frescoes.

A list of his principal paintings is as follows:—

Virgin and Child with St. John.

Portrait of Piero de Medici the younger.

Spring.

Coronation of the Virgin.

Birth of Venus.

Pallas and a Centaur.

Madonna enthroned.

Adoration of the Magi.

Portrait of a woman.

The Nativity.

2. WHAT DO THE CRITICS SAY OF THE PICTURE?—John Addington Symonds writes: "It is not perhaps a mere fancy to imagine that the corolla of an open rose suggested to Botticelli's mind the composition of his best known picture, the circular 'Coronation of the Virgin' in the Uffici.

This masterpiece combines all Botticelli's best qualities. For rare distinction of beauty in the faces it is unique, while the mystic calm and resignation, so misplaced in his Aphrodites, finds a meaning here."

Ruskin has said: "Botticelli was the only painter in Italy who understood the thoughts of heathens and Christians equally, and could in a measure paint both Aphrodite and Madonna. So that he is on the whole the most universal of painters, and, take him all in all, the greatest Florentine workman."

"He subordinates color to line. The tendency of color is towards the obliteration of the outline."

He stands alone as an artist who pictures extreme sadness in the faces of all his Madonnas and Child.

3. COMPARISON OF THE CONCLUSIONS OF THE PUPILS WITH THE OPINIONS OF THE CRITICS.—Not having taken this lesson with a class, I cannot fill this heading.

Educational Experiments.

—TO FIND BEST DIET FOR CHILDREN.—The Chicago hospital school is to experiment to see what foodstuffs are best for the nourishment of young and growing children. Miss Campbell, the director of the school, says that over-feeding produces as serious troubles as starvation, and that the children of wealthy and indulgent parents have been coddled and fed until they are as literally starved as those who have not enough to eat. Careful chemical analyses will determine what food a child should be supplied with, and it is claimed that children who are backward in either mental or physical development will be brought to a normal condition by the methods proposed.

—INSANITY in women teachers has been investigated by Professor Zimmer, of Berlin, who has derived his information from all the asylums in Germany, Austria, Switzerland and Russia, and found that in every 35 female patients there is one school teacher. In Prussia there is one school teacher to every 350 women of the population.

Child Study.

At the convention of the Dominion Educational Association, held in Ottawa, last August, Mr. William Scott, Principal of

the Toronto Normal School, in a paper on "What Child Study has done for Education," brought before the Association the following results:—

1. Child study has freshened and heightened interest in children, and has inspired the teacher with a greater reverence for the little lives entrusted to her care.

2. It has shown that many so-called stupid children are suffering from growths in the nose or pharynx, causing them to hear imperfectly. These can be removed by a surgeon and the child at once becomes normal.

3. It has shown that fine writing, small straight-hand drawing, the intricate work of some kindergartens, and the use of the fingers in carving in manual training, with young children, are all contrary to the law written in their nerve centres.

4. It has shown that the strongest potential capacity in the child is that for action; that this capacity for action takes the direction of imitation, and hence every one who comes within the ken of the child becomes his teacher.

5. It has shown that each organ has its nascent period, and that neglect at any stage of development is always expensive; that periods of interest correspond to the nascent periods of the motor organs; that the time of interest is the time of opportunity, and that neglect of this opportunity results in irreparable damage.

6. It has supplied many useful lessons regarding fatigue: *e. g.*, mental fatigue is sooner induced where work is distasteful; the body wearies quicker when the mind is tired, and the mind more quickly when the body is tired; hence to secure the best results with the greatest economy of time and effort, pupils should work well when at work, and frequent periods of rest should be provided, etc.

7. It has demonstrated that formal physical exercise such as drill heightens rather than dispels mental fatigue.

8. It has shown that the time of physical growth is also the time of mental acquisition, and the old notion that rapidly growing children, if normal, should be removed from school, has been thoroughly disproved.

9. It has shown that the period of adolescence is of supreme importance; that youths are now vulnerable to all kinds of temptations, and that genuine sympathy is necessary at this time to assist the youth into full manhood or womanhood.

10. It has shown what can be taught to a child, and that children are much more interested in what an object can do and what it is good for than in its visible aspects.

11. Because some children are eye-minded, some ear-minded, and others motor-minded, it is impossible to teach all in the same way.

12. It has shown that it is impossible to teach morality by mere word of mouth, and has given the quietus to those who think that what is in the intellect must necessarily be in the heart and find expression for itself in the conduct.

Editorial Notes and Comments.

—LET us join the great chorus celebrating Empire Day; the chorus of children, the chorus of nature. Empire Day comes for us at the most joyous season of the year :

The robin, the forerunner of the spring,
 The bluebird with its jocund carolling,
 The restless swallows building in the eaves,
 The golden buttercups, the grass, the leaves,
 The lilacs tossing in the winds of May,
 All welcome this majestic holiday.

The morning hours may be devoted to the study of the Empire in some particulars, its people, its extent, its trade, its history, etc., etc. Hold up constantly before children the ideals of true patriots. The Canadians who really love their country seek by all honourable means to preserve peace and harmony among the various peoples who have made Canada their home. True lovers of this country strive to advance its best interests in education and in commerce, not merely to make capital out of it for their own ends. A talk on obedience to law might profitably find a place on the morning's programme.

The afternoon might be given up to exercises of a lighter nature. Flag waving, patriotic addresses, songs, recitations, martial music used in moderation, will help to fan to a brighter glow the love for Canada and Empire, that burns in the hearts of Canadian children.

The King and Queen will doubtless be remembered, on such a day, by a short talk on the coming "Coronation."

Up with the flags on Empire Day !

—IN the colleges the important theme of the month of April was *examinations*. Thousands of students throughout the Dominion passed another mile-stone on the way to learning. This month the schools are preparing for the June examinations, the great sifting time for the wheat and the chaff and the middlings—a time dreaded by the teachers, not alone because of the great heat and the extra work, but because of the anxiety involved. It is very wearing on the nerves to have to read wrong answers and answers couched in incorrect English. The most trying work of all is that of reading the papers of inattentive and careless pupils. In regard to such cases it is a source of great satisfaction to the teacher to be able to say, “I know that I did the best I could for (not all the children) each child.”

—WE publish in this number of the RECORD valuable lesson notes by Mrs. Simister, of the Senior School, Montreal, on “The Study of a Picture.” These notes are intended as a guide to the teacher in studying pictures with children, and are not intended to be taken up verbatim with any one class. The easier parts of the study might be used with the younger children, the more technical parts and the life of the author with older pupils.

The study of pictures could very well be correlated with language lessons and compositions, reading, geography and history. In relation to language and composition the teacher might take an oral study first with the class, and then divide up the topics among the pupils, encouraging pupils to illustrate their compositions by pictures of various kinds bearing on the subject. Small classic pictures at a cent apiece may be procured for this purpose.

—WE are occasionally brought face to face with heinous youthful crime due in large measure to the unhealthful, mental and moral environment of children. The city of Kingston has just furnished an awful example of the fruits of dime novel reading, cigarette smoking and lax parental control, in the shooting of a young girl of fifteen by a schoolboy, aged fourteen years, of the Frontenac public school.

Teachers should fight the two fiends “cigarette smoking” and “dime novels,” by prohibitory laws in the school, in the first place, and by substituting something better for them in

next place. The teacher could see to it that the school library is a well of good literature and could interest pupils in good books by her manner of teaching the subjects in the school course.

—WE offer our congratulations to the three teachers who at last month's convocation of McGill University took their M.A. degrees in course: The Rev. E. I. Rexford, B.A., Walter D. Munn, B.A., and Miss H. Rorke, B.A.

—THE Editors of the RECORD are always pleased to receive items of interest touching the work of the schools of the Province. The success of one school in any particular is cause of rejoicing to all other schools. They have no desire to discriminate in favor of one school more than another in this regard. Experiments that have proved successful, child study that has been helpful, school exercises that have aroused special interest in school work, school concerts where the various items of the programme have been of good tone in respect to recitations, dialogues, songs and music, would be of value to other schools.

—ON Arbor Day the pupils of the McGill Model School assembled in the school grounds to plant a maple tree in honor of Queen Alexandra, and an elm tree named Edward VII. The exercise was an object lesson on tree planting, a practical gardener giving a talk on the subject "How to plant a tree," discussing the shape of the hole, the pressing of the earth about the roots, the putting in of the water, the protection of the tree after planting, etc. The exercise was accompanied by appropriate singing, a short address by the Principal of the Normal School, and abundant, hearty cheering.

Current Events.

NOTES ON THE RECENT CONVOCATION OF MCGILL UNIVERSITY.

Principal Peterson stated that the pressing needs of McGill University were more exhibitions and scholarships, a gymnasium, dining-hall and dormitories. Dr. Johnson made a strong plea for more commodious buildings for the McGill Y. M. C. A.

The new hoods were donned for the first time, pale blue for the arts graduates, old gold for science, and French grey for law.

One of McGill's most popular instructors, Professor Frank D. Adams, B.A., Sc., M.A. Sc., Ph.D., received the degree of Doctor of Science in course. Dr. Adams is not only a lecturer, but is also a teacher.

Dean Bovey in his report asked for a larger staff of instructors in order that more research work might be done in connection with the fine laboratories of the University. Dr. Bovey was of the opinion that if a number of post-graduate-scholarships, tenable for a year or two, were to be established, the strain of teaching would be relieved and better work could be done.

—BECAUSE of the number of young men desiring to begin their life work in Canada with some knowledge of Canadian methods of work and ideals, matriculation examinations for entrance into applied science have been established in England.

—THE six graduates in law, who were sent last year to France to make a thorough study of the French language and of law, acquitted themselves well. Canada and McGill have reason to be proud of their sons. Sad to say, one of the six, a young man of conspicuous ability and fine character, contracted typhoid fever and died at the University of Montpellier.

—THE Royal Victoria College is to be congratulated in that it succeeded in carrying off seven out of the thirteen honors awarded in the art's graduating class.

PROGRAMME FOR THE CONVENTION OF PROTESTANT
TEACHERS OF THE PROVINCE OF QUEBEC,
OCTOBER 9TH, 10TH AND 11TH.

Thursday morning: Reports and Routine Business.

Thursday Afternoon:

1. A Paper and Model Lesson by Prin. Keller, of Sherbrooke.
2. Teaching of Drawing in Elementary Schools, Miss A. D. James; discussion to be opened by Mrs. Simister.
3. Physical Training, Miss Holmström.

Thursday Evening : Addresses by Dr. Shaw, President ;
Dr. Barclay and His Worship the Mayor.

Friday Morning :

1. Address on History, Dr. Colby, of McGill University.
2. The Teaching of History with special reference to Canada, Prin. Whitney, of Bishop's College, Lennoxville.
3. Model Lesson in Elementary Canadian History, Mr. J. Gammel, High School, Montreal.

Friday Afternoon :

1. Transition Work, Miss O'Grady, Teachers' College, Columbia University, N.Y.
2. The Relation of Interest to Attention in Educational Work, Prof. Sinclair, of Ottawa.

Friday Evening :

1. Kindergarten Work, Mrs. Hughes, Toronto.
2. Relation of the Teacher to the General Public, Prof. Sinclair.

Saturday Morning :

1. Round Table Talk, Prin. Dresser, St. Francis College.
2. Bickmore Lecture.

—THE "Coronation Day Hymn Book," published by Messrs. Skeffington & Son, of Piccadilly, publishers to the King, contains the following additional verse to the National Anthem :

With England's crown to-day
We hail our King, and pray
 God save the King.
Guide him in happiness,
Guard him in storm and stress ;
Then in thy kingdom bless
 And crown our King.

—MISS Tower, of Boston, in discussing the question of "Vacation Playgrounds" for children in large cities, gave seven reasons why they should exist:—1. They gave children an open space for play, and kept them off the streets. 2. They gave employment to idle hands and kept them out of mischief. 3. They taught the boys and girls the pleasure there is in quiet play. 4. They taught them to respect themselves and also the rights of others. 5. The children learned to care for property not their own. 6. They learned to use

both hand and brain, under the guise of play in the open air. 7. They learned to play fair, keep clean, and speak the truth.

The Montreal Local Council of Women is agitating this question in relation to the children of Montreal. There is no doubt that if the need for vacation schools is placed before the proper authorities the schools will be forthcoming. Some fifteen or twenty years ago vacation schools of a more practical nature, having more work and less play than Miss Tower outlined in her address on the subject, were tried in the City of Montreal, but the children were not forthcoming. Montreal has, however, made rapid strides in respect to population since then.

GOOD GAMES FOR THE PLAY HOUR.

(By J. H. Bancroft, Director of Physical Training, Brooklyn.)

—DUCK ON A ROCK.—The players decide who shall be “it,” or guard, by throwing their bean bags, called “ducks,” at an Indian club placed at a distance of about twenty feet, and the one whose bean sack lands nearest the mark is “it,” or guard. The guard places his duck (bag) on the club, and the other players try to knock it off with their ducks, throwing in turns from a line fifteen or twenty feet from the stake. As long as the guard’s duck is not knocked off, he may tag anyone who advances to recover his duck; whether the duck is recovered or not, the player is not safe until back to the throwing line. If the guard’s duck is knocked off, all the ducks may be picked up until the guard replaces his duck on the stake. The guard must continue to be guard until he has tagged someone, and even then must get his own duck and run to the throwing line before the player tagged can get his duck on the stake. The distance of the throwing line or “home” from the stake may be increased, to add to the interest of the game.

—SLING SHOT.—Form a large circle. One player stands in the centre and whirls a rope, with a bean bag on the end, under the feet of those in the circle who jump as it comes to them. Whoever is caught with the rope must exchange places with the one in the centre.

—BEAN BAG BOARD—An inclined board, having two holes, the lower one about the size of the bean bags, the upper one a little larger, is placed ten feet from the throwing line. Each player has five bags. Bags thrown into the larger hole count five, those thrown into the smaller count ten. The player scoring the largest number of points wins.

—BEAN BAG BOX.—Fasten a small box inside one about twice the size, and that in a third, leaving at least six inches margin between the boxes. This, inclined, is placed ten feet from the throwing line. Each player has five bags. Bags thrown into the smallest box count five points, into the middle box ten points, and into the outside box fifteen points. The player scoring the largest number of points wins.

—SKIPAWAY.—The players stand in a circle, taking hold of hands. One player, who is “it,” runs around the outside of the circle, and tags another as he runs. The player tagged runs in the opposite direction to the first runner. The player who first reaches the place in the circle left vacant by the one tagged, wins. The one left out becomes runner.

—NUMBERS CHANGE.—The players are numbered and stand in a circle. The player who is “it,” stands in the centre and calls two numbers. The players whose numbers are called must change places, while the player who is “it” tries to get one of their places. The player who is left without a place becomes “it.”

—SLAP CATCH—The players stand in a circle, holding both hands out in front, palms down. A player in the centre, who is “it,” tries to tag the hands of players in the circle, who may move their hands sideways, or bend their wrists, but may not draw the hand away. When a player is tagged, he changes places with the player in the centre.

—DROP THE HANDKERCHIEF.—A player holding a handkerchief runs around the outside of the circle and drops the handkerchief behind someone. The player behind whom the handkerchief is dropped tries to catch the first player before he gets to the vacant place in the circle. If caught, he must be “it” again; if not, the second player is “it.”

—OUT of gratitude to Great Britain for the respect paid the Italian language in Malta, a committee has been appointed for the purpose of erecting in Rome a statue to Shakespeare.

—A MINING expert recently described a lode as traversing “a metamorphic matrix of a somewhat argilloarenaceous composition.” This means, literally, “a changed mass of a somewhat clayey-sandy composition.” This in its turn may be translated into plain English as m-u-d. Why choke a puny fact with murderous polysyllables? Huxley and Darwin, Lyell and Faraday could so write as to be “understood of the people,” and there is a suspicion abroad in these times that the big words so freely used by small men are a device to conceal ignorance and inexact thought rather than a proof of superior knowledge.—*Youth's Companion*.

—AN officer in the Austrian army was recently sentenced to six months' imprisonment on bread and water diet for using the Polish word *gobe* instead of the German word *hier*.

A STORY OF PROFESSOR HUXLEY.

The reputation of Professor Huxley as a teacher is well known. Almost equally so is his estimate that only about one-tenth of the students at his lectures understood what he was talking about. The following story of the great evolutionist appears in the recent *Life and Letters of Huxley* by his son, and although some may have heard it before it is still well worth relating. Huxley was accustomed to tell the story against himself, and Dr. (now Sir) Michael Foster used to add maliciously that disgust at the small impression he seemed to have made was the true reason for his resignation of the Fillerian lectureship in 1867.

In my early period as a lecturer I had very little confidence in my general powers, but one thing I prided myself upon was clearness. I was once talking of the brain before a large mixed audience, and soon began to feel that no one in the room understood me. Finally, I saw the thoroughly interested face of a woman auditor, and took consolation in delivering the remainder of the lecture directly to her. At the close, my feeling as to her interest

was confirmed when she came up and asked if she might put one question upon a single point which she had not quite understood. "Certainly," I replied. "Now Professor," she said, "is the cerebellum inside or outside the skull?"

McGill Outlook.

Teachers will sympathize with Prof. Huxley.

—THE DATE OF STONEHENGE —An example of the manner in which one branch of science occasionally assists another branch in reaching a conclusion is shown by the recent effort of archæologists to determine the age of implements found last season under some of the monoliths at the great Druid Circle of Stonehenge. Sir Norman Lockyer and Mr. Penrose some time ago pointed out that the arrangement of the stones composing the circle indicated that they had been put into place for an astronomical purpose, and that, if the structure was once a temple, it had been built with its axis pointing to the place on the horizon where the sun rose at the summer solstice. This place undergoes a slow change in consequence of the variation of the obliquity of the ecliptic, and, calculating backward, those gentlemen concluded that Stonehenge was built about 1680 B.C. The result of the archæological examination referred to is that the implements found belong to about the same date.

Youth's Companion.

—THE Manitoba Government intends to supply the lower grades of the public schools with free text-books.

—THERE is a huge railway scheme on foot to connect North and South America. It is proposed to run the line through Mexico, Central America, Columbia, Peru, Bolivia and the Argentine Republic. Though Brazil has not yet taken an active interest in the scheme, it must do so ultimately in order to keep pace with the other countries of South America. The capital required to complete this great work is estimated at \$165,000,000.

—THE children of criminals and what is being done for them was the subject of a thoughtful paper read by Miss Una Dean before the Social Science Department of the Women's Club, Montreal. Miss Dean said (as reported by the *Witness*) that the question of dealing with such children "was one of the most important of social questions, as their wise treatment affects the solution of other social problems. The waifs and strays had a peculiar claim on our help and

sympathy ; they were unable to raise themselves, and were dependent on others for their betterment. The speaker treated the subject under three heads—the extent of child crime, its causes, and treatment, past and present. The number of children committed to prison now was not more than one-third of what it was thirty years ago. Owing, however, to the various philanthropic agencies dealing with delinquent children, and to the fact that juvenile offenders were not now sentenced to prison on the same occasions as formerly, it was difficult to arrive at a conclusion whether the tendency was up or down. Among the causes of child crime were concentration of population, cupidity, mental incompetence, homelessness, lack of sensibility due to brutal treatment, the example of their elders, etc. The only effective treatment was in placing the children with a tendency to crime in the midst of wholesome and corrective surroundings. France about the middle of last century was the first to pass special laws relating to juvenile delinquents, and England followed four years later. Among the educational and reclamatory methods were reform and industrial schools, voluntary institutions and private homes. The chief method pursued in Australia since 1874 was by placing dependent and delinquent children in foster homes. Michigan had state schools capable of receiving 200 or 300 children pending their being taken into private homes. In New York State the ‘George Junior Republic’ had been found successful. Ontario had its Children’s Act, with some excellent clauses. In this province as yet the work of child saving seemed to be in the hands of the charities.”

—OUR TEACHERS HAVE LEFT FOR SOUTH AFRICA.—Miss Isabel Perry, 91 St. Genevieve Street, Montreal ; Miss Sarah L. Abbott, 56 St. Matthew Street, Montreal ; Miss Mabel K. Coffey, Millington ; Miss Sylvia B. Lee, Cookshire ; Miss Jessie Fleet, 22 Rushbrook Street, Montreal ; Miss E. E. MacBurney, 823 Palace Street, Montreal ; Miss Ellen Maude Graham, Quebec, have gone from the Province of Quebec.

It will be of interest to the ninety-three whose applications were not accepted, and to the friends of those teachers who were fortunate enough to receive appointments, to learn something of the new life upon which these seven enterprising young teachers are about to enter. The Bloemfontein correspondent of the *London Times* gives a vivid picture of the life in the concentration camps.

All the camps are organized on similar principles. A large number of tents are erected on the laid-out lines of a little town. There are main streets and squares, there are schools and hospitals, shops, churches, work-rooms, soup kitchens ; and to every block or street of houses a certain proportion of wash-houses, public bathrooms, etc., is allotted. In all camps food rations, fuel, soap, necessary clothing, working materials, boots, etc., are provided at public expense ; the schools are free, and the churches are, of course, of the religion of the occupants of the camps. Some of the camps, owing to peculiarities of situation, climate, water supply, and still more specially to the character and degree of civilization of the majority of the occupants, are more successful than others. It is only necessary to imagine the civil population of London turned out into camps, the inhabitants of Belgravia in one and the inhabitants of Whitechapel in another, and it will be clear to any understanding that, though the two camps should have started in absolutely equal material conditions, there would, before many months had passed, be a marked difference between them. So it is in the Orange River and Transvaal. Some camps are infinitely cleaner, more wholesome, and nicer than others, but from the general system one clear and strong impression remains. It is that the humane effort made for the first time in the history of war to shield the women and children of an enemy from unnecessary suffering will not be without its very great and good result.

The immediate effect of such an effort in relieving the enemy of his impedimenta and leaving him free to fight us without those intimate cares which must of necessity play a large part in determining the cessation of hostilities has been evident enough. It has disposed many even of those who were proud of the action from a national point of view, and glad that it should be done, to say : "It is magnificent, but it is not war." Here, on the spot, one realizes. No, it's not war, but it is something better ; it is permanent peace. It has, perhaps, prolonged the struggle for a few months, but it has laid seeds, the fruit of which, I think, all those who have patiently observed the system at work will venture to predict, will be reaped through many generations. The congregation of the whole young population of the state at an impressionable age under

British influence has given a unique opportunity, such an opportunity as could occur but once in the life of a people, for bringing the two races together. The opportunity has been admirably used. No one can pass through the camps and see the happy faces of the thousands of children who cluster round the schools and soup kitchens, nor listen to the confidence with which they grumble out their little grumbles, without realizing the state of harmony which exists between them and the English authorities who are governing them. The rate of mortality remains, it is admitted, somewhat bafflingly high, but it is chiefly among very young children. The refugees are in frankest consultation with the British authorities on the subject, and anything that can be done to lessen the evil is being done. Here in the Bloemfontein camp the Boer mothers with whom I have been able to discuss the matter give as the most probable reason the violent changes of temperature which have to be endured in tent life, where the midday sun is overpoweringly hot and the nights at some seasons sharply cold. They say that the babies cannot bear the alteration, and the tendency to pneumonia predisposes them to every other form of illness. It is intended this year, before the winter comes on, to house all refugees in portable wooden huts which will take the place of tents in the camps. Of these I shall have more to say later on. Some few refugees in the Bloemfontein camp attribute the high rate of mortality to an insufficient supply of fresh vegetables. These are difficult to obtain in sufficient quantity, and are very costly, but, on a Boer suggestion, it is now proposed to supplement the existing ration with fresh 'mealies.'

Nothing can be more friendly than the spirit in which suggestions for the amelioration of camp life are made and received. The ladies of Bloemfontein devote a good deal of their time to visiting the camp, and little voluntary classes of lacemaking, etc., are formed among the refugees.

But the supreme instrument of unconscious reconciliation is the system of free education admirably organized and indefatigably carried out under the supervision of Mr. Sargant, the very able director of Public Education for the two colonies. Mr. Sargant has devoted himself with whole-hearted enthusiasm to the work. He began with about a hundred teachers for the camp schools. He has

now two hundred. Before the end of the year he hopes to add another hundred to the staff. Some of these teachers are Dutch; the latest importations are chiefly Scotch. The next batch will be English, Scotch and colonial. In every camp there are schools in proportion to the number of child refugees. Instruction is given in English, and in some of the lower classes an important part of the work consists in teaching the children to speak English. I was present at a lesson of this sort, which consisted in putting up a picture on an easel in front of a large class. It happened to be a farmyard picture, and the eager-eyed class, all of very small children, was asked if any one could say what he saw. Presently a chubby hand went up from one of the benches and a confident little voice piped out the single word 'cow.' His pronunciation was corrected; and the next minute the whole class was shouting in unison, 'I see a cow.' Then a rival aspirant for fame discovered 'two cows.' Another eagerly outstripped him with 'two cows in the green grass.' The fun grew fast and furious, and the shout in unison as I passed on had reached to something like the length of a response in the Psalms. There was no doubting the enjoyment of the children. The keenness of the upper classes, which receive tuition up to the level of the highest standard at home, is as great as that of the lower; and the statistical results given by the educational reports bear out fully the impression gained by ocular demonstration. There are actually in the camps, keenly profiting by the opportunities of English education, a larger number of children than ever figured before the war on the Dutch school rolls. I have not before me the total numbers for the two colonies combined, but for the Orange River Colony alone the number now attending the camp schools—and attending with an unusually high average of regularity—is about 11,500 children, whereas the greatest number on the Dutch school rolls before the war was 9,500. In other words, the entire young population of the colony is for the time being under English tuition. Mr. Sargant, it must be understood, is Director of Public Education for both colonies, and all that has been said applies in system to the two, though I have personally as yet only seen the methods in application in the Orange River Colony.

Practical Hints and Examination Papers.

REMINDERS TO TEACHERS.

A boy is better unborn than untaught.—*Gascoigne*.

“Education alone can conduct us to that enjoyment which is, at once, best in quality and infinite in quantity.”

Every teacher should prepare his lessons well.

Teachers should be permanent students. Adding every day a little to their hoard of knowledge will make a great store in the end.

“A child compelled for six hours a day to see the countenance and hear the voice of a fretful, unkind, hard or passionate man, is placed in a school of vice.”

—WORDS are like leaves: and where they most abound, much fruit of sense beneath is rarely found.

—HAVE you met the pupil “Who draws out the thread of his verbosity finer than the staple of his argument?”

—THE ideal teacher is “Never idle a moment, but thrifty and thoughtful for others.”

—A GOOD black-board motto would be:

“If you wish to reach the highest begin at the lowest.”

“Si vis ad summam progredi, ab infimo ordire.” Cicero expresses the same thought: “Omnia rerum principia parva sunt.”

THE COMPOUND RULES CRITICISED.

1. They are cumbrous and difficult to learn.
2. They are an extravagance in time and energy.
3. The Metric System, if adopted in its entirety, would render their existence unnecessary, and would make the work simpler, swifter and more economical.
4. They militate against our trade, on the authority of good judges. Foreign nations, in some cases, are showing some reluctance to be bothered with trade transactions involving a knowledge of our cumbrous system. Nevertheless there are serious objections to changing the system, although it would be better if a national effort were made to overcome these. The change would be a shock to cus-

tom, to habit and to business. It would also be very expensive, for the coinage would have to be recast. There is also the reluctance of adults to be bothered with the learning of any new system.

WHAT IS THE METHOD OF COMPLEMENTARY ADDITION?

This method is much the same as what is known as proving subtraction, and it is claimed for it that it is easy and does away with one of the simple rules (subtraction), reducing the simple rules to three instead of four, *i.e.*, to addition, multiplication, and division. The practice which the children have already received in the analysis and synthesis of numbers in decomposing them and building them up, will assist materially in making these complementary additions. There are two difficulties to which the teacher will require to call attention:—

(a) The case when borrowing is requisite in ordinary subtraction.

(b) The case of cyphers.

1. Easy Examples.—First give some preparatory exercises:—

$7 + 9 = 16$. Here the complement of 7 is 9, and the complement of 9 is 7, because $9 + 7 = 16$ and $7 + 9 = 16$. Other and similar examples may be given.

Examples should then be set which are easy, for the same reason that they are easy in either of the other methods, *viz.*, that each figure in the top line is greater than the figure placed beneath it.

$$\begin{array}{r} 68429 \\ 17213 \\ \hline 51216 \end{array} \left. \begin{array}{l} 3 + (6) = 9; \\ 1 + 1 = 2; \\ 2 + 2 = 4; \\ 7 + 1 = 8; \\ 1 + 5 = 6 \end{array} \right\}$$

2. Harder Examples.—This includes cases where any bottom figure is greater than any top figure placed above it. If the children are to understand the reason of the process they employ, the method becomes by no means so easy as asserted. An analysis of the example given will show that some of the difficulties of both the other methods are involved. Still there is no doubt that the method is easy and quick in practice.

$$\begin{array}{r} 2632 \\ 1756 \\ \hline 876 \end{array} \left. \begin{array}{l} \text{units } 6 + (6) = 12 = 2 \text{ units} + 1 \text{ ten.} \\ \text{tens } 5 + (7) + (1) = 13 = 3 \text{ tens} + 1 \text{ hundred.} \\ \text{hundreds } 7 + (8) + (1) = 16 = 6 \text{ hundred} + 1 \text{ thousand.} \\ \text{thousands } 1 + (0) + (1) = 2. \end{array} \right\}$$

3. The Cypher.—An examination of an example will show that the cypher must always be looked upon as 10 *e.g.* :—

3009 $7 + (2) = 9$; $3 + (7) = 10 = 0$ tens and 1 hundred.

1537 $5 + (4) + (1) = 10 = 0$ hundreds and 1 thousand.

1472 $1 + (1) + (1) = 3$ thousand.

It will be observed that the complementary figure, and the figure to be carried are expressed in brackets in these explanations. If such a method were adopted, it would probably be better expressed as follows :

68,429	2,632	3,009
17,213	1,756	1,537
51,216	876	1,472

THE METHODS COMPARED.

DECOMPOSITION.	EQUAL ADDITIONS.
<p>1. It applies and extends the power of decomposing numbers already acquired by children.</p>	<p>1. It introduces and applies one of the fundamental axioms of mathematics—that if the same quantity be added to two numbers their difference remains unaltered.</p>
<p>2. By many the method is alleged to be simpler, and the reason of the process is more readily grasped, because no new principle is involved.</p>	<p>2. It is more difficult of comprehension, because the equal additions are made to different denominations. Some teachers hold a conflicting opinion to this.</p>
<p>3. It is not so largely used as the other method.</p>	<p>3. It is the general method in practice.</p>
<p>4. By many teachers it is not considered so safe as the method of equal additions.</p>	<p>4. Many consider it the safer method, because there is no difference in the process, although there may be in the examples.</p>
<p>5. Though easier in principle, it is harder in practice, through the mental process of decomposition involved.</p>	<p>5. Though more difficult of apprehension, it is easier in practice, involving only a minimum effort to “borrow” and “pay back.”</p>

DECOMPOSITION.	EQUAL ADDITIONS.
6. It is the slower method for work probably.	6. It is the quicker method for work.
7. The occurrence of cyphers increases the difficulty of the work.	7. The occurrence of cyphers does not increase its difficulty.

Garlick's New Manual of Method.

—THE teacher should question individually that the lazy boys may not slip through with unprepared lessons or shelter themselves under the protecting wings of the industrious. The other day a little boy reported at home that he had had a perfect recitation in geography and *had not looked at his lesson*. The way of it was this: The teacher of the class had asked the boy only one question, namely, what city was situated on the St. John River. She had added: "Oh, that is an easy question, a very easy question, any boy could answer that." "I knew then," said the little boy in triumph, "that it must be the city of St. John." On the same day he came off equally jubilant in another lesson where he was asked only one question, and that a ridiculously easy one. It would be well once in a while to set before pupils the reasons for learning lessons.

—SOME educators, with much theory and little practice, are of the opinion that if boys and girls are lazy and take no interest in their work, the fault lies entirely with the teacher. Pliny knew better than this the innate indisposition that some children have for work, for, he said, that his ancestors used to say that the master's eye was the best fertilizer. Boys needed the keen searching eye of the teacher then as now. I know boys who are so petted and pampered at home that they are whining and shirking their work whenever they can. They are constantly trying to cajole their mothers into letting them stay at home for a day or two, that they may escape "the flash of the teacher's keen eyes, forerunning the thunder."

—READING AND THINKING.—Read not much at a time; but meditate on what you read, as much as your time, capacity and disposition will give you leave: ever remem-

bering that little reading and much thinking, little speaking and much hearing, frequent and short prayers and great devotion, is the best way to be wise, to be holy, to be devout.--*Bishop Jeremy Taylor. Contributed by one of our teachers.*

--WE suggest the following exercises for varying the method of instruction when taking a lesson on the adjective:--(1.) Make five sentences, each containing one of the adjectives:--slow, blue, thorny, disgraceful, sharp. (2.) Mention a number of adjectives that might be used in describing the following objects: scissors, horse, mirror, cow, table, bottle, dress, beetle, spring, pepper. (3.) Fill these blanks with appropriate adjectives:--The —— book is on the —— table. The —— cup is full of —— water. The —— bird has a note. The —— birds are on the —— tree. (4.) In the following sentences point out the adjectives and mention the noun or pronoun to which each belongs.-- Onions are almost tasteless. Spring water contains minerals in solution and is considered very healthy. The best drinking water contains substances in solution. The chief natural vegetable productions of Afghanistan are the castor oil plant and a plant which yields asafœtida. Similar exercises may be taken in French and Latin.

--IT is possible for teachers in small country schools to supply children with wooden, tin or zinc trays, two feet long, a foot and a half wide, and an inch and a half or two inches deep, for sand modelling. To a child there is no more fascinating work than modelling islands, bays, gulfs, peninsulas, continents, lake areas, etc. Little bits of glass with blue paper beneath give a realistic effect to rivers, lakes and oceans. Take a group of islands in the ocean, say the West Indies. With geographies on the desk before them let the children try to represent the relative size of the different islands. Put a piece of blue paper in the bottom of the tin; then, if possible, place a piece of glass the size of the tray over the paper. Put sand about an inch deep over the glass. The islands are easily formed by pushing the sand aside so that the glass may be seen. Encourage the children, beginning with what is in the text-book, to read all they can about the islands, so that their representations may be correct.

Correspondence.

To the Editor of the Educational Record, Quebec.

DEAR SIR,—My pupils have asked me questions that I could not answer successfully, that is I could not explain as fully as I would have liked. The first was “Why was the Island of Anticosti sold?”

2nd. How did the County of Wolfe receive its name?

3rd. Why are there so many negroes in the United States?

If those could be explained in the EDUCATIONAL RECORD I would be very grateful.

A YOUNG TEACHER.

1. The Island of Anticosti which was owned by one Stockwell, of England, and which had caused the bankruptcy of those who had undertaken to carry on business ventures in it, was sold in 1896 because of this misfortune and because it was considered unprofitable property, to Mr. Menier, for the sum of \$125,000.00. The Governor of the Island is Mr. Commettant, Mr. Menier's representative there. There are 1,000 persons living on the Island at present. Great improvements have been made already.

(2). The County of Wolfe, doubtless, received its name in honour of the intrepid Commander of the British forces, at the final capture of Quebec.

(3). From the earliest period in the history of the American colonies, negroes imported from Africa, were held as slaves. By the Emancipation Proclamation of President Lincoln and the ensuing war, they were set free. The present negro population of the United States is in some cases these freed slaves; in other cases, it is their direct descendants, numbering in all about 5,000,000 souls.

A. W. K.

THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 6.

JUNE-JULY, 1902.

VOL. XXII.

All green and fair the Summer lies,
Just budded from the bud of Spring,
With tender blue of wistful skies,
And winds which softly sing.

SUSAN COOLIDGE.

Articles : Original and Selected.

PROVINCIALISMS. *

BY PROF. A. W. KNEELAND, M.A., B.C.L.

The task assigned me, is such a stupendous one, that I may well shrink from undertaking it, knowing as I do that there are at least 60,000 provincialisms current in the British Islands alone, with probably as many more to be found in the other parts of the English-speaking world.

I have no intention, Mr. President, of bringing the whole 120,000 before you to-night; therefore, your mind may be easy on that score; but I propose to deal as briefly as I may, (1) with the general subject of Provincialisms, and (2) with some of the better-known examples, giving wherever possible, the probable source of the peculiar forms or pronunciations. Provincialisms are thus defined by the Standard Dictionary:—"Any peculiarity of thought or speech, characterizing the natives of a province, a word or phrase peculiar to a province or outlying district, especially a dialect word or expression, a local form, an offense against purity of language, in the use of words or phrases."

* An address delivered before the Teachers' Association in connection with the McGill Normal School.

The same authority thus defines Purity :—“ The absolute property of style, that consists in the use of none but idiomatic words or phrases, and in their use only with the precise connection and meaning assigned to them by good usage.” Hence, it will be seen, Provincialisms may consist in peculiar spellings or pronunciations, as well as in those uncouth forms commonly looked upon as provincial or colloquial.

Provincialisms may arise from a variety of circumstances :—(1) They may be purely coinages confined to a particular locality. (2) They may be remnants of a foreign tongue, incorporated with the language of the place. (3) They may be obsolete or obsolescent words belonging to the language itself, or (4) They may be words preserved locally, from a language once spoken in that part of the country, but now no longer in use by good speakers and writers.

Of the first class, probably the Americans have furnished the greater number, owing to the freedom of that people from the traditions that influence and bind the people of Great Britain and Ireland ; but it must be said that the peasantry of England, and the uncultured classes of the great cities of that land have not failed to add their quota to the number.

Of the second class, almost every locality furnishes examples. For example, in certain parts of England, Danish words are found current ; in the Southern Mississippi States, French words are common. In Ohio and Texas, the Germans have made their presence felt in the local dialects ; so also the Norwegians in Illinois ; the Welsh in certain parts of New York State ; the Germans around Eganville, Southwest of Ottawa, in Ontario, etc., etc.

Of the third class may be found examples among the peasantry of every county of England, Ireland and Scotland, where in many instances, one hears the very pronunciation and sees the strange forms that were current in the days of Alfred the Great, and the old Saxon Chroniclers. These forms and pronunciations gradually disappeared from the speech of the cultured and refined, though many of them are preserved, in form at least, in the earlier literary productions of the nation.

Of the fourth class, which in many instances overlaps the second, examples may be found in our own province, in

localities whose inhabitants were once all or nearly all English, and who have been replaced by French, or *vice versa*.

Such provincialisms may also be found in the North West Territories, South-Western States, British Columbia, etc., etc., where locally are used words and phrases that are not in general use throughout the English-speaking world; for example such words as *battraie*, *arroyo*, *mesa*, *vamos*, *fandango*, *mingo*, *quahaug*, *tum-tum*, etc., John Russell Bartlett gives it as his opinion, that three classes, more than all others, are responsible for the introduction of provincialisms:—(1) Uneducated people who not having command of a sufficient number of words to express their thoughts, invent others which come to have a local use to a greater or lesser extent. I once heard a child not more than three years old, endeavouring to state that she had found a lumpy mass in her porridge. Her vocabulary was inadequate; hence after much contortion of face and many repetitions of the word *great*, she ended with “a great, great, great big squallop,” a word which I certainly had never heard before. (2) The second class named by Bartlett is the clergy, who in coinage of new forms and pronunciation of old ones are not altogether guiltless of a perversion of the King’s English. Sometimes provincialisms arising from this source are confined to a particular church or denomination; sometimes to a locality. If any class should be free from peculiarities of speech of every kind, it is those who, above all others, are looked up to as examples to the community in which they labour. I purposely refrain from giving specific examples under this head.

The third class named by Bartlett, is the politicians. The occasion is the public platform where the masses are to be influenced at any cost; and the cost is often the introduction of some quaint coinage more or less horrible, which has a longer or shorter life.

Some of these coinages like *wire puller*, *caucus*, *buncum*, *whig*, *tory*, etc., became permanent and cease to be provincial; others like *Old Hunker*, *Bucktail*, *Coon*, *Coonery*, etc., remain purely local or die a natural death.

In addition to the classes given by Bartlett, I believe that the peculiar conditions of a new country are responsible for the introduction of a very large number of provincialisms, especially if these conditions differ widely from those

of the mother-land. Such provincialisms may belong to any one of the classes named in the first part of this paper; but they are often only compounds of words that are in general use, now for the first time used in the new form and with the new significance.

The following may be taken as a few of such:—Corn-shucking, dug-out, saltlick, cane-brake, backwoodsman, etc.

Even mock-modesty has had its share in introducing provincialisms into the language; for example, I saw in the *Star* of February 15th, that the highest price ever received for a gentleman-cow, had lately been paid in Chicago.

Some even hint that the school-master has added his quota to the long list, by his insistence that certain grammatical laws must be observed; for example he asserts that adverbs modify verbs, adjectives and adverbs; and in their anxiety to observe this law, many in our part of the world, and some of them, teachers too, are led to use adverbs as completions of verbs of incomplete predication, as I feel badly, she looks beautifully, etc.

Again it is to be feared that newspapers are sometimes guilty of giving birth to these undesirable adjuncts to our language. Just at the present time our own provincial press may be brought into judgment, for making current such expressions as 'to perfectly explain, to readily acquire,' etc.

VALUE OF PROVINCIALISMS.

It must not be contended for a moment, that provincialisms are an unmixed evil. They are in some instances absolute necessities, owing to the conditions found in new countries, for example. In most cases they have their value, be it great or small; and many of them come to be recognised as good, idiomatic English, in time. In the first place, they may link us with the past, and hence have a philological value. For example, when an uneducated Irish peasant, speaks of his 'swate-heorte,' and of the 'luve' that fills him from the 'croon of' his head to the 'sowl' of his 'fate,' we are taken back to the days of Good King Alfred, when these pronunciations would have passed as correct among the most fastidious; and when the very spelling of the words, in most cases, accorded.

Again, when we hear the English people of a near-by parish, designating a well-known town, as 'Tarrebbonne,' we are brought face to face with the fact that the early French colonists of this country left France at a time when a certain Parisian fad was impressing itself upon the language of that land, to wit, the *ar* sound of *er*, giving us such pronunciations as are heard in Clerk, Derby, etc.; but were it not for the fact that I should be trespassing upon the ground of my friend Mr. Stephen, I would remind my hearers that the Imperial Dictionary does not authorize the *ar* 'sound' of *er* in the word, Derby; hence the pronunciation, 'Darby,' must be classed as a provincialism, with which I have a right to deal.

Provincialisms doubtless frequently express thought more strongly than pure, current English; hence for the purpose of making language more impressive, a coinage is made, a striking foreign term is adopted or some quaint archaic form is revived to become more or less popular within a limited area. A few days ago I had the honour of a call from a beautiful and talented Boston lady, who expressed the opinion that it was quite time for the people of Canada "to get a hustle on." I really felt, for the moment, signs of unwonted activity and vigour which ordinary English would hardly have aroused.

What good, modest English word could so strongly impress a man with a neighbour's meanness, as the provincial "all-fired" of the Americans; and how beautifully one characterizes the music made by your sudden fall into the water when he rapturously says that you "just fell in kerslosh?"

But leaving aside such expressions as these which may savour somewhat of the slangy, there are hundreds that are really necessary and not altogether inelegant, even among those that have been coined in the midst of rather unfavourable surroundings.

Among such we might place the following:—"To bark up the wrong tree," "To pull up stakes," "To fizzle out," "To chisel," and one dear to college students "To slope."

It must not be forgotten that peculiar pronunciations of good English words may be as truly provincial as coined or archaic phraseology; for example, in one section of this province, a drain is a *dreen*; a cow is a *keow*; do is *dew*; while the same people will express their unbounded admiration for

the good story which you have so thrillingly told, by saying "why show!"

SOME REASONS WHY PROVINCIALISMS SHOULD BE REJECTED.

In the first place, being local in their application, they tend to confuse the reader or hearer. If there is one law that should apply to all language written or spoken, it is that language should clearly convey the thought intended, to all speaking the language, who are intellectually able to comprehend the subject of which the language treats; hence the use of provincialisms, however striking and strong they may appear, is a violation of the laws of perspicuity.

Quintilian said nearly nineteen centuries ago, "Care should be taken not that the reader *may* understand, but that he must." Well, would it be, were some modern Quintilian, in view of the rapid growth of colloquialisms and provincialisms, to repeat this law with still greater emphasis

Again, provincialisms often border upon slang, hence should be avoided if unnecessary. I know that slang has its advocates and defenders; I also know that dirt and filth of all kinds have their defenders; but I know that purity of speech and purity of conduct are more like the divine, than impurity of any kind whatsoever; and I further know that impure speech is more closely associated with the impure in heart and life, than with the pure; hence as slang in speech is what impure thoughts and actions are in living, it should be avoided as are the latter. Many provincialisms then, being closely allied with slang in many cases, and in others identical with it, must be looked upon as blots upon language and not worthy of a place in it.

Before taking up provincialisms of wider use, I should like simply to name some that are current in our midst; for example *guess* for think or consider, *great big* for very large, *so along* for good bye, *you bet* for I am sure, *awful* and *awfully* for very, *immense* for fine or beautiful, *I nearly died laughing* for I laughed heartily, *I just roared* for the same, *jolly* for pleasant, *beastly* for disagreeable, *pop* for a popular concert, *hop* for a dancing party, *bun-fight* for a

gathering in a church where refreshments are furnished, *some* for somewhat, etc. I shall next endeavour to give a few of those provincialisms that have a wider use perhaps, being common in many cases to Canada, the United States and England, and wherever possible, to point out the origin of the phraseology with which we deal.

Acre as a measure of length. This is confined to the parishes of the Province of Quebec, where it means the length of one of the equal sides of a square French acre or about 13 rods.

Ajee, probably confined to the United States and border counties of Canada. It is a quaint substitute for askew; *e.g.*, your cravat is all ajee.

All-fired heard in England, the United States and Canada, is probably a corruption of hell-fired with which it is synonymous.

All-possessed. This is a kindred expression whose origin is self-evident. It is often used as a noun in such sentences as "The horse tore along like all-possessed."

All-to-smash. This is current in England and America. Halliwell gives us an example in the Lincolnshire dialect, where a workman is made to say:—"Maister, maister, dam's brossen, and aw's to smash."

Anti, meaning to risk or to move quickly, is confined pretty closely to the South-Western States. It is derived from *anti*, a name used in the game of poker, to signify the amount placed in the pool by the players.

Ary and Nary are corruptions of e'er and neer; they are common in New England where they have been found in such respectable documents as court records.

Axe meaning to ask, is provincial in Norfolk and London, England. It is a remnant of a good old Saxon word, *acsian*, to ask. Thus the Londoner umbly axes your pardon; Wicliffe used this form in his translation of the Bible: "And Jesus axide him, 'art thou kyng of the Jewis'"

Bime-by, a contraction for by-and-by, is common in Somersetshire, Canada and the United States.

Blackstrap is common to England, Canada and the United States, but with different meanings. In England it means the common wine of the Mediterranean; in the United States, it means gin and molasses, or more commonly molasses alone as it does in Canada.

Blazes appears to be confined largely to the United States

and southern borders of Canada, though it is occasionally heard in Essex and Suffolk, Eng. It was originally synonymous with the devil.

Boss is from the Dutch *baas*, master. It is provincial in the United States and Canada.

Boughten is common to the North-Eastern States, New York and the North of England. It is used to distinguish what is purchased from what is of home-growth or manufacture.

Bug is confined to the United States and Canada. In England, it is a beetle, with one or two exceptions.

Buncum is a word derived from the name of a county in north Carolina. It is common to Canada, and the United States, where it means boastful talk or sometimes large or important.

Caboodle sometimes supposed to be an Americanism; is common among Yorkshire farmers, one of whom I once heard saying to his son:—"Go down and bring up the hull caboodle.

Cachunk is a case of onomatopoea meaning with a thumping sound, It is confined largely to the Southern States.

Calaboos is a word that reminds one that the country around the lower Mississippi was once in the hands of the French. There it had its origin in the French word *Calabouse*, a prison.

To chaw is commonly looked upon as a low slang term, confined to the United States; but according to our dictionaries, it is a good English word. Spenser, in his *Fairy Queene*, speaks of "Chawing vengeance;" and Dryden says:—"It might make one laugh to see a jury chaw the prickles of unpalatable law." It is from the A. S. *ceōwan*, to chew.

Chock, commonly pronounced chuck, is from the French *choquer*, to encounter. It once meant to stop by putting a block or wedge under a wheel to stop it. Now it may mean a double, horn-shaped metal fixture found on the gunwale of a ship, over which hawsers pass, or it may mean to throw carelessly. It is used in Canada, the United States and England with one or other of these meanings.

Clever is provincial in the United States for good-natured; in England it means skilful, proper, etc.

A *Connption-fit* is supposed to mean a faint. I believe it to be confined to the United States, though I have heard

my father use the word ; but I did not understand his meaning.

Cookey is a name dear to childhood ; it comes from the Dutch *kockje*, a litte cake. It is provincial in the North-Eastern States and Canada.

Coon, from raccoon, is a name formerly applied to the Whigs in New England. Latterly the Montreal Star has popularized it in Canada, where a somewhat similar use is made of it.

Cute, meaning clever, sharp, bright, winning, etc., is confined to the Eastern States and border counties of Canada. Its derivation is obvious.

To get one's dander up is a case of synecdoche, where the dander or dandruff is used figuratively for the hair. This expression is common in parts of England, Canada and the United States.

Dessert, meaning pie or pudding, is provincial in the United States. In England it means the fruit that sometimes follows the former. It is from the French *desservir*, to remove from table, etc.

Eend for end is common in various parts of England, the United States and Canada. At the Bonaventure Station a policeman was asked by a stranger if the railroad was in. "One eend of it is," said the blue-coated guardian of the peace.

Emptyings usually pronounced *emptins* is so-called from the substance left in a beer barrel, after the beer has been emptied out. It is probably confined to the North-Eastern States and the southern counties of Ontario and Quebec.

A fid is the provincial form heard in the South of England, for a small thick lump, as a fid of tobacco. It is also used for a block used in handling heavy guns, and as a marine term for a certain bar or pin of metal.

To Flummux means to give up or die in parts of the United States ; but in England, where it is also provincial, it means to bewilder, to mystify or to maul. It may have come from the Welsh *llymrig*, harsh, sharp, severe.

Froughy is a corruption of frough, a slattern. It is provincial in the North of England, but is heard occasionally in Canada. It means rancid or sour

A gum game is an Americanism. It is derived from the trick of the opossum which hides in the top of the sweet gum tree.

Gumption is from the A. S. geomian, to observe. It is common to parts of England and America.

Hunk, a large piece, is from the Dutch honk. In England, the form is hunch.

Kedge, meaning brisk or in good spirit, is common in parts of England; rarely heard in Canada or the United States.

Where do you keep is provincial in Eastern England, for where is your place of business?

Keep the pot a boiling with various meanings, is current in the North of England and probably in all English-speaking colonies.

A keeping room is a parlor in the North-Eastern States; in Norfolk, Eng., it is the common sitting room of the family.

Kibblings, pieces of fish used for bait, is a current expression on the coast of Newfoundland. It probably came from the provincial English word, kibble, to grind coarsely.

A knicker, from the Dutch knikker, is provincial in New York State, where it is a clay marble; in England it represents the same thing, but one oiled for the purpose of playing knickers.

To lam is provincial in the North-Eastern States, Yorkshire, Eng., and some parts of Canada. It is from the Belgic word, lamen, to beat soundly.

Lope, probably contracted from gallop, is confined largely to the South-Western States.

Loafer, while the word is provincial in the United States and Canada, the species seems to be common to the world. The word may be from the German, *laufer*—a runner, but more probably from the Spanish *gallofo* a vagabond.

Lummox. I once heard a man who stumbled very stupidly in one of our street cars, called a lummox by the conductor. The word is from an O. E. word lummock—a lump—and is common in Leicestershire, Eng.

Marvel means to move off, in Pennsylvania; heard rarely in Canada.

Meeching, meaning skulking, was a current word in Shakespeare's time; it is now provincial in New England and New York State. It is from the O. E. *michare*.

Molasses, as a plural, is heard in the South-Western States; but I have noticed the use along the southern

border of this Province, where one meets the expression :
 " A few more molasses."

To mosey, to sneak away, is confined to the Central States of the Union, where it originated in the running away of one Mr. Moses, a post-master, with some government money.

Muss and Mussy, from the Du. *morsig*, are confined to the Central and North-Eastern States and certain parts of Canada

Over the left is heard in the United States, parts of Canada and England. In the latter country a fine of £5 was once imposed for wishing a blessing over the left.

Peart, brisk or lively, common to parts of England and the Atlantic States, current in the time of Addison and Shakespeare, comes from the O. F. *apert* open. *Perk* is also used with the same idea.

Pickanniny, from the Spanish *piqueno nino*, is current in the South for a little child.

The use of *Professor* is provincial in parts of the United States, where dancing masters, conjurers, mesmerists, organists, etc., are called professors. I am afraid Canada is not guiltless in this respect.

Pucker. People often get in a pucker, so-called from the wrinkles that accompany the condition ; the word is common in England and Canada.

Puncheons hold rum or molasses in Canada ; but in Georgia they are split logs hewn smooth on one side, used for floors. It is from the French *poignon*, having various meanings, as awl, crown, kingpost, etc.

Rile, to make angry, is provincial in parts of England, Canada and the United States. It comes from an old English word *roil*, now obsolete.

A saphed is a stupid fellow, in some parts of England ; in others he is a sapskull.

Sauce, pronounced also *suss* or *sarse*, is provincial in England, for any sort of vegetable eaten with meat.

Savey or sabby, to know, is a corruption of the Spanish *sabe*. It is common in the West India Islands and some of the Southern States.

A scow is a large flat-bottomed boat in Scotland and America. It comes from the Du. *schow*.

Pancakes are slapjacks in the North-Eastern States ; but they are flapjacks in England, where they are so-called

from the practice of turning them by tossing, a practice I have seen in Canada.

Smudge is common in the North of England and Canada, where it means a smoke made to keep off mosquitoes. It is from the Danish *smuds*.

Sozzle in New England means to splash; in Sussex, England, it means to make a slop; elsewhere to mass or heap up. It is from *sozz*, a derivative of the O. F. participle *sors* from *sordre*, to swoop or plunge.

Spunk and *spunky* are provincial in Norfolk, Eng., and the North-Eastern States. They are from the Irish *spong*—tinder; *i.e.*, that which quickly fires up.

A *stampede* only happens in America. It is from the Spanish *estampado*, a stamping of feet

Fork-stale is provincial in the United States, Canada and parts of England. It is the old Saxon word *stael*, a handle.

Suzz, in such expressions as "Dear me suzz," is confined to Canada and the North-Eastern States. It is a corruption of *sirs*.

Terawchy is rarely heard in this country; it is confined to New York State, where it is used with a peculiar motion of the fingers, to amuse little children. It is from the Du *te ratje*, a little rat.

Tomycod is peculiar to the North-East Coast of North America. It is from the Indian *tacaud*—plenty-fish.

Tote, as a noun, is provincial in England and the North-Eastern States, for all or the whole; probably a corruption of the French, *toute*. *Tote*, to carry, is confined to the South, and is probably of African origin.

Wallop. When I saw in a Canadian novel, a teacher termed a "kid-walloper," I said here is a horrible American slang term; but I find the word provincial in England. It is from the O. Flemish *wealop*, a gallop.

Whoosh. As a boy, I often wondered what a man meant, when he used this strange word before *back* and other commands given to his team, as *whoosh*, *back*, etc. Both in Norfolk and Suffolk, Eng., it is used to send a team to the right. I do not think it is confined to that usage here. It is doubtless a corruption of the French *gauche*; and as it seems to imply a check to the motion, in some way, I shall make it the closing example of my series.

Editorial Notes and Comments.

—WE have entered upon the most delightful month of the school year—June, leafy June. The birds are singing and the flowers clothing the green fields. Nature, who, in May, was rubbing her eyes and dozing at times after her winter's sleep, is now quite awake and very active. Let not the examinations that press so hard upon us this month crush out appreciation of nature, and imagination. Let us take a little time for Nature's song to enter our hearts. We may sing now what Wordsworth sang of the month of May, for our summer is a little later than the English summer :

“ We hear the echoes through the mountain's throng,
 The winds come to us from the fields of sleep,
 And all the earth is gay.
 Oh evil day ! if I were sullen
 While the earth itself is adorning,
 This sweet May morning,
 And the children are pulling on every side
 In a thousand valleys far and wide,
 Fresh flowers ; while the sun shines warm
 And the babe leaps up on i's mother's arm.
 I hear, I hear, with joy I hear.

—AT times it is difficult to see the value to our work in teaching of so much reading of examination papers. But it is necessary that the clouds should envelop us at times that we may be shut up to the contemplation of the *results* of our labour along the lines that examinations can touch. Our errors of teaching take clear shape before us under these circumstances, and we are spurred on to improve in respect to the points in which we are weak. It is a good plan to have a sheet of paper headed “Hints for Me” beside us when marking examination papers. I have no doubt that such notes would make valuable reading for the RECORD.

—CANADIAN children must not be mere fact learners, nor yet mere solvers of other people's problems, but must be so trained that they themselves can set clearly before their minds problems for solution. There is much pessimism as to the results of present educational methods in producing *thinkers*. Col. H. Esdale, writing in the “Nineteenth Century,” asks “Why are our Brains Deteriorating,” assuming on the authority of Mr. Gladstone and other great thinkers

that they are deteriorating. He answers his own question by stating that we are cultivating the receptive faculty of the brain at the expense of the inventive, creative, imaginative and reasoning faculties; that examinations put a premium on a certain clever receptivity of brain rather than on real force of intellect and character; that young men with the mind of a Socrates, or a Plato, a Shakespeare, or a Victor Hugo, a Napoleon Bonapart, or a Wellington, a Bismark or a William Pitt, a Darwin, or a Pasteur, would have small chance of passing in the competition as against a Bengali Babu; that we are producing a feminine rather than a masculine kind of intellect. He blames nervous impatience in all directions which tends to make concentration of thought impossible, and democracy in politics and industry, for the state in which we are, and hopes for some great genius or world movement to stir our stagnant waters. Fouillée, also, on the part of France, deploras this tendency to increase the receptive power and dwarf the creative power. He says: "A humorist, drawing a picture of society as it will be, introduces us to a school of the future. Deep silence, boys motionless on their seats; what clever boys! they are asleep. A master enters, hypnotizes them and says, 'Sleep!' and straightway proceeds with his lecture, as learned as you please, and overloaded with minute details. 'Remember all this when you wake; awake!' The whole class rushes off to its recreation and, without any effort, each brain has registered word for word all that was said by the master. This is the ideal of modern teachers—the making of the memory a store house. Unfortunately, nineteenth century brains have not acquired this marvellous faculty of registering facts under hypnotic suggestion!" Deadness and formalism, it is true, have been with us—the child ever imbibing information, never giving out from himself, accepting the statements of the teacher without investigation, never being given the opportunity to investigate for himself. Schools where these practices are in vogue are very quiet, the hush of apathy and indifference is upon them, no eager questioning, no earnest probing into the origin of things, ever learning facts in geography, arithmetic, literature; never growing, never originating, never creating. These are the schools where no thought arises that has not been presented by the teacher. From such schools come home reports like

this: with a little girl aged four years, from the kindergarten, came a report having among other facts the statement 'Mary is too restless.' Of what use is the kindergarten where its teachers do not know the fundamental process in education, as laid down by Froebel, that self-activity, restlessness is the gift divine to the child and is to be directed, not suppressed. The same child, a few years later, will bring home quite another report, reading, "Mary gives no trouble, but takes no interest in her lessons." Such training does not produce a race of thinkers, but a race of copyists. Deadness and formality and endless cramming of facts are paralyzing to genius of all kinds to art, to literature, to music, to poetry, to inventions. We sometimes find one little school in a section of the country supplying all the thinkers for the community, besides furnishing a good quota for the outside world. Educators of to-day following along the lines of Herbart are seeking centres of interest and profess to have found them, some in nature, others in literature, and others again in the *social life* of the child. Nature truly can be made interesting to him through his social instincts and physical activities, and literature as explaining the world around him, past and present, but it is not in nature itself or literature itself that he finds his greatest interest. What keeps men and women—nay even children, pursuing certain occupations with the tenacity of the bull-dog and the endurance of Job? For them the work bell calls no halt, meals are forgotten, and the clock does not mark the time. Look into your own hearts. Is it not true that that which gives you such interest in your life is the fact that you have set a problem to yourselves for solution? It is *your* problem. Have you not set yourselves to solve the great problem of education, and is it not with you the one absorbing subject of life? Do we believe that the little child is not made as we are? Not up in the great world of the abstract can the little child employ his problem creating power, but down in the world of things, not symbols, making his little clay objects, weaving his little mats, cutting out objects with the scissors, folding paper and other childish work, drawing his rough sketches of imaginary scenes, it is that the child first tastes the sweets of creative power. What we create is of more interest to us than any thing else. Later on the child employs his inventive powers in making wooden toys and objects in snow, still late-

he continues this inventive work in the carpentry shop, under the guidance of a teacher with practical skill and sense enough to help him to produce the creations of his mind, while his sister enters on the field of sewing and the culinary art. As the intellect of the child develops he uses his creative power on higher and ever higher objects. For the boy who is to work at the carpenter's bench will use his creating power along that line, but upon objects of ever increasing difficulty. The boy who is to sit in legislative halls leaves the carpenter's bench behind him, but he had to begin where the other boy started—down among the things which he could handle, among material things which he could put in the relations he wanted, in actual fact. But as his inner life unfolds and he shows a differentiation from every other being that ever lived, his problem solving power will take another direction and deal possibly with higher things. Has not all the great work of Canada, so far, been done by its problem creators and problem solvers? When the work of the school touches the boy's or girl's problem the face lights up, and there is a glow of interest. Have you never seen this? The school of the future is to mark the growth of this power in the child. Shall the teacher alone gain self-reliance and executive skill? Would not that be a most interesting cupboard that contained the *original* work of the child in all departments? Suppose a great genius is now sitting in your school-room, will it not bring you capital in the future if you are keeping the record in your cupboard of the initial efforts of that child? What would you not give to some one who had preserved your own early efforts? It is as a proposer of problems that the child will develop most rapidly. He will be eager to learn that which bears upon his own interesting problem. As the outcome of this tendency in modern educational methods we may hope to see the development of that wealth which nature has bestowed with such lavish hand upon the Canadian people—fish, the products of the lakes, the rivers and of the oceans which wash our shores, the ores of our mines, the woods of our forests, the soil of our land, the power of our waters, developed within our own borders. May we not see that pitiful sight—our natural wealth shipped out of the country to form industries in other countries! What Canada needs is a race of people capable not only of solv-

ing its problems when presented to them, but of seeing new problems in all the departments of its national life. The natural wealth of the country becomes the prey of adventurers when it has not an intelligent people to develop it. We may say that we have not capital, but our problem creating and solving power may be brought to bear on that also. We need never fear that the race of hewers of wood and drawers of water will give out. We can import them if that would advance our civilization. It is to an enlightened people we must look to the development of our country in natural wealth, industries, art, literature, etc.

But the effort to get out of formalism is rushing us to the other extreme. What a pity that the educational pendulum must always swing too far in the opposite direction before coming to rest. A reaction against learning by heart is setting in, and we already see its fruits in the fact that children in the upper classes of schools have not the words, phrases and expressions of good writers, but only their own imperfect language at command. Learning by heart, at times, the exact words of a good author is a valuable exercise, and the teacher who is satisfied with receiving the imperfect expression of an idea, without giving neater forms of expression, is committing a serious wrong.

Child Study.

DEFECTIVE SIGHT.

The announcement by Dr. Weir Mitchell, about thirty years ago, that conditions of the eye requiring extreme effort to focus it, in other words, eye strains, cause certain nervous headaches, directed the attention of many other observers to the far-reaching effects of defective vision.

The short-sighted child may become more studious than the average from the fact that he is able to see only objects close at hand. He may thus turn to books with a degree of application which may be harmful, inasmuch as the defect renders it likely that his outdoor pleasures are correspondingly restricted.

The far-sighted child may be even more seriously affected. He perceives objects near at hand with a blurred and indistinct impression. It is a difficult process for him to

apply his attention to a book or to a copy because the eyes rebel against prolonged strain. Not seeing clearly, he is less apt to reason clearly. A new idea dawns slowly when study demands a marked expenditure of nervous energy. In this event it is not to be wondered at if study becomes tiresome and distasteful, and if the child's ingenuity is exercised to further his escape from as much school work as possible.

A physical defect which it is possible to correct may thus easily become responsible for traits of character which permanently impair mental progress. A noted observer has stated it as his opinion that a child with a marked degree of far-sightedness is always backward in his studies and prone to the habit of making excuses for lessons unlearned.

Children who are cross-eyed have a double disadvantage in that they are hampered by sight confusion and are also frequently the butt of their companions' thoughtless ridicule. It has been noted that the correction of cross-eye has improved the disposition as well as the sight of a child previously affected.

Defects of the eye productive of far short- and near-sightedness are not always readily detected. Parents and teachers should bear in mind the possibility of defective vision as a cause for the backwardness of children in school or at play. -- *Youth's Companion*.

Current Events.

The Youth's Companion cites an interesting case of hazing in one of the colleges of the Eastern States. It is the only kind with which we are in hearty sympathy: "A sophomore noticed that two country boys on the ground floor of a college hall had a tiny room with a miserable apology for a bed, two rude chairs, no table, no carpet. They proposed to board themselves, doubtless on starvation rations. They expected hazing and they were not disappointed. One night a sophomore summarily ordered them to a distant room, where for an hour they were quizzed by a roomful of masked men. When they were allowed to return to their room, they stood dumb before a new carpet, an iron bedstead comfortably furnished, a table, drop-lamp, easy chairs and a half-filled book-case; and in the closet were provisions enough for a week.

NOTES ON THE CLOSING OF THE PROVINCIAL
PROTESTANT NORMAL SCHOOL.

Extracts from the Principal's Report, the forty-sixth annual report of the McGill Normal School.

The Honorable the Provincial Secretary, on the recommendation of the Protestant Central Board of Examiners, admitted to the McGill Normal School last September one hundred and sixteen teachers-in-training. Of these four men and forty-eight women entered the Model School class, two women, the Kindergarten class, and two men and sixty women the Advanced Elementary School class. At the close of the Christmas holidays the same authority admitted one additional woman to the Advanced Elementary class and forty-eight women to the Elementary class. Three undergraduates entered the Academy class, bringing the total admissions to one hundred and sixty-eight. Sickness, from which this session we have suffered severely, and the casualties of the semi-sessional and sessional examinations have largely reduced this number, yet we present for diplomas one hundred and forty-nine persons, two women and one man, graduates in Arts of the McGill University, for Academy diplomas; forty-one women and four men for Model School diplomas; two women for Kindergarten diplomas; forty-nine women and two men for Advanced Elementary diplomas, and forty-eight women for Elementary diplomas. When contrasted with the classes of a quarter of a century ago, this is a very large number of diplomas, but it is quite insufficient to fill the vacancies caused by retirement of the Protestant teachers of the Province of Quebec. We cannot consider our work adequate to the need until the work of teaching is so remunerative that it is chosen as a permanent employment by a much larger number of persons, and until the Normal School sends forth an annual contingent of two hundred teachers.

To effect this some means must be devised for diminishing the cost of attendance at the Normal School, especially the cost of board, some means which shall rest on the enlightened generosity of those men of wealth, to whom it may be given to see that the welfare of this province depends on the universal diffusion of education, education in the highest and most comprehensive sense.

The four months' course in the Normal School for Elementary teachers is growing in importance. Some of those who take diplomas this year will prove themselves the peers of the very best elementary teachers. If the attainments of some of those who occupy the lowest places leave much to be desired, it may be pleaded in their behalf that they faithfully represent the schools from which they come and are the legitimate product of the system under which they have grown up.

This past year has been marked by a great development of the training of teachers, as teachers. Never before has so much attention been paid to the preparation of lessons and the average quality of the practical teaching of teachers-in-training has never been so high. If any of those who receive diplomas to-day fail to teach and to govern it will not be because they have been influenced by low ideals, set before them in the model lessons they have witnessed, nor because they have not, while here, endeavored to do good work, but because, when cast upon their own resources, sometimes in very difficult circumstances, they have distrusted themselves, have become discouraged and have ceased to strive.

ADDRESS OF THE HONORABLE P. BOUCHER DE LA
BRUÈRE.

Les séances de fin d'année à l'école Normale McGill offrent toujours un vif intérêt. Nous voyons réunis dans cette salle plusieurs représentants de l'élite intellectuelle de Montréal, heureux d'applaudir aux succès des élèves comme de donner au vénérable Principal de l'institution, le Dr Robins, un témoignage de leur estime personnelle et de leur haute approbation de son dévouement à la cause de l'instruction publique.

Mesdemoiselles et messieurs de l'école Normale, vous venez de recevoir un brevet de capacité qui vous permet d'enseigner dans les écoles élémentaires, modèles et académiques. Au-dessus de ces brevets il y a bien les titres universitaires, comme au-dessus des éléments de la littérature existent les enseignements de la philosophie, mais votre carrière, quoiqu'en apparence modeste, n'en est pas moins vaste et vous occupez dans le monde une position

pleine de responsabilité, car on ne peut méconnaître le fait que votre vocation vous appelle à poser les assises mêmes de l'édifice social.

En effet, l'instituteur influe grandement sur l'avenir des enfants qui lui sont confiés. Les principes qu'il possède, les enseignements qu'il donne peuvent faire le bonheur ou le malheur de son élève. Si tout en lui faisant apprendre les matières du programme d'études, il lui enseigne des idées fausses, s'il jette dans son jeune cœur des germes putrides, non seulement il manque à son devoir, mais il façonne dans cet enfant un être qui peut causer à sa famille d'amers chagrins et devenir une source de trouble pour le pays.

Vous éviterez ces écarts, jeunes élèves, en cherchant à vous rendre dignes des leçons que vous avez reçues à l'école Normale et en vous rappelant les principes sains que vous avez puisés ici.

Vous le savez, ce n'est pas tant d'instruire un enfant; il faut l'élever, former son caractère et diriger son intelligence, et deviner jusqu'aux mouvements de son cœur. C'est la partie la plus difficile du rôle assigné à l'instituteur, celle qui demande le plus de tact et le plus de patience, car de la formation première de la jeunesse dépend dans une large mesure son avenir. A l'école comme au foyer de la famille il faut donner aux intelligences une saine nourriture; dans ces jeunes cœurs, susceptibles de tant d'impressions diverses, il faut savoir déposer des principes solidement chrétiens.

Je me permettrai d'ajouter qu'un autre devoir, devoir tout spécial, incombe à l'instituteur et à l'institutrice: celui de graver dans le cœur des enfants un profond attachement à leur pays. Le Canada, par sa position géographique, ses ressources variées, la fertilité de son sol, ses grandes prairies de l'ouest, ses mines, ses pêcheries, ses nombreuses et grandes rivières, est destiné à un très grand développement industriel, agricole et commercial. Les enfants auxquels vous apprendrez à lire et à écrire, sont appelés à exploiter ces richesses et à diriger la nation canadienne vers les glorieuses destinées qui l'attendent. Animés par un ardent patriotisme, ne négligez aucune occasion de démontrer à vos élèves l'importance de la contrée qui les a vus naître et d'en faire voir les avantages. Faites aussi briller à leurs yeux les noms des grands

Canadiens que mentionne l'histoire, ceux qui se sont distingués comme hommes politiques en obtenant de l'Angleterre les libertés constitutionnelles dont nous jouissons, tels que Bédard, Baldwin, Lafontaine, McDonald, Cartier, Taché; comme éducateurs, tels que Sir Wm Dawson et l'abbé Verreau, ou dans les banques, le commerce et l'industrie, tels que les McGill, les Ferrier, les Masson, les Beaudry, les Redpath, les Workman, les Ogilvie et une foule d'autres.

Il semble que notre pays est à la veille de grands changements politiques ou commerciaux. Redoublez d'énergie pour faire comprendre aux jeunes gens qui vous seront confiés que le Canada doit être pour eux une terre bénie, et que pour le Canada doivent être leurs préférences, leur dévouement, leur énergie et leur amour.

—THE National Educational Association of the United States will hold its next convention at Minneapolis, Minn., July 7th to 11th.

—THE Hon. Wm. T. Harris, United States Commissioner of Education, is to address the National E. A. on the subject "How the School Strengthens the Individuality of the Pupil," and on "The Difference between Efficient Causes and Final Causes in Controlling Human Freedom." Dr. Harper, of the University of Chicago, is to speak of the "Educational Progress of the Year". The addresses are to be many and on various subjects.

—“WE commit our educational machinery to the unfit and inexperienced. We need able men, and women of mature ability, but we do not pay the price that attracts such service.”—*Prof. John Davidson.*

—IN the future the Provincial Association of Protestant Teachers of the Province of Quebec will not pay any portion of the expenses of teachers for board and lodging during the days of Convention, as it has heretofore done.

Members of Convention who desire information respecting board and lodging may apply to Miss Peebles, McGill Normal School, before Oct. 8th, or during the days of Convention, when lists of suitable boarding houses will be supplied to them.

Model Lessons.**OBJECT LESSON ON INDIA RUBBER, ARRANGED TO SUIT THE NEEDS OF THREE GRADES.**

By MISS S. F. SLOAN, McGill Model School.

EL. GR. I.

Aim : To show that rubber is opaque, elastic, flexible, tough and impervious to water. To consider its weight and to tell what it is.

Brought by the teacher :—Piece of cloth coated with rubber, pieces of rubber, rubber ball, eraser, piece of stick-sulphur, knife and glass of water.

I. Appearance, shape, size, color, &c. Compare with glass, *opaque*.

II. Qualities found by children experimenting :—

Bounce ball,

Stretch and let go piece of rubber, } *elastic*.

Bend piece of rubber *flexible*. (To impress the word let them name other things having the same quality.)

Try to cut, *tough*.

Wrap rubber-cloth round the finger and dip in water; the finger does not get wet because the cloth is *water-proof*.

Rub out pencil marks.

Put a piece of pure rubber (No. 1) in water. It floats because lighter than water.

Put eraser in water. It sinks, though so much smaller than the ball. It is heavier than water because combined with sulphur, which is heavy and sinks when put in water. (Show.)

III. Information. If this piece of rubber (No. 1) could speak it might tell us of the strange far-away country from which it came, a very warm country where dark-faced little children live who have never seen snow. They know where the dark, damp forests are in which the rubber trees grow, where monkeys with funny faces climb about the trees, where the parrots

chatter, and many other birds with bright feathers fly about ; and, perhaps, the little dark children have seen their fathers cut the bark of the tree with their hatchets, as some of you have seen the men do in a maple-sugar bush, to let the sap trickle out of the tree. The sap does not look the same however, but like thick cream, and flows into cups which the men have made of clay and leaves. When they have cut about a hundred trees, they collect the sap from the cups ; then they build a fire, and dipping a wooden paddle into the sap, hold it in the thick smoke until the sap has dried ; when they have enough they roll it into a ball. When a great many of these have been made they are brought to this country. This one has been cut open to see if anything was hidden inside, for the people sometimes put pebbles in the middle of the ball to make it weigh heavier. Why would that be wrong? Let us hope that this was an honest hearted little rubber ball.

- IV. Blackboard Summary. Rubber is used
 for balls because it will bounce,
 for elastic suspenders because it will stretch and re-
 turn elastic,
 for rain-coats because water cannot soak through,
 for erasers because we can rub out pencil marks with
 it, and for that reason it is called rubber,
 and for life-preservers because it is so light.

OBJECT LESSON ON INDIA RUBBER, CONTINUED TO

EL. GR. II.

Aim : To draw from children the following facts :—That rubber is foreign, tropical, imported, vegetable production, inflammable, fusible, pliable, adhesive when melted, different stages of preparation.

Brought by the teacher :—Pictures of rubber plantations and plant (or the plant), a thin piece of rubber, matches, globe, specimens of crude, washed, vulcanized and calendered rubber.

Rapid review of matter noticed in El. Gr. I.

SUGGESTIONS, INVESTIGATIONS AND EXPERIMENTS.

What it is.—The hardened milk-like sap of the rubber tree. Refer to milk-weed and other native plants having a milk-white juice.

Do we find the plant in our woods?

Grown indoors here, requires warmth. Find on the globe the warm countries between tropics.

Brought into our country ("porter" to carry, "im" into.)

When brought into contact with a lighted match

In South America the wood is often used for torches

While burning, parts drop from it in liquid form.

Exposed to moderate heat or after long boiling

RESULTS.

A vegetable production, prepared from the sap of the rubber tree.

Not native, foreign.

Africa, East Indies, warmer parts of South America and Mexico. Tropical.

Imported.

It burns with a white flame, gives out a thick smoke and a peculiar odor, inflammable.

Melts with heat, fusible.

Does not become solid again, become adhesive.

Becomes pliable, can be shaped.

Show specimens of crude, washed, vulcanized and calendered rubber. For description of different stages of preparation, see "Rubber, what it is and how it grows," pp. 18-28.

N.B.—Two boxes of specimens of rubber with descriptive books and illustrations will be sent to teachers in the order in which application is made. These specimens are all neatly labelled and must be returned to the Editor in good condition in two weeks' from the date of reception. Address:—The Editor of the RECORD, 32 Belmont Street, Montreal.

OBJECT LESSON ON INDIA RUBBER, CONTINUED TO

EL. GR. III.

EXPERIMENTS.

If left in cold water for a day

Boiled for an hour

Stretched, wrapped round a stick, and tied tightly at each end, placed in cold water for two or three weeks

Then subjected to heat

A thin thong of rubber suddenly stretched between the lips

Left in methylated spirits or in vinegar

Left in oil

Left in coal oil

Left in turpentine

Left in gasoline

When turpentine and gasoline evaporate

Crude rubber cut, and some of that dissolved in turpentine applied to the parts cut pressed tightly together

Pieces of grey cotton brushed over with solution of rubber and turpentine

RESULTS OF EXPERIMENTS.

It does not change. Insoluble in water.

Softens but does not dissolve.

It loses its power of contracting.

Immediately regains the power of contracting.

Becomes warm.

Remains unchanged, insoluble in spirits and in weak acids.

Thickens the oil, whitens the appearance; the rubber becomes clammy, particles easily separated, partly soluble in oil.

Dissolved more.

Pieces could not be found next day because dissolved; quite soluble in turpentine and gasoline.

Rubber remains.

Parts become strongly united again.

Become impervious to water.

Advantage is taken of the property of India rubber to become inelastic when kept cold for some time, in weaving elastic web. The threads in an inelastic state are woven readily, and when a hot roller is passed over the web the rubber threads quickly regain their elasticity. Rubber can be cut into threads by means of wet knives moved by machinery—the threads of such fineness that 5,000 yards weigh only one pound. Vulcanized rubber is more elastic—not stiffened by cold, nor softened by heat of boiling water—if cut cannot be made to unite. Magnesia added to vulcanized rubber makes it hard, which adapts it to the manufacture of combs, buttons, &c.

Practical Hints and Examination Papers.

REMINDERS TO TEACHERS.

—THE school-room should be supplied with a large cupboard with four or five shelves; one shelf for maps and pictures, another for a museum, a third for slates and books, a fourth for ink and inkwells, and the fifth for the apparatus for physical exercise such as dumbbells and clubs.

—IT is suggested in Collar and Crook's book on School Management and Methods of Instruction that the school-room should also have a small medicine chest, containing diachylon, scissors, a sponge, forceps, carron oil and cotton for burns, etc., and simple remedies for such other accidents as may happen to children.

—Do not give a second order until the first has been obeyed

—NEVER put yourself in the humiliating position of giving a lesson that has not been well prepared.

—Do not lightly inflict punishment of any kind, not even slight punishment, without due consideration.

—NEVER threaten. Recently a little girl of seven years of age reported at noon-time that her class was to stay in until six o'clock that evening for talking. The mother of the child was very anxious and was for rushing off to school to get her child when four o'clock came, and she did not appear. She consoled herself with the knowledge that the teacher had often threatened before and had not carried out the threat.

—Do not accept more in an answer than you have asked for, do not accept less than you have asked for, and especially do not accept what is wrong. Weed out every answer received.

WHAT IS WORTH WHILE.

William E. Channing, the great Unitarian preacher, once gave the following as his rules of life :

To live content with small means ;

To seek elegance rather than luxury, refinement rather than fashion ;

To be worthy not simply respectable, and wealthy not simply rich ;

To study hard, think quietly, talk gently, act frankly ;

To listen with open hearts to birds and stars, to babes and sages ;

To bear all cheerfully, do all bravely ;

Await occasions, never hurry—

In a word, let the spiritual life grow up through and above the common—That is my “symphony of life.”

—AN EXERCISE FOR COMPOSITION.—The following extract from Chatterbox will have especial interest for the boys of the class. Write it on the black-board, putting dashes in place of the words in italics. The value of such an exercise lies in the child’s exercising his ingenuity in discovering the missing words, and his effort to select from all the possible words those that best accord with the others :—

How noise is made. The *snapping* of a whip *drives* a *certain* amount of air out of its *place*, leaving a *vacuum*. The *air* rushes *back* with *great* force (nearly fifteen pounds to the *square* inch), and the *violent* concussion so produced *sends* out a *sudden* wave of sound which is the *crack* of the whip. The firing of a *cannon* or rifle does just the same on a *larger* scale.

REPRODUCTION STORY.

—THE IRON DUKE.—When a friend went one day to see the Duke of Wellington, who was then an old man, he took him up to his bedroom. There he saw a little bed, only big enough for one to lie quite straight in.

“What a small bed you have got !” said his friend ;

“why it is not big enough to turn in!” “Oh,” said the Duke, “when you want to turn in your bed it is time to turn out.”

You see from this that the Duke was an early riser ; and you may also see that though he was a grand duke, he still lived like a plain soldier. He said that he always slept most soundly when he ate plain fare, worked hard, and lay on a hard mattress.—*Chatterbox*.

A READING TO ACCOMPANY AN OBJECT LESSON ON A COCOANUT.

If you had to live on a desert island, you could hardly find one more suitable than one of the Fiji Islands—these coral islands in the South Pacific Ocean. The climate is delightful—not oppressively hot, but never what we call cold ; and as for food, the cocoanut grows in millions, and there are besides the breadfruit tree, the banana, the sugarcane, and many other fruits and vegetables ; whilst the sea is full of delicious fish.

A cocoanut as it reaches us is a very different thing from a cocoanut fresh from the tree. We will suppose you are on one of these islands, and wish to taste a fresh cocoanut. You look up at them hanging far out of your reach at the top of a feathery palm-tree ; you wish the stem were not so straight, and had a few branches sticking out to help you to get up.

But here comes a native, and you make him understand what you want. In a minute he is up the tree—not climbing as sailors climb, but *walking* up on all fours, exactly like a monkey. When he gets to the nuts, he looks about, and chooses a few of the right age, which he throws down to the ground.

These cocoanuts are covered with a great green husk. Wait a minute, and the native will show you how to get at the soft, sweet pulp within. He comes down and cuts a thick stick from the nearest tree, points it at both ends, sticks one end in the ground, and then taking up a cocoanut, dashes it down upon the stick. This splits open the husk, which he then tears off, and with a sharp stone he next makes a cutting all round the top, like a little lid. This is lifted up, and the nut is handed to you to drink from. It is nearly full of a delicious liquid, almost as clear as water.

—TWO of the most important functions of the teacher are to arouse in the child the spirit of investigation, the desire to know and to do, and then to put the child in possession of the sources from which he may draw what he needs, and finally to give him skill in using his possessions.

—THAT great reader and student of human nature, Rudyard Kipling, says:—“Only women understand children thoroughly; but if a mere man keeps very quiet and humbles himself properly, and refrains from talking down to his superiors, the children will sometimes be good to him and let him see what they think about the world.”

—TEACH the children to love the country, to care for animals and plants, to find their chief enjoyment in working in the country, lest in time to come some writer may have good reason to say of us as a writer in the *Fortnightly Review* said of the English peasantry:—“The English peasantry, once deemed the finest in the world, have left the soil of England. They have flocked to the great cities. Our villages are half populated. And what a population—consisting chiefly of the maimed and the halt and the blind, the rheumatic, the paralytic, and the moribund! This, manifestly, is a matter of transcendent importance. In it are involved issues of life and death for the nation. The exodus from the country districts has resulted in the physical deterioration of our breed of men. The healthy peasants on leaving the fields for the slums and rookeries of our great cities rapidly degenerate and decay, and give to the world a more vitiated progeny. This is the effect of unwholesome food, of adulterated liquor, of contaminated air, of unsanitary dwellings, and of the principle of free trade wickedly carried out with regard to a class of contagious diseases which poison the very life-blood of the generations to come. Let it not be thought that these are the words of rhetorical declamation. They are the words of truth and soberness. Every one of them is amply warranted by statistics lying before me as I write.”

Books Received and Reviewed.

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

The University of Chicago Press announces for immediate publication Nos. 5 and 6 of Contributions to Education, by

Professors John Dewey and Ella Flagg Young, of the University of Chicago. The series as a whole aims to effect the union of educational theory and practice in distinction from vague enthusiasm, loose exhortation, and abstract theorizing. It endeavors to bring the discussion of actual school practice to the test of the fundamental principles involved. These principles are derived from modern psychology and social philosophy, and are stated in a simple and non-technical manner. The series will bring its readers into touch with what is vital in contemporary educational philosophy.

No. 5, entitled *Psychological Aspects of the School Curriculum*, by Professor Dewey, shows that the value of psychology is not limited to the matter of methods of teaching, but affects the subject-matter as well. It shows how every subject stands for a certain region of real experience on the child's part and how impossible it is for it to fulfill its purpose in education unless the teacher grasps the child's experience that lies back of the formal study, and sees this in relation to the child's experience as a whole.

No. 6, entitled *Types of Modern Educational Theory*, by Professor Young, does for the various modes of educational reform already in vogue, what is done in the third number of the series for the educational situation as a whole. Various types in educational standpoints and methods are set forth with reference to fundamental and ethical principles. The paper will be found of great assistance, not only to teachers, but to all interested in finding their way amid the apparent confusion of contemporary efforts toward educational reform.

The preceding numbers of the series which have recently appeared are *Isolation in the School*, by Professor Young ; *Psychology and Social Practice*, by Professor Dewey ; *The Educational Situation*, by Professor Dewey ; and *Ethics in the School*, by Professor Young. The series, 12mo, net, \$1.50 ; postpaid, \$1.75. THE UNIVERSITY OF CHICAGO PRESS, Chicago, Illinois.

A NEW FIELD FOR BOTANISTS.

The University of Chicago Press announces for immediate publication *Osmotic Pressure in Plants*, by Burton Edward Livingston, Ph.D., of the Department of Botany

in the University of Chicago. The book opens a field to students of botany, which, prior to this time, has been closed to all who are not specialists in the strict sense of the term. The fundamental importance of osmotic phenomena in organic life has long led teachers to feel the need of a treatise on this subject, at once thorough and concise, such that it might be used by students whose knowledge of chemistry and physics is only elementary. The first part of the present publication supplies this demand. In the second part the author presents the present status of knowledge with regard to osmotic occurrences in plants. Here thoroughness and completeness have not been sacrificed to conciseness, but the two have been so brought together that this part should be not only valuable to the beginning student who wishes to acquaint himself with the nature of absorption and transmission in plants, but also to the advanced student who desires a bibliography of psychological osmosis and diffusion. Citations are given as foot notes and are very numerous. The book will contain about 150 pages and will be ready about May 15th.

Correspondence.

PROVINCIAL ASSOCIATION OF PROTESTANT TEACHERS OF THE PROVINCE OF QUEBEC.

To the Editor of the Educational Record, Quebec.

Permit me, through the RECORD, to ask the Principals of Superior Schools to note that Principal Dresser, M. A., of St. Francis College, Richmond, will again have charge of the "Round Table" at the Convention in October. He wishes to hear from all teachers who have subjects for discussion, not later than September 20th, so that he may arrange suitable places for the topics.

The general question of salaries, and especially, acceptance of positions at reduced salaries, as well as discussion of "state salary-expected" advertisements should receive your careful consideration before Convention.

Yours faithfully,

W. A. KNEELAND,
Cor. Sec.

THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

Nos. 8-9.

AUGUST-SEPTEMBER, 1902.

VOL. XXII.

There is a beautiful spirit breathing now
Its mellow richness on the clustered trees,
And, from a beaker full of richest dyes,
Pouring new glory on the Autumn woods,
And dripping in warm light the pillared clouds.

Longfellow.

Articles : Original and Selected.

WHAT A CITY SUPERINTENDENT SAYS.

The rank and file of the teaching force, from the highest to the lowest positions, are non-progressive and non-studious. Few are close, thoughtful students in any line of education or sound scholarship. Such a condition can only be accounted for on the hypothesis that most persons who secure positions as teachers have reached their highest ambition, and are content to spend most of their time in merely holding what they have as the way of living out their monotonous lives with the least annoyance and friction. They are satisfied if they draw their salaries. If they read, it is not the quality of reading that develops mental power, or broadens or deepens the sources of knowledge. Their reading is chiefly mental dissipation. The dense ignorance displayed by the teaching fraternity on many subjects connected with their work is something beyond ordinary comprehension, and can only be paralleled by their disinclination to make even an effort to learn more in any direction of knowledge or culture. Earnest

workers are few indeed. Could we have five hundred thousand progressive, earnest, thinking teachers in our schools now, the next generation of men and women would stand on a far higher level intellectually and morally than we do to-day.—*World's Work*.

ORIGINALITY AND CREATIVENESS OF CHILDREN.*

The real trouble with most of the attempts that teachers and parents make to teach children a vital relation to books, is that they do not believe in the books and that they do not believe in the children.

It is almost impossible to find a child who, in one direction or another, the first few years of his life is not creative. It is almost impossible to find a parent or a teacher who does not discourage this creativeness. The discouragement begins in a small way in the average family, but as the more creative a child becomes the more inconvenient he is, as a general rule, every time a boy is caught being creative something has to be done to him about it.

It is a part of the nature of creativeness that it involves being creative a large part of the time in the wrong direction. Half proud and half stupid parents, failing to see that the mischief in a boy is the entire basis of his education, the mainspring of his life, not being able to break the mainspring themselves, frequently hire teachers to help them. The teacher who can break a mainspring first and keep it from getting mended, is the most esteemed in the community. Those who have broken the most "secure results." The spectacle of the mechanical, barren, conventional society, so common in the present day, to all who love their kind, is a sign there is no withstanding. It is a spectacle we can only stand and watch—some of us—the huge, dreary kinoscope of it, grinding its cogs and wheels, and swinging its weary faces past our eyes. The most common sight in it and the one that hurts the hardest, is the boy who could be made into a man out of the parts of him that his parents and teachers are trying to throw away. The faults of the average child, as things are going now, would be the making of him, if he could be placed in seeing hands. It may not be possible to educate a boy by using what has been left out of him, but it is more

* G. Stanley Lee in "The Critic".

than possible to begin his education by using what ought to have been left out of him.

So long as parents and teachers are either too dull or too busy to experiment with mischief, to be willing to pay for a child's originality what originality costs, only the most hopeless children can be expected to amount to anything. If we fail to see that originality is worth paying for, that the risk involved in a child's not being creative is infinitely more serious than the risk involved in his being creative in the wrong direction, there is little either for us or for our children to hope for, as the years go on, except to grow duller together. We do not like this growing duller together very well, perhaps, but we have the feeling at least that we have been educated, and when our children become at last as little interested in the workings of their minds as parents and teachers are in theirs, we have the feeling that they also have been educated. We are not unwilling to admit, in a somewhat useless, kindly, generalizing fashion, that vital and beautiful children delight in things, in proportion as they discover them, or are allowed to make them up, but we do not propose in the meantime to have our own children any more vital and beautiful than we can help. In four or five years they discover that a home is a place where the more one thinks of things the more unhappy he is. In four or five years more they learn that school is a place where children are expected not to use their brains while they are being cultivated. As long as he is at his mother's breast the typical American child finds that he is admired for thinking of things. When he runs around the house he finds gradually that he is admired very much less for thinking of things. At school he is disciplined for it. In a library, if he has an uncommonly active mind and takes the liberty of being as alive there as he is outdoors, if he roams through the books, vaults over the fences, climbs up their mountains, and eats of their fruit, and dreams by their streams, is caught camping out in their woods, he is made an example of. He is treated as a tramp and an idler, and if he cannot be held down with a dictionary he is looked upon as not worth educating. If his parents decide he shall be educated anyway, dead or a live, or in spite of his being alive, the more he is educated the more he wonders why he was born and the more his teachers from

behind their dictionaries, and the other boys from underneath their dictionaries, wonder why he was born. While it may be a general principle that the longer a boy wonders why he was born in conditions like these, and the longer his teachers and parents wonder the more there is of him, it may be observed that a general principle is not of very much comfort to the boy while the process of wondering is going on. There seems to be no escape from the process, and if while he is being educated he is not allowed to use himself, he can hardly be blamed for spending a good deal of his time in wondering why he is not some one else. In a half-seeing, half-blinded fashion he struggles on. If he is obstinate enough, he manages to struggle through with his eyes shut. Sometimes he belongs to a higher kind, and opens his eyes and struggles.

With the average boy the struggle with the school and church is less vigorous than the struggle at home. It is more hopeless. A mother is a comparatively simple affair. One can either manage a mother or be managed. It is merely a matter of time. It is soon settled. There is something there. She is not boundless, intangible. The school and the church are different. With the first fresh breaths of the world tingling in him the youth stands before them. They are entirely new to him. They are huge, immeasurable, unaccountable. They loom over him—a part of the structure of the universe itself. A mother can meet one in a door. The problem is concentrated. The church stretches beyond the sunrise. The school is a part of the horizon of the earth, and what after all is his own life and who is he that he should take account of it? Out of Space—out of Time—out of History they come to him—the Church and the School. They are the assembling of all mankind around his soul. Each with its cone of Ether, its desire to control the breath of his life, its determination to do his breathing for time, to push the cone down over him, looms above him and above all in sight, before he speaks, before he is able to speak.

It is soon over. He lies passive and insensible at last—as convenient as though he were dead, and the Church and the School operate upon him. They remove as many of his natural organs as they can, put in Presbyterian ones, perhaps, or schoolboard ones instead. Those that cannot

be removed are numbed. When the time is fulfilled and the youth is cured of enough life at last to like living with the dead, and when it is thought he is enough like every one else to do, he is given his degree and sewed up.

After the sewing up his history is better imagined than described. Not being interesting to himself, he is not apt to be very interesting to anyone else, and because of his lack of interest in himself he is called the average man.

The main distinction of every greater or more extraordinary book is that it has been written by an extraordinary man—a natural or wild man, a man of genius, who has never been operated on. The main distinction of the man of talent is that he has somehow or other managed to escape a complete operation. It is a matter of common observation in reading biography that in proportion as men have had lasting power in the world there has been something irregular in their education. These irregularities, whether they happen to be due to overwhelming circumstance or to overwhelming temperament, seem to sum themselves up in one fundamental and comprehensive irregularity that penetrates them all—namely, every powerful mind, in proportion to its power, either in school or out of it, or in spite of it, has educated itself. The ability that many men have used to avoid being educated is exactly the same ability they have used afterward to move the world with. In proportion as they have moved the world, they are found to have kept the lead in their education from their earliest years, to have had a habit of initiative as well as hospitality, to have maintained a creative, selective, active altitude toward all persons and toward all books that have been brought within range of their lives.

A SCHOLAR'S PRAYER.

Light, light ! O Lord ! In darkness I was born,
 Yet strove against it ever. Many a star
 Has faded quite and left me all forlorn ;
 But starward still I toil and follow far.

CRAMMING IN ANCIENT TIMES.

Have you ever read the amusing account which Seneca gives of a wealthy man of this class—Calvisius Sabinus ?

This worthy had a large family of slaves and freedmen, and he was troubled with a short memory, so short, indeed, that he would confuse Achilles with Ulysses, and hopelessly forget Priam. Still he desired to appear learned, and he had the wit to discover means. He laid out a large sum in the purchase of slaves, one of whom knew Homer from beginning to end, another, Hesiod equally well, and nine others who were thoroughly acquainted with as many lyric poets. When he could not buy them ready made, he bought them and had them trained, and when once he had got his forces in order he took to worrying his friends and making their supper miserable by turning the conversation into channels which enabled him to show off his learning, for, as he justly argued, learning which he had bought and paid for at so high a price assuredly was his own. Such was cramming in the days of the Roman Empire. In our own day it is not quite the same in form, though, perhaps, there may be more resemblance in substance between the crammer and the crib on the one side and the learned freedman on the other, than we should be at first inclined to admit. But it would be unjust to deny that—given the necessity for preparing for an examination upon the results of which the whole career of a young man probably depends—it is natural, I may almost say it is inevitable, that special preparation should be made, and that preparation should take the form of rapid storage of the memory with as many salient pieces of knowledge as possible, due regard being had, not to the education of the mind of the student, but to his being prepared to gain the largest number of marks in the shortest time. I do not desire now to enter into the great question of competitive examinations. It is one on both sides of which there is a great deal to be said, and I am far too sensible of the advantage of the system to use hasty words of a deprecatory character. But I wish to impress upon you, that, regarding the matter from an educational point of view, we cannot but say that learning is too sensitive to be successfully wooed by so rough and so unskilful a process, and that it is only to those who approach her in a reverent and loving spirit, and by the regular paths of patient and careful study, that she will open the portals of her abode.—*Lord Iddesleigh.*

Educational Experiments.

THE TEETH OF SCHOOL CHILDREN.

Superintendent Johnson, of Andover, Mass., has made a summary of the condition of the teeth of the children in the schools under his care. He finds that the average child "has twenty-four teeth; eight of them are diseased; sixteen of them are discolored with unsightly accumulation of food and deposits, or else the child has some noticeable malformation, interfering with breathing or mastication or disfiguring his appearance; three of the four first permanent molars are seriously affected, or else one is already lost and decayed. He has either never put a tooth brush to his teeth and has had toothache more or less during the past year, or he is suffering excruciating pains, and has never seen the inside of a dentist's office. Furthermore, he has suffered from malnutrition, is shorter and lighter than he should be, and his school work has been impaired. And, what is sadder, his condition is growing continually worse."

BEST METHOD OF TEACHING SPELLING.

During the past three or four years many investigations upon the spelling problem have been made in the schools of the United States. The object of these investigations has been to see whether some new knowledge might not be gained that would render more specific guidance in the teaching of spelling.

Thousands of pupils have been tested with meaningless words of five to ten letters, as grynaphisk, halemar, etc. These tests were made as follows:

1. The word was slowly spelled for the pupil and he was then asked to reproduce it in writing. This is called the auditory test.

2. The word was exposed, printed in large letters on a card, and the pupil asked to reproduce it in writing. This is called the visual test.

3. The word was exposed printed as before, and the pupil named each letter, grouping the letters in syllables. He was then asked to reproduce it in writing. This is called the visual-auditory motor test.

In the tabulation of the returns, the averages resulting therefrom were as follows :

1. Auditory test, 44.8 per cent.
2. Visual test, 66.2 per cent.
3. Auditory-visual-motor test, 73.7 per cent.

This evidently leads to the conclusion that the best system of teaching spelling is that which employs the three forces stated above. We must employ ear, eye and the motor speech apparatus in teaching the word, and avail ourselves of the factor of muscular resistance in continued practice in writing the words we wish to impress.

Spelling is largely a matter of association, and the eye, the ear, and the motor must be appealed to so as to produce the strongest combination of the sensory elements. Care, then, in the right kind of oral preparation, with considerable oral test before writing, training pupils to build up words by using small unities into which words can be divided, is a method of teaching spelling productive of the best all-round results.—*From the Canadian Teacher.*

Child Study.

The British Association has appointed an able committee to get information on the following questions in relation to the health of school children :—(1) A collection and tabulation of records of original observations on the periods of day appropriate for different studies, the length of the lessons, and the length of study suitable for children of different ages. (2) A collection and tabulation of anthropometrical and physiological observation forms in use in various schools with a view of preparing a typical form for general use. (3) A collection and tabulation of anthropometrical and physiological observations recorded in different schools for a series of years on the same children. (4) A collection and tabulation of recorded investigations into the causes of defective eyesight in school-children and a definition of the conditions necessary for preserving the sight. (5) An inquiry into the practical knowledge of hygiene possessed by school teachers.

Editorial Notes and Comments.

—TEACHERS will be returning to their school work with health and strength renewed for the struggle that awaits them. The past Summer has been very favorable for the gathering of strength. The weather, cool and damp, has been a strange contrast to that of last Summer, when teachers returned to their work in a somewhat wilted condition. The educational harvest should be great this coming Winter.

—THE RECORD bids a hearty welcome to the young teachers who take this September their first steps alone in the school-rooms of the Province. It is a good thing for the old educational tree to have this fresh sap poured into its veins year after year. It is a grand thing to be young and full of life and strength for work; full of plans and hopes for the future. The Province of Quebec must be the gainer for the enthusiastic, thoughtful and earnest band of young teachers who have just left the protecting walls of the Normal School for entrance upon the responsibilities and duties of their chosen profession. May success attend their efforts!

—THREE subejcts have been before the mind of the Empire during the past few months: the close of the Boer war, the King's illness and coronation, and the Educational Bill. That the war has closed so happily is a cause for great rejoicing; that the King has been at length crowned is reason for thankfulness. The Educational Bill is not yet done with, nor will it reach its crisis until the assembling of the House in October. This is a subject with which England is more concerned than the Empire at large, and yet a momentous question will be settled with the final passing of the Bill, and the educationists throughout the Empire are watching with much interest the progress of the Bill. The oppositionists' view of the matter may be stated briefly as an objection to making the primary schools of England feeders of the national church. Roman Catholics and Free Churches of all denominations unite in opposition to the Bill. From the purely scholastic point of view the Bill is a distinct advance in educational legislation, demanding "that all schools of the people must be brought up to and maintained at a certain standard of efficiency," but the

clause that demands the use and support of existing denominational schools at the public cost, their secular teaching subject to public control, while their religious teaching is independent of such control, bids fair to prove an insurmountable difficulty in the way of the peaceful passing of the Bill. Several good sized sops have been thrown by Mr. Balfour to the opponents of the Bill, but these refuse to be satisfied by them and are still clamoring. We wait with interest the Autumn Session.

—A UNIQUE gathering took place at Johannesburg, Transvaal Colony, last July. Seven hundred and fifty teachers (out of a possible one thousand) from all parts of the British Empire, from South Africa, Canada, New Zealand, Australia, Ireland, England and Scotland, at present teaching in the concentration camps and town schools, met to discuss the educational situation in the Orange River and Transvaal Colonies. Mr. E. B. Sargant, Director of Education, outlined his educational campaign in relation to the new colonies, making special mention of his intention to build and equip as speedily as possible Normal Schools in Pretoria, Bloemfontein, Johannesburg, Heidelberg, Middleburg, Potchefstroom, Kroonstad and Ladybrand, so that these two colonies may be able to supply themselves with teachers in the near future. Mr. Sargant is in favor of drawing conspicuous talent from all quarters to aid in building up good Normal Schools. In respect to school inspectors, Mr. Sargant believes that every school inspector should be actually engaged in teaching while serving as inspector, that his position should be something like that of an English public school head master who takes the sixth form. The Teachers' Association founded on this occasion is to have an official element to keep it in touch with the Educational Department, but a preponderant elected element, in order that the unanimous views of teachers shall be adopted by the association. The matter of educating colored children is to be solved by providing separate schools for them as well fitted to their needs as those which are provided for white children are fitted to their needs. English is the language to be used in all Government schools in instructing children in all subjects except religion. Parents may have their children taught the English or Dutch Bible as they prefer, and there must be no mixing

of languages in this teaching, and no colloquial expressions of the "Taal" in explanation are permitted, in order that the purity of the Bible language may be preserved. The orphans of His Majesty's subjects in the two colonies, both of British and Dutch origin, who are without good homes, are to have special care in regard to education. In closing his address Mr. Sargent said: "It is for you as teachers not only to look to immediate conditions, but to realise the tendencies which have to be fought if the children of Johannesburg and of the other great towns of South Africa are to learn to place their local life in due relation to their larger life as members of the South African community and of the whole Empire. Let them understand why decisions in the local courts of law are liable to revision by the High Court of the Colony, and how those decisions in their turn must ultimately be referred to the Federal Court of a United South Africa. Let them understand that in the last resort there is an appeal to the Privy Council in London as the ultimate Court of Law of the whole Empire. Show them also by what means the United Kingdom protects its colonies against the violence of other nations, just as it protects the individual through its courts of law. Give them some idea of what is meant by a pure civil administration in which the thought of bribery has almost ceased to exist, and explain to them how, as the colonies of Great Britain are formed, this incorruptible civil service extends to the furthest confines of the Empire.

These lessons are every whit as important as those that you give upon the three R's, and if you omit to instil these into the minds of the children placed in your care, you are, I say it without any hesitation, no true servants of the colonies in which you live, or of His Majesty, to whom you are ultimately responsible.

From time to time nations pass through great crises, in which they are either made or marred. The German nation was made in the Napoleonic wars, and knit yet closer in the Franco-German struggle. The United States were created in the struggle with England, which taught the latter once for all the proper management of her colonial possessions, and they were welded together through the great Civil War between North and South. At the end, nay, in the midst of such mighty conflicts as these, you

will find that the opportunity is presented for new development of educational forces. The work of these forces—forces which concentrate in the schools—will be unavailing unless there arises in the minds of the generation which is subject to their influence a passionate desire for unity and peace. It is that passion for unity, that fervent desire for peace, for which all men may pray, but which you have in your hands to execute.”

It is pleasing to note the great interest taken in this gathering by such men as Lord Milner, and General Baden Powell, who both delivered very practical addresses to the teachers.

—WE add our note to the great song of praise to Almighty God, that is rising from Canadian hearts, for the abundant rains that have made this land to blossom as one vast garden during the Summer that is now nearing its close.

Every little plot and parcel of ground is returning far more than the promised sevenfold. Vegetables, fruits and grains are maturing in abundance, giving promise of food for all, while at the same time Nature's deepening blush is beautifying the land and giving keen pleasure to the eye.

It is safe to say that in a country producing so varied a crop as Canada does, there is some little and inevitable disappointment, but on the whole the harvests are abundant.

Grumblers are confined mainly to farmers who have neglected to underdrain their land, and pleasure-seekers who have been confined to the house more than they liked, because of the frequent rains. We turn our deaf ears to the fault finding, and on all sides we hear the glad refrain: “We never had such crops.” Let us be thankful.

In our time of rejoicing we must not forget to extend our sympathy to our sister, the Australian Commonwealth, in her time of distress from drought.

—WE are pleased to learn that Canada has been honored by the selection of Mr. G. R. Parkin, C.M.G., of Upper Canada College, to organize the scheme for sending two hundred picked men from Germany, America and Canada to Oxford University and to visit the countries to be benefited by the Rhodes' scholarships. Dr. Parkin is to manage all details with reference to the scheme, which he expects to have in operation in a year.

—DURING the past Summer the children of our large cities, towns and even villages have had many pleasant outings owing to the thoughtful, loving hearts that beat in the bosoms of our Canadian people. We noted with special interest the vast crowds, fifteen hundred every Monday, of children from boys and girls of fifteen years of age down to infants in arms who were enabled, through the kindness and thoughtfulness of *La Presse*, Montreal, to go by electric car to Bout de l'Île to spend a day amid country sights and sounds. We thought it a pity that the pleasure of so many was marred by the cigarette smoking of the "small boy." At times the cars were enveloped in clouds of smoke, so that the poor little babies got their fresh air diluted with poisonous smoke. Were cigarette smoking a necessity of boy nature, the nuisance might be endured, but educationists and doctors agree that the habit is injurious to the boy himself, both from the mental and physical point of view.

The vacation playgrounds provided by the Parks and Playgrounds Association proved a great boon to hundreds of little ones during the past Summer. We trust that this good work will continue to grow.

—A LIGHT has gone out in the educational world by the passing away of Colonel Francis Wayland Parker, an educational hero who gave his life to the cause of elementary education. Colonel Parker began his educational work in Quincy, Massachusetts, in 1873, by dropping stated school programs and all text-books, as readers, spelling books, copy books, geographies, etc., etc., from the school. Children began to learn to read by reading instead of by learning the alphabet. The teacher who was merely a recitation hearer was of no use in the school and soon his place was vacant. The aim of the school was to produce trained faculties and senses—to produce in children the power to acquire knowledge. From the beginning of his educational work it was the aim of Colonel Parker to replace empty symbols by vital things. About 1883 Colonel Parker was called to Chicago to take charge of the Cook County Normal School.

How high his ideals were with respect to his work among teachers may be gathered from his own words:

"The teacher of teachers should be a great teacher in every sense of the word. He should be an earnest, devoted,

open-minded student of education, with unbounded faith in possibilities; a person of marked wisdom, ready to abandon the useless and adopt the useful; one not chained by prejudice, nor controlled by caprice; a person who 'inherits the earth' through meekness and willingness to listen and understand, and who has, at the same time, the firmness and courage to withstand wrong public opinion and personal influence. The one thing above all by which the teacher of teachers exerts a powerful influence is the spirit in which he works. If he betrays a genuine hunger and thirst after righteousness, if he shows meekness and openness, and an overmastering love for children and all mankind, then his spirit passes over to his students, and inspires them to the best work of which they are capable."

In speaking of the beginnings of things in his Normal School work he says:—

We went to work with enthusiasm and earnestness, determined to solve some of the immediate and pressing questions of school economy. Once a week, for two or three hours, we met to discuss questions that were forced upon us by our daily teaching and training. Every teacher was required to explain his teaching and give reasons for it. He was also required to criticise all the instruction and plans of order that came within his observation. He was asked to present suggestions, new plans, and devices which, in his opinion, would improve the school. When the printing establishment became available, each teacher made out a syllabus, which was printed and distributed for study and discussion at the faculty meetings.

The regular faculty meeting was by no means the only meeting. The heads of departments held many conferences, and the grade teachers had their meetings, to discuss questions of daily work.

Each teacher was expected to penetrate and permeate the whole faculty and the whole school with the intrinsic value of his subject and its relations to all other subjects, and to discover in what manner his specialty might enhance the value of the rest of the work. Our aim was to establish perfect unity of action, consistent with the greatest personal liberty, recognizing that personal liberty is the one means of making the individual of worth to the mass. There was much friction and earnest and prolonged struggles, which

were reconciled in the outcome by oneness of purpose. Constant change, elimination, innovation, experiment, tentative conclusions—this was the manner of progress.”

After sixteen years of incessant and hard toil, punctuated with dagger thrusts, both open and secret, from ignorant members of the school board, Colonel Parker, in June 1899, entered upon his reward—the principalship of the richly endowed Chicago Institute of Pedagogy. This institution was founded and endowed by Mrs. Emmons Blaine, a warm friend of Colonel Parker, and a firm believer in the ideas exemplified in the Cook County Normal School. Three years he held this position, and in the Spring of 1902 passed home to his greater reward.

To the critics of a recent statement made by Colonel Parker to the effect that the aim of his work in Quincy had been a wrong one, and that he had found the light in his Chicago work, we would suggest a thoughtful reading of the lines so often quoted by Mrs. Parker :

Build thee more stately mansions, O my soul,
As the swift seasons roll !
Leave thy low-vaulted past !
Let each new Temple, nobler than the last,
Shut thee from heaven with a dome more vast,
Till thou at length art free,
Leaving thine outgrown shell by life's unresting sea.

—BOSTON is making a gigantic forward stride educationally in relation to bath-rooms in schools. The *Sanitarian* informs us that “in the future Boston's public school buildings are to contain well-appointed bath-rooms. The impulse was given two years ago, when the Paul Revere School was erected, and now bath-rooms are to become a regular adjunct of the public school system. When a child presents himself for admission at one of the public schools, with a questionable regard for cleanliness, it will be the first duty of the teacher to lead him to the bath-room and instruct him in one of the first requisites of goodliness and good citizenship. Five new school-houses opened this Fall, each provided with bath-rooms. The teachers in the Revere School report that under the beneficent rule of cleanliness the scholars are better in every way, they themselves are able to do more work, by seeing clean children all day, and the school work has increased in results.” Every teacher

in the poorer districts of Canadian schools would hail with delight the advent of bath-tubs in school. The odor from the clothes and skin of the children, on hot, damp days, especially, is most trying to the teacher. What is wanted is not so much the swimming bath as the bath tub, though possibly the least offensive way of introducing the bath would be to bring it in under the title of "swimming bath." This was the way it was done in a school in Edinburgh which the writer visited. There was the swimming bath to be sure, but the principal stated that no boy was allowed to enter the swimming bath until he had first performed his ablutions in warm water with plenty of soap. This is as it should be. Baths for the purposes of cleanliness and health should be attached to all public school buildings, as they are so frequently to private school houses.

Current Events

A life full of promise has recently closed in the death of Mr. Robert M. Harper, B.C.L., of Quebec, which took place at Red Deer, Alberta, where he was practising law.

The late Mr. Harper was for several years a valued contributor to the EDUCATIONAL RECORD, and only severed his relations with it on leaving Quebec to practise his profession in Montreal.

We extend our sincere sympathy to his father, Dr. Harper, inspector of superior schools for the Province of Quebec, and family, in their great sorrow.

—THE Summer session of the Macdonald manual training classes, held at Westmount, proved a great success. Teachers and pupils were most enthusiastic and the work done was creditable to all concerned.

—THE Gault Institute of Valleyfield has issued a handsome prospectus announcing the work of that institution for the session 1902-1903. We see that Miss Margaret Morison has won the Gault Scholarship of \$100.

THE INSPECTORS' SUMMER CONFERENCE.

On July 16th and 17th meetings of the Protestant Inspectors of the Province of Quebec were held in St. Francis College School, Richmond. There were present:—Geo. W. Parmelee, Esq., B.A., D.C.L., in the chair; the Reverend Inspector E. M. Taylor, M.A.; the Reverend Inspector J. M. Sutherland, B.A.; Inspector James McGregor; Inspector John Parker, B.A.; Inspector J. W. McOuat, B.A.; Inspector A. L. Gilman, B.A.; Inspector Wm. Thompson; Inspector R. J. Hewton, M.A.

The question of consolidation of the rural schools was taken up. The general feeling being that the defects in the elementary rural schools could best be remedied by the establishment of central schools in suitable localities with a systematic way of conveyance of pupils under the direction of the school boards, it was decided to record that "It is the opinion of the Inspectors, that although but few municipalities have actually undertaken the amalgamation of their schools, still the system receives the approval of the people, and the establishment of two experimental schools by Sir Wm. Macdonald, is looked forward to with eager anticipation, and will doubtless meet with such success as to induce many municipalities to adopt the plan."

In order to secure uniformity of work at the Teachers' Conferences, a committee, consisting of Inspectors Parker and McOuat, and the Chairman, was appointed to draft a schedule of lectures on "Arithmetic," "Object Lessons," and "School Management," to be sent to all the Inspectors, to form a basis for the lectures to be used at the Conferences this year.

Inspector Hewton's offer to allow his lecture on "School Management" to be used by his confrères was accepted with thanks, and the Chairman promised to have copies taken thereof and forwarded to all the Inspectors as soon as possible.

Dr. Parmelee stated that the dictionaries, purchased by the Protestant Committee for the rural schools not already so equipped, would be ready for distribution in September next. The set of Britannia Readers, to be given to the schools now in possession of dictionaries, would be distributed later, and a set of the Royal Readers would be presented to each of the Protestant elementary rural schools.

These books were intended for supplemental reading and to form the nucleus of a library in those schools where one does not exist.

It was agreed that the Inspectors retain these books until a suitable stand or place be provided in the schools for them.

It is recorded as the opinion of the Inspectors that the application of the prize book money to the purchase of school appliances is a movement in the right direction.

The question of holding central meetings of school officials in each inspectorate was discussed, and the following motion was unanimously carried :—

“ Moved by J. W. McOuat, seconded by Rev. Inspector Taylor, that in the opinion of this Conference it would be of great value in our educational work each year to hold one or two central Conferences of school officials and teachers in each inspectorate, to be presided over by the Secretary of the Department, and that we hereby resolve to ask that the Secretary of the Department be requested to favor us with his support in this respect, and further, that the Department be requested to make it as convenient as possible for the Secretary to attend such Conferences.”

It was moved by J. W. McOuat, seconded by John Parker, and resolved “ That this Conference of School Inspectors of the Province of Quebec regrets to learn that there is a lack of professional honour and fair dealing on the part of some teachers in applying for positions already held by other teachers, and on the part of others in seeking to disregard engagements already made.”

Other matters under discussion by the Inspectors were Teachers' Institutes, Manual Training, Teachers' Bonuses, Subdivision of the Course of Study and Improvement of the School Grounds. These will doubtless receive attention in due time.

ABSTRACT OF THE MINUTES OF THIRTY-SIXTH ANNUAL
CONVENTION OF THE PROVINCIAL ASSOCIATION OF
PROTESTANT TEACHERS OF THE PROVINCE OF QUEBEC,
HELD OCTOBER 10TH, 11TH AND 12TH, 1901, IN HIGH
SCHOOL, MONTREAL.

In the absence of the President, Rev. Dr. George, J. A. Nicholson, M.A., one of the Vice-Presidents, was chosen to

preside throughout the Convention. The proceedings for each day began with devotional exercises, after which the regular business of the programme was taken up. The minutes of each session were regularly read and confirmed, and the following general business was enacted :—

SESSION I.—*Summary of Reports.*

1. "Executive Committee's" report received and adopted.
2. "Library Committee's" report, received and adopted.
3. "Committee on Examination and Course of Study's" report received and adopted, and referred to "Round-Table" on Superior Schools.

The following Committee on "Examinations and Course of Study for Superior Schools" was then appointed, namely :—Messrs. Mabon, Truell, Ford, Vaughn, Rev. Mr. Rexford and Dr. Harper; also, the following committee on "Course of Study for Elementary Schools," namely: Inspectors McOuat, Taylor and McGregor, and Messrs. Arthy, Silver and Smith. The first named in each case to act as convener.

4. The report of "Finance and Audit" was received and adopted.
5. The report of the committee on "Revision of the Constitution and By-laws" was received and adopted.
6. The report of Mr. E. W. Arthy, Representative on the Protestant Committee, was received and adopted.
7. The report of the Pension Commissioners was presented by Mr. Parsons, and was received and adopted.

Inspector McGregor then introduced a resolution urging that a minimum salary of \$20 per month be paid to each elementary teacher, but after discussion this was withdrawn, and the following resolution was adopted :—

"That in view of the suggestion of the Dominion Educational Association, a committee, consisting of Inspector McGregor as convener, Dr. Harper, Inspectors Hewton, McOuat and Mr. E. Smith be appointed to mature some practical plan by means of which, through the Provincial Government and boards of school commissioners the tenure of office of our teachers may be prolonged and an increase of emolument induced by bonus or otherwise."

SESSION II.—2 P.M.

Nominations to office were the first item on the programme. They were briefly made, after which Messrs. Rowland, Robins, Jordan, Smith, Smiley and Munn were appointed as scrutineers.

Principal McBurney, of Granby, then gave a carefully prepared paper on "Book-keeping," and Principal Ford, of Coaticook, followed with a paper on "Educational Waste."

In the discussion of the foregoing papers part was taken by Rev. Mr. Rexford, Miss Peebles, Inspectors McOuat and Hewton, Dr. Harper and Mr. Connolly.

SESSION III.—8. P.M.

Alderman Ames welcomed the teachers in behalf of the city, and Archdeacon Evans extended the welcome greetings of the Protestant Board of School Commissioners of Montreal. The acting president, Mr. Nicholson, replied, thanking the city and the school authorities for their happy greetings. Rev. Dr. MacVicar also gave an address encouraging the teachers to persevere in the important work assigned them. Dr. Peterson, who was to have spoken, was absent owing to illness.

A resolution was carried by a standing vote congratulating Dr. Peterson on his reception of distinguished honours from the Duke of Cornwall and York.

There were present on the platform Sir Wm. Macdonald and Principal Maggs, of the Wesleyan Theological College, Montreal.

Items of music were interspersed throughout the evening. The session adjourned after singing "God Save the King."

SESSION IV.—9 A.M.

Resolved,—That the ballot box should remain open until 1 P.M., at the close of the fourth session. The Convention then went into sections.

ELEMENTARY SECTION.

Miss C. Nolan gave a good paper on "English Grammar," in the form of a lesson. Part was taken in the

discussion by Prof. Kneeland, Rev. Mr. Rexford, Inspector McOuat and Miss Peebles. Miss Ross, of the Montreal High School, next gave a helpful lesson on teaching "Geography," which was discussed by Mr. Gammell, Mr. Smith, Prof. Kneeland, Inspector McOuat, Miss Peebles and Rev. E. I. Rexford.

Miss McKechnie, of Danville, delivered a carefully prepared paper on "Arithmetic." So helpful did these papers seem to the elementary section, that it was resolved to recommend to the Executive Committee the desirability of continuing the Elementary Section as a feature of each convention.

SUPERIOR SCHOOL SECTION.

Miss L. B. Robins, B.A., read a paper on the "Teaching of Classics," which was fully discussed by Prof. Carter, of McGill University, and Dr. Harper.

Principal Dresser, M.A., presided at the "Round-Table," and introduced the subject of "Public Apathy" in the election of school-boards. This apathy, upon the suggestion of Inspector Taylor, the section considered due to public satisfaction with the condition of the schools.

Mr. Pollock, of Aylmer Academy, introduced the desirability of a reading course for teachers, which was fully discussed.

Mr. Ford, of Coaticook Academy, introduced the question of "Type-Writing and Shorthand." This was also favoured by Mr. Pollock.

A committee was appointed, on the suggestion of Principal Dresser, consisting of Dr. Harper, Mr. Vaughn and Mr. Pollock, to secure from the Geological Survey illustrative pictures of the physical features of Canada for use in our schools.

SESSION V.—2 P.M.

Prof. Carl Johansson, Director of the Macdonald Manual Training School, Montreal, gave a very interesting paper on "Manual Training," which he illustrated by samples of pupils' class-work.

Prof. L. R. Gregor, Ph.D., of McGill University, next gave a paper on the "Teaching of Modern Languages." This

was followed by a paper on the "Metric System" by Prof. N. N. Evans, M.A., Sc., McGill University. Lieut.-Col. Burland led in the discussion, supporting the "System," which was very fully discussed by Inspector Hewton, Mr. Gyton, Rev. E. I. Rexford, Mr. Pollock, Miss Nolan and Mr. Ives.

The "System" was then supported by an almost unanimous resolution introduced by Principals Kneeland and Dresser.

The Rev. E. I. Rexford, Prof. Kneeland, Principals McBurney, Mabon and VonIffland were appointed a committee on resolutions to report at the last session of convention.

Inspector McGregor then asked for permission to continue the committee on teachers' salaries until next convention, which was granted.

The following "Library Committee" was appointed:—Miss Brittain (convener), Mr. Silver, Rev. E. I. Rexford, Miss Derick and Mr. Dresser.

On motion and a two-thirds vote, the report of the scrutineers, now due, was deferred till the seventh session on Saturday morning.

SESSION VI.—8 P.M.

Ninety new members were admitted to membership.

Dr. Adams, of McGill University, then gave an interesting lecture on Canada, illustrated by many lime-light views. A hearty vote of thanks was extended to Dr. Adams, Prof. Evans and Prof. Gregor for their valuable assistance, on motion of Rev. E. I. Rexford and Principal Dresser.

The session closed with the singing of the National Anthem.

SESSION VII.—10 A.M.

(Principal W. A. Kneeland acting as Secretary.)

The Library Committee was authorized to procure a suitable book-case, on motion of Principal Kneeland and Rev. E. I. Rexford.

The annual grant of \$25.00 was again confirmed and placed to the Library Committee's credit for the ensuing year.

The scrutineers then reported as follows :

President,	Rev. W. I. Shaw, LL.D., D.C.L.
Vice-President,	E. W. Arthy.
“ “	J. A. Dresser, M.A.
“ “	Miss L. B. Robins, B.A.
Rec.Secy.,	J. W. McOuat, B.A.
Cor. Secy.,	W. A. Kneeland, B.C.L.
Treasurer,	W. Dixon, B.A.
Curator of Library,	Miss Brittain, B.A.
Rep. on Prot. Com.,	H. J. Silver, B.A.
Pension	} H. M. Cockfield, B.A.
Commissioners,		M. C. Hopkins, B.A.

EXECUTIVE COMMITTEE.

G. W. Parmelee, B.A.	W. J. Messenger, M.A.
J. A. Nicholson, M.A.	J. Mabon, B.A.
C. McBurney, B.A.	Inspector McGregor.
C. W. Ford.	Inspector Taylor, M.A.
Mary I. Peebles.	Rev. E. I. Rexford, M.A.
A. MacArthur, B.A.	Miss E. Binmore, M.A.
S. P. Rowell.	E. M. Campbell, B.A.
C. A. Humphrey.	

The report of the judges on exhibits of school work was received and adopted on motion of Messrs. Campbell and Humphrey. This report is on record and can be seen if required.

Rev. E. I. Rexford favoured convention with an illustrated lecture on “Alaska and the Yukon,” which was much appreciated.

Prof. Kneeland reported for the committee on resolutions, which report was received and adopted.

On motion of Mr. Truell and Rev. E. I. Rexford, the suggestions contained in the report of the committee on “Examinations and Course of Study,” which were not considered by the High School section on Friday morning, were referred back to the committee on “Examinations and Course of Study for Superior Schools.”

Dr. Shaw, the new President, also Dr. Peterson, being present, expressed themselves as pleased at the progress being made by the Association, and the Rev. E. I. Rexford,

received the hearty thanks of his *confreres* for his instructive lecture, after which convention closed by singing the National Anthem,

“God Save the King.”

Note.—All conveners of Sub-Committees should remember that their reports of the year should be in hand of the Recording Secretary 30 days before Convention by resolution of the Executive Committee.

J. W. McOUAT,
Recording Secretary.

PROVINCIAL ASSOCIATION OF PROTESTANT TEACHERS OF QUEBEC.

NEW OFFICERS AND EXECUTIVE.

President,	Rev. W. I. Shaw, LL.D., D.C.L.
1st Vice-President,	E. W. Arthy,
2nd do do	J. A. Dresser, M.A.
3rd do do	Miss L. B. Robins, B.A.
Rec. Secy.	J. W. McOuat, B.A.
Cor. Secy.	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.	Rev. Inspector Taylor, M.A.
James Mabon, B.A.	C. A. Humphrey.
W. J. Messenger, M.A.	E. M. Campbell, B.A.
J. A. Nicholson, M.A.	Chas. McBurney, B.A.
C. W. Ford.	S. P. Rowell.
A. McArthur, B.A.	Miss Binmore, M.A.
Miss M. I. Peebles.	

CONVENTION COMMITTEES.

1. *Library Com.*—Miss Brittain, *Conv.*
Rev. E. I. Rexford, Mr. Silver,
Miss Derick, Mr. Dresser.

2. *Exams. and Course of Study.*A. *Superior*—J. Nicholson, *Conv.*

Mr. Mabon,	Rev. E. I. Rexford,
Dr. Harper,	C. W. Ford,
N. T. Truell,	A. E. Vaughn.

B. *Elementary*—J. W. McOuat.

Rev. E. M. Taylor,	E. W. Arthy.
Inspector McGregor,	E. Smith,
H. J. Silver.	

3. *Salaries*—Ins. McGregor, *Conv.*

Dr. J. M. Harper,	J. H. J. Hewton,
E. Smith,	Ins. McOuat.

4. *Views of Can. Phy. Features*—

Ins. J. M. Harper, <i>Con.</i>	A. E. Vaughn,
Thos. J. Pollock.	

SUB-COMMITTEES OF EXECUTIVE COMMITTEE.

1. *Exhibits*—

S. P. Rowell, <i>Conv.</i>	Miss Peebles,
Mr. Cockfield,	Miss Robins,
Mr. Parmelee,	Mr. McArthur,
Rev. Mr. Rexford.	

2. *Printing and Publishing.*—H. J. Silver, *Con.*

Miss Peebles,	Mr. Cockfield.
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3. *Periodicals.*—Miss Binmore, *Conv.* Miss M. I. Peebles4. *Finance and Audit*—Mead C. Hopkins, *Convener.*

A. McArthur,	J. A. Nicholson.
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5. *Text-Books.*—E. W. Arthy, *Conv.* W. J. Messenger,

J. A. Dresser,	J. W. McOuat,
Rev. E. I. Rexford.	

PROGRAMME FOR THE CONVENTION OF PROTESTANT
TEACHERS OF THE PROVINCE OF QUEBEC,
OCTOBER 9TH, 10TH AND 11TH.

The Convention opens at 10 o'clock.

Thursday morning: Reports and Routine Business.

Thursday afternoon:

1. A Paper and Model Lesson, by Prin. Keller, of Sherbrooke: The Latin Verb.
2. Defects in Speech and their Correction, Mrs. Ashcroft, of the Mackay Institute.

Thursday evening: Address by Dr. Shaw, President, Favorable and Unfavorable Aspects of the School System of Quebec; Addresses by Rev. Dr. Barclay and His Worship the Mayor.

Friday morning:

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| Canadian
History. | { | <ol style="list-style-type: none"> 1. Address by Dr. Colby, of McGill University. 2. The Teaching of History, by Prin. Whitney, of Bishop's College, Lennoxville. 3. Model Lesson in Elementary History, by Mr. J. Gammel, High School, Montreal. |
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Friday afternoon:

1. Present Day Primary Work, by Miss O'Grady, Teachers' College, Columbia University, N. Y.
2. The Relation of Interest to Attention in Educational Work, by Prof. Sinclair, Ottawa.

Friday evening:

1. Kindergarten Work, A Preparation for Life, by Mrs. Hughes, Toronto.
2. Relation of the Teacher to the General Public, by Prof. Sinclair.

Saturday morning:

1. Round Table Talk, by Prin. Dresser, St. Francis College.
2. Elementary Drawing, Prang's System, by Mrs. Simister.
3. Bickmore Lecture, by Rev. E. I. Rexford, M.A.

—AT the late meeting of the British Association for the Advancement of Science the address of the President, Prof. Rucker, on the *Validity of the Atomic Theory*, was one of the most interesting features of the valuable programme. Dr. Rucker was of the opinion that we might believe in the atomic theory, and might consider atoms as "physical realities."

—THE recent discoveries in the Roman Forum have disproved some of the pet theories of classical scholars. The true Lapis Niger, Via Sacra, the Sacrarium of Mars, an older sewer than the Cloaca Maxima, the Fons and Lacus Juturnae, the rostra and the Church of Sancta Maria Antiqua have been discovered.

—EYE DISEASE.—The epidemic of ophthalmia in the New York city schools is causing increased anxiety. The worst feature of this disease is that it does not become noticeable

to casual observation until it has been in progress several months, and then it is difficult to deal with. If it goes too far it becomes chronic and impairs the sight.

“Trachoma” is the medical name for this disease, which is called by laymen “granulated eyelids.” The affection is native in Egypt and Asia. It is said that Napoleon’s soldiers brought it from Egypt, and thus scattered it over Europe. Unlike measles and most other epidemics which afflict schools, trachoma is a very insidious disease, and infected persons may have exposed many others before any suspicion has been aroused.—*The Path Finder*.

—THE Swiss steamboat companies have solved the difficulty of half-price tickets in a novel way. Children under two feet in height travel free. Children between two and four feet, pay half-price. Mothers will be saying “Scrooge down Johnnie.”

—THE public school board of Ottawa has decided to test annually the sight and hearing of all children attending its schools. The first test is to be made this month (September).

—THE senior inspector of the Toronto public schools, Mr. J. L. Hughes, who resigned his position in order to get time to write educational works, has consented to remain with the school board.

—AN American Professor has said, speaking of the Rhodes’ scholarships, that sending students from the States to Oxford will be like putting new wine into old bottles. We grant the age of the bottles.—*The Journal of Education*.

—TAUGHT MANNERS AT SCHOOL.—At the opening of the Great Exhibition of 1851, a Chinaman took his place among the ambassadors and representatives of foreign nations. He bore himself with as much dignity and behaved with as much courtesy as the most aristocratic diplomatist in the brilliant circle. Yet he was only the carpenter of a Chinese junk, then on the Thames, whom the directors of the Exhibition had borrowed for pictorial effect in the procession. On surprise being expressed at his demeanour to an old Shanghai merchant, his reply was “Every Chinaman is taught manners at school as part

of his ordinary education." We have here a hint for school boards.—*Girls' Own Paper*.

—AT the closing exercises of the McGill Model School the teachers of the Primary Department bore testimony to the value of the Kindergarten and Transition Classes in the work of the higher classes of the school. It was found that Kindergarten trained children could be easily traced throughout the school by their ability to study, their skill in manual work and their power of initiative, as they always took the highest places in the classes. We believe it may also be said of them that they may be traced by their self-control, their generous spirit, their respect for their elders and their desire to help the weak—in short by their power as members of society, though only the mental influence of the Kindergarten was referred to on the occasion mentioned.

—THE Hon. John Buchanan, Vice-Chancellor of Cape University, South Africa, spoke the following timely words to the students:—"Before concluding I would say a word or two to young graduates. It is hardly necessary to tell you that we stand at the opening of an historical epoch of vital importance to our land. Peace will have to be restored to war-ridden South Africa, deep wounds will have to be healed and unity laboured for. The education of our people is necessary to dispel the mists of prejudice, born of ignorance, which prevent the growth of the feeling of mutual respect, the precursor of mutual co-operation and of mutual regard. The diffusion of accurate knowledge offers the surest foundation for united progress, prosperity and happiness. At the least it should indicate the existence of common interests and lead to common effort. In the inevitable course of events the control of such matters will soon pass from the older men. Are you qualified to take the places which they must vacate? Will you seize on the golden opportunity offered you, or will you stand idling while others usurp your birthright? You may have concluded the taking of degrees, but you have not finished learning. You have also to assume the task of applying what you have been taught to your life's work now unfolding itself before your vision. As Goethe says: 'All education should lead to action.' Enter then, on your labours,

with all the vigour and energy of youth. Listen to the call of duty ; imagine a noble ideal and aim at high accomplishment. Above all be true, true to your best selves, true to your King, true to your God. Let me cite Emerson to you : ‘ He serves all who dares be true.’ ”

—LORD Roberts, upon investigation, reinstated all but two of the twenty-nine cadets of the Royal Military Academy, Sandhurst, rusticated on account of incendiary fires in that institution.

—THE new City Directory shows that Montreal’s population is about 275,300 ; if the suburbs were reckoned in, the population would be almost 334,000.

—THE English Universities do not wish colonial students to compete for University honours.

—COLOURED children in the new South African colonies are to be given equal rights with white children in respect to education. Separate schools, however, are necessary as yet.

—REV. D. H. MacVicar, D.D., LL.D., has been re-appointed as a member of the Montreal Protestant Board of School Commissioners.

—PHILADELPHIA boasts of a Kindergarten for Chinese children ranging in age from two to five years.

—WE are informed that New York City has abandoned the vertical writing.

—THE advocates of the metric system of weights and measures are defeating their own ends in clamoring for the introduction of this system into the schools. For the transformation from yards to metres, and from metres to yards, etc., is such a difficult piece of work that the children grow disgusted with the whole thing, and think that the metric system is a nuisance. It would be better to teach the metric system without the difficult transformations.

—THERE is an association at work promoting scientific research by women.

—THE President of Princeton University, Dr. Patton, in an address to the students, said :—

“ Sooner or later a man must be free ; sooner or later he takes charge of his own conscience, and a university is one

of the best training places for this. I say this because an impression abounds that a university is a place of terrible temptation, and mothers often debate whether they should sacrifice intellect for morals. They think it is difficult for a man to acquire an education except at a great risk, and speak of the temptations of the college life as if there were no temptations in business, as if the banker and broker lived in a holier atmosphere, as if the apostles of Wall street were in closer touch with the ten commandments than other men.

“ I know of no place where a man may be trusted to work out the best in him so well as in a Christian university. If you have been faithful to the early training you have received, it has been helped by coming here.”

THE CHILDREN'S PART OF THE PUBLIC LIBRARY.

From the handsome vestibule we enter the large room devoted to children. The best books for the young are ranged upon its open shelves, and the tables are covered with illustrated magazines and papers. A lady of tact and training is in charge to aid the young folk in selection, and to answer the questions they are invited to ask,—a privilege freely exercised when their reading has to do with their lessons. Month by month, collections of books on birds or trees, on foreign lands or local history, are placed on the shelves, with intent to put a uniting thread through reading which otherwise might be haphazard and desultory.

Adjoining this large room for children is a smaller apartment where, on giving due notice, a teacher may bring her class and find on a table the chief books in the library bearing on the theme of study, while the walls display every map and picture available for its elucidation.

We pass now to the main library. Its very full reference department is freely accessible; it contains many catalogues to tell the inquirer in what other libraries he may find books not to be had here. By a judicious plan, this library, together with those of the Athenaeum and of Brown University, co-operate in their purchases, so as not to duplicate costly works seldom in demand; the three institutions joint-

ly publish a monthly bulletin of accessions and other useful information. Beyond the limits of the Providence libraries, Mr. Foster exerts himself to procure loans from larger collections, whether in Boston, Washington or elsewhere. This method is gradually becoming more and more general throughout the Union, so that to-day the common store of literature held by public, university and state libraries is measurably at the service of a student anywhere in the land.—*George Iles.*

—IN Natal, Government schools are established in all important townships, and each school has its complement of cadets. Every boy must enroll as soon as he is ten years of age, and every boy of fourteen must go to the butts to make himself a proficient marksman. Boys between the ages of six and ten, though not cadets, regularly receive preliminary drill and exercises. The Government practically bears all the expense of this training. Some of the bigger lads in the Durban Model School abandoned their books at the first word of the Boer invasion, and were in the saddle in a few hours. Field-Marshal Earl Roberts, on his return from the Transvaal, made use of the following words when addressing the cadets and school boys at Pietermaritzburg: "I hope the Old Country will follow the example of one of her children, and insist upon all boys joining cadets corps."

On leaving Natal H. R. H. the Duke of Cornwall addressed a letter to the Governor, in which he expressed his high appreciation of the appearance of the colonial cadets. H. R. H. suggests that a scheme might be drawn up, and adopted, by which the cadets, when they pass the age of boyhood, would be drafted to some permanent corps, and in this way the whole male white population might be trained to the use of arms and be available for service in case of emergency.—*Nineteenth Century.*

—A LADY has attained the high honour of "equal to the thirteenth Wrangler" on the list at Cambridge. She is Miss A. E. Bennett, and is one of the pupils of the late Miss Buss's North London Collegiate School; at Cambridge she has been a Girton student. Four other Girton students and one at Newnham have places among the Senior Optimes, and no fewer than thirteen girls are equal to Junior

Optimes. To appreciate the distinction that is conferred upon us as a sex by these successes in the science which, above all others, it was considered beforehand was much too serious and abstract for women's brains to master, we must bear in mind that there are only about as many hundreds of women as there are thousands of men at the University; so that the average of mathematical ability among women must be very high. Last year there was a lady equal to the eleventh Wrangler, and in former years there have been—one lady at the very head of the list, two equal to the fifth, and two equal to the eighth Wranglers. Women have also done notably well this year in the Modern and Mediæval Languages Tripos: in the first class are ten women and four men, and in the second class five women and one man.—*Illustrated London News*.

—MR. Anson L. Gard, "the wandering Yankee," after submitting test questions to school children of both America and Canada, confesses that Canadian school children are decidedly better acquainted with the geography of the United States than American school children are with the geography of Canada.

—CHEMICALS in school classrooms should be stored with care. A fire was caused recently in the new manual training school at Washington by the spontaneous combustion of some chemicals used in experiments there.—*Pathfinder*.

—THE Virginia Board of Education has ruled out of Virginian schools Fisk's United States history, because it does not like the version, given by this text-book, of the civil war between the North and South.

—LONDON has the largest school in the world, the Jews' Free School, Spitalfields. There are seventy-one classrooms, as complete in appointment as it is possible to make them.

Current Sayings.

—THE model high school will not exclude the Bible—man's chief text-book in psychology, human nature, self-knowledge, self-reverence, and self-control.—*Dr. G. Stanley Hall*.

—THE child comes from the home, in many cases, a monarch; he therefore finds it hard to be a good subject in the school. Hence much trouble.—*Editor of The School Moderator.*

—TOBACCO AND SCHOLARSHIP.—“Nine years ago we commenced keeping a record on the subject of cigarette smoking, and we have found that the boy who fails, usually uses tobacco. When asked to sign our pledge, the pupil usually answers that he does not use very much, but we find that he continues to fail in his studies. One of the questions submitted in our record blank is whether or not the pupil thinks the use of tobacco is necessary to his success. I must admit that many answer this question in the affirmative. In our chapel we frequently ask all those who have not had tobacco in their mouths for twelve months to arise and be counted. The average varies from 60 to 70 per cent. Not a single student using tobacco has stood in the first rank this year, and this has been the case in the last nine years with one exception. It is a fact that as the scholarship lowers the ratio of tobacco users increases.—*Dr. Herbert Fisk.*”

—“THE greatest thing a child ever gets in the school or the adult in the college is not the subject matter, but heart contact with a great personality.”

—MAKE a practice of engaging in conversation each day some one whom you know to be your superior.—*Edward Everett Hale.*

—THE following should be read in connection with the two preceding sayings:—

It is unreasonable to suppose that no one but a college graduate can be educated, in the broader meaning of that much-abused word. If a young man or a young woman is wholly undecided as to his or her future work, a four-years' college course may help to a decision, but if one is determined to follow a special line of work, he can make more rapid progress outside a college, sometimes, than in one. If, for example, he has chosen literature as a profession, he can study under a tutor in the subjects he desires and progress twice as fast as in college. The courses in all our universities are calculated for a mediocre student, who probably gives more time to athletics and outside matters

than to study. An ambitious young person, who is anxious to do something in the world, has to drag along with the others, however willing he may be to forge ahead. With a tutor, or home study, he can push along as rapidly as he is capable of doing, with no one to hold him back. It is possible to enter almost any profession after a course of home study, without a college diploma. I have often heard lawyers assert that those members of the bar who studied in offices were invariably the most successful ones in practice. They not only have the theory of law, but also know it in operation.

Some educators once made out a list of a hundred great men who lived in England during the half-century from 1850 to 1900. They were principally men of the first genius, like Darwin, Huxley, Tyndall and Ruskin: They were greatly surprised when it was discovered that only 20 of the 100 had received college educations. The others were self-educated, or had studied under tutors at home. This must have been more than a coincidence, and to my mind it is a remarkable commentary on the success of the modern system of education. It means that the young man who can only study at night is under no handicap in the race for success because he is unable to spend four years in college. It is possible that he stands a better chance than the college graduate. — *Newell Dwight Hillis, in 'Success.'*

Eminent Teachers.

DR. ALEXANDER ADAM.

“It grows dark, boys; you may go.” These were the last words of Dr Alexander Adam, author of *Roman Antiquities*, who became eminent as a scholar and teacher. He was one of a large family, the son of a farmer in poor circumstances, but through industry and frugality he became rector of the high school of Edinburgh, which position he held with great ability and success for nearly forty years. He was singularly devoted to his duties, and succeeded in raising the reputation of the school much above what it had ever reached before. He was born in 1741, and died on the 18th of December 1809 of a fit of apoplexy brought on by intense study. The attack seized him in his class five days

before his death. A writer in the *Encyclopædia Britannica* gives the following account of his last moments: "Amidst the wanderings of mind that accompanied it, he was constantly reverting to the business of the class, and addressing his boys: and in the last hour of his life, as he found himself examining on the lesson of the day, he stopped short and said: 'But it grows dark; you may go,' and almost immediately expired."

The following lines by Mary B. Dodge were suggested by Dr. Adam's last words:—

"It is dark, boys; you may go."
 (Thus the master gently said,
 Just before, in accents low,
 Circling friends moaned, "He is dead.")

Unto him, a setting sun
 Tells a school's dismissal hour,
 Deeming not that he alone
 Deals with evening's dark'ning power.

All his thought is with the boys,
 Taught by him in light to grow;
 Light withdrawn, and hushed the noise,
 Fall the passwords, "You may go."

Go, boys, go, and take your rest;
 Weary is the book-worn brain:
 Day sinks idly in the west,
 Tired of glory, tired of gain.

Careless are the shades that creep
 O'er the twilight, to and fro;
 Dusk is lost in shadows deep:
It grows dark, boys; you may go.

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION.

Quebec, May 30th, 1902.

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.; the Right Reverend A. Hunter Dunn, D.D., Lord Bishop of Quebec; Herbert B. Ames, Esq., B.A.; Principal W. Peterson, LL.D., C.M.G.; W. S. Maclaren, Esq., M.P.; Gavin J. Walker, Esq.; Dr. C. L. Cotton, the Honorable Sydney Fisher, B.A., M.P.; the Reverend Elson I. Rexford, B.A.; Principal S. P. Robins, LL.D., D.C.L.; John Whyte, Esq.; James Dunbar, Esq., K.C., D.C.L.; the Honorable H. T. Duffy, B.A., K.C., M.P.P.; H. J. Silver, Esq., B.A.

Prayer was offered by the Reverend E. I. Rexford.

The minutes of the last meeting were read and confirmed.

Apologies from Mr. Finley and Mr. Shurtleff for absence were presented.

The Secretary made his report upon the state of the business arising out of the proceedings of the Committee.

Applications from Gould model school and Sawyerville model school for permission to continue academy work were read, when it was resolved that the application of Sawyerville and Gould be granted, provided the schools be equipped as academies in regard to staff, under regulation 87, as amended.

A text-book for English pupils who learn French, prepared by Miss Lawless, was referred to the sub-committee on text-books.

It was moved by Dr. Peterson, seconded by Mr. Love, and

Resolved,—That Mr. Henry F. Armstrong be recommended to the Lieutenant-Governor in Council for appointment as associate professor of drawing in McGill Normal School, vice Miss N. Green, deceased, at a salary of five hundred dollars annually, to be taken from the present resources of the Normal School.

Moved by the Honorable Mr. Duffy, seconded by Dr. Peterson,

That the Normal School Committee be requested at once to confer with the newly appointed professor of drawing with the view of framing a carefully graded scheme for the teaching of drawing, appropriate to the first six years of the public school course, and to report to this Committee.—Carried.

A sub-committee, consisting of the Chairman and the Teachers' Representative, *ex-officio*, and Reverend. E. I. Rexford, the Reverend A. T. Love, and Mr. Masten, was appointed to arrange for the distribution of the superior school grants.

It was resolved that hereafter the marks given for the equipment grant by the Inspector of superior schools be communicated to the schools concerned through the secretary-treasurers.

Dr. Shaw read the following digest of Dr. Harper's report:—

During the past quarter Dr. Harper has inspected eight academies and fourteen model schools, besides Stanstead and Dunham Ladies' Colleges. The Manual Training classes at Waterloo, Knowlton and Bedford are represented as most efficient and meeting the object of the generous founder of this work. The general condition of these superior schools is satisfactory. Attention, however, is drawn to the following matters requiring consideration:—The Granby academy should improve its school grounds. The Waterloo academy very much needs increased accommodation and an additional teacher. The Inverness academy is still discredited by small salaries and by the objectionable condition of the premises, though there is promise of improvement of the latter. The Scotstown model school is in absolute need of a new building.

I recommend that the Secretary write the boards of the four schools named on the need of the improvements mentioned.

The Maple Grove school should not be admitted to the list of model schools, unless the June examinations justify such action.

The Beebe Plain school is reported as in a low condition, and the question of its return to the list should be carefully considered after the June examinations.

(Signed), WILLIAM I. SHAW.

An opinion of Dr. Dunbar to the effect that all Normal School diplomas must be issued by the Superintendent, was read.

Dr. Dunbar was asked to suggest an amendment to the regulations so as to harmonize them with the law in regard to this matter.

It was moved by Mr. G. J. Walker, and seconded by Mr. Whyte, that section one of regulation nine of the Protestant Committee be replaced by the following:—

1. "To visit each school of their inspectorates twice every year, giving two hours, on an average, to the inspection of each school."

After discussion, it was resolved to ask the inspectors at their next meeting to give reasons for or against the continuance of the institute work instead of one of the annual visits of inspection.

At the request of the Secretary, it was resolved that a meeting of the Protestant inspectors be held again during the holidays, at the call of the Secretary of the Department, and that a sum not exceeding \$125, be placed at his disposal to defray the expenses.

The sub-committee on the course of study made a report, and submitted a revised course of study for model schools and academies.

The Secretary was instructed to have copies printed for distribution after the approval of the Lieutenant-Governor in Council, which he was authorized to ask for.

John Adams, Esq., M.A., B.Sc., Rector of the Free Church Training College, Glasgow, and Professor H. M. Tory, M.A., of the McGill University, Montreal, entered the room and remained as visitors, at the invitation of the Committee.

The report of the sub-committee on the purchase of dictionaries, etc., was presented and adopted. It recommended (a) the purchase of about 1,000 sets of the Royal Readers at twenty-five cents a set, the same to be supplied to all the rural Protestant elementary schools of the Province, (b) the purchase of about 250 sets of the Britannia Readers at four shillings and six pence a set, delivered carriage paid at Quebec, for those schools which already have dictionaries. The sub-committee was continued with power, along with the Secretary of the Committee, to expend whatever balance may remain after all accounts are paid, and to make arrangements for the distribution of dictionaries and readers.

On motion of Mr. H. J. Silver and Mr. G. J. Walker, it was

Resolved,—That the Committee suggest that the idea of

giving supplementary readers to the elementary schools of the Province will be materially advanced if the school commissioners of the various municipalities will add to the number of readers supplied by the Protestant Committee so as to make it possible for the readers to be used as class readers; that the Committee recommend such purchase by the commissioners, and that the Protestant Committee make it possible for said commissioners to purchase the books at reduced rates.

Various applications for special diplomas were received and granted,

The sub-committee on rural schools read an interim report, which was received. The sub-committee was continued, and the Secretary was instructed to confer with Professor Robertson in regard to the scheme for experimental centers for the consolidation of rural schools and for the encouragement of nature study, and to report at the next meeting of the Committee.

It was moved by the Honorable Mr. Duffy, seconded by the Honorable Mr. Fisher, and

Resolved,—That this Committee has learned with satisfaction of the generous offer of Sir W. C. Macdonald, to establish experimental consolidated schools in one or more localities, the details of the arrangements yet to be developed. This Committee declares that it is willing to co-operate with Sir W. C. Macdonald in any manner deemed expedient, and that the Chairman of the sub-committee on rural schools is indicated as the medium of communication with Sir William.

Dr. Dunbar read an interim report concerning the complaints against the Inspector of superior schools, which was adopted. It was resolved that the sub-committee be continued with instructions to proceed with a special and a general investigation under articles 596, 597 and 598 R. S. Q., and to report at the next meeting. Mr. W. L. Shurtleff was specially empowered to take evidence under the articles just cited.

The list of deputy examiners was submitted and approved, and the report of the sub-committee to prepare for the June examinations was read and adopted.

FINANCIAL STATEMENT, PROTESTANT COMMITTEE OF THE
COUNCIL OF PUBLIC INSTRUCTION, MAY 30TH, 1902.

Receipts.

1902.		
Feb. 28.	Balance on hand.....	\$2,497 51
Mar. 21.	Temporary transfer, prize books, un- expended balance.....	475 00
" "	Poor municipality, cancelled cheque.	30 00
		<hr/> <hr/>
		\$3,002 51

Expenditure.

1902.		
Mar. 6.	G. W. Parmelee, salary.....	\$ 62 50
" "	G. W. Parmelee, freight and insur- ance on Royal Readers.....	32 76
" "	S. Carsley Co. Ltd., for Royal Readers.	250 50
" 7.	H. J. Silver, to pay for framing sample pictures.....	13 50
Apr. 2.	<i>Chronicle</i> Printing Co., 100 copies minutes of November meeting.....	8 00
" 17.	J. M. Harper, salary.....	300 00
May 23.	Wm. Drysdale, text-books for Dr. Har- per.....	6 87
" "	F. G. Scott, 150 poems, old and new, at 70c.....	105 00
" 30.	Balance on hand.....	2,223 38
		<hr/> <hr/>
		\$3,002 51

Special Account.

1902.		
Mar. 21.	City Treasurer of Montreal.....	\$1,000 00
		<hr/> <hr/>

Contra.

1902.		
May 30.	J. W. Brakenridge, secretary, for Mc- Gill Normal School.....	\$1,000 00
		<hr/> <hr/>

Vouchers for the items \$105 and \$1,000 to be produced
at the next audit.

Audited and found correct.

(Signed) WILLIAM I. SHAW.

After the reading of the rough minutes the meeting adjourned till Friday, September 26th, 1902, unless called earlier by the Chairman.

GEO. W. PARMELEE,
Secretary.

NOTICES FROM THE OFFICIAL GAZETTE.

Appointment of a School Commissioner.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 5th of June, 1902, to re-appoint the Reverend D. H. MacVicar, D.D., LL.D., Protestant School Commissioner of the city of Montreal, his term of office having expired.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 5th June, 1902, to detach from the school municipality of Saint Aimé, county of Richelieu, the following cadastral numbers of the parish of Saint Aimé, to wit: Nos. 1 to 331 included, and to erect them into a distinct school municipality by the name of "Saint Narcisse de Richelieu."

This erection is to take effect on the 1st of July, 1902.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 5th of June, 1902, to detach from the school municipality of Saint Pierre de Véronne, in the counties of Missisquoi and Iberville, the following lots of the cadastre of the parish of Saint Sébastien, in the county of Iberville, to wit: numbers 173, 350, 351 and 352, and to annex them, for school purposes, to the municipality of Saint Sébastien, county of Iberville.

This annexation will come into effect on the 1st July, 1902.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 5th of June, 1902, to detach from the municipality of Notre Dame de Bonsecours, Ottawa, lots Nos. 1 to 51 included, and to erect them into a distinct school municipality by the name of "Papineau," in the said county of Ottawa.

This erection will take effect on the 1st of July, 1902.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 5th June, 1902, to detach from the school municipality of Saint Léonard du Port Maurice, county of Hochelaga, lot No. 488 of the cadastre of the parish of Sault au Récollet, same county, and to erect it into

a distinct school municipality by the name of "Amherst Park."

This erection is to take effect on the 1st of July, 1902.

Appointment of a School Commissioner.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 12th of June, 1902, to re-appoint Mr. Gaspard Lemoine, of the city of Quebec, a member of the Catholic School Commission of the city of Quebec, his term of office being about to expire on the 30th of June, 1902.

Boundaries of School Municipalities.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 12th June, 1902, to detach from the municipality of Saint-Prosper, county of Dorchester, the following lots, to wit: In the IVth range of the township of Watford, lots Nos. 30 to 45 included; north-east part of the river Veilleux, lots 24 to 29 included; in the Vth range of the said township, lots 14, 15 and 16, and the north-east parts of the river, lots 12 and 13; in the VIth range of the said township lots 17, 18, 19 and 20, and the parts north-east of the river lots 14, 15 and 16; in the VIIth range, the north-east part of lots 18 to 24 included, and lots Nos. 25 to 30 included, and to annex all these lots and parts of lots to the municipality of Sainte Rose de Watford, in the same county, for school purposes.

Boundaries of School Municipality.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 12th June, 1902, to detach from the municipality of Témiscamingue, county of Pontiac, lots 59, 60, 61, 62 and 63 of ranges VI and VII, of the township of Duhamel, and to annex them, for school purposes, to the municipality of township Guigues, in the same county.

Boundaries of School Municipalities.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 12th June, 1902, to detach from the municipality of Metabethchouan, Lake Saint John, the following lots: Nos. 23 to 39, inclusively, of ranges IV and V of the township of Metabethchouan, and to annex them, for school purposes, to the municipality of "Saint André," in the same county.

Boundary of School Municipalities.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 12th June, 1902, to detach from the municipality of Saint Valentin, county of Saint John's, the following cadastral lots of the parish of Saint Valentin, namely: Nos. 211, 212, 213, 214, 215 and 201, and to annex them, for school purposes, to the school municipality of Saint Blaise, in the same county.

The foregoing annexations will take effect on the 1st of July, 1902.

Erection of a new School Municipality.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 12th June, 1902, to erect into a distinct school municipality, by the name of Saint Jules, the parish of that name, in the county of Bonaventure, with the same limits as are assigned to it by the proclamation of the third of June, 1901.

This erection will take effect on the 1st of July, 1902.

Erection of a new School Municipality.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 12th June, 1902, to erect into a distinct school municipality, by the name of "Shawinigan Falls," county of Saint Maurice, the following territory, to-wit: Starting from a point on the north bank of the river Saint Maurice, on the line dividing the township of Shawinigan from the seigniory of Cap de la Magdeleine, and the dividing line between lots Nos. 628 and 624, 625, 626 and 627 on the official plan and book of reference of the parish of Sainte Flore; thence, in a south-west direction, following down to a point situate on the south bank of the river Shawinigan, at the place where the said river empties into the Saint Maurice; from thence, continuing in a north-east direction and following the windings of the river Shawinigan, going up to its intersection with the subdivision line between the township of Shawinigan and the seigniory of Cap de la Magdeleine, and from thence, following the said subdivision line, to the starting point; with, moreover, an island situate in the river Saint Maurice, bearing the number 629 of the official plan and book of reference of the said parish of Sainte Flore, and also three other islands situate in the same river and bearing the numbers 1050, 1051 and

1052 of the official plan and book of reference of the parish of Notre Dame du Mont Carmel, county of Champlain.

This erection will take effect on the first of July, 1902.

Boundaries of School Municipalities.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 27th June, 1902 :

1. To detach from the school municipality of the town of l'Assomption, county of l'Assomption, the following cadastral lots of the parish of l'Assomption, namely : Nos. 1 to 9 inclusively ;

2. To detach from the municipality of the parish of l'Assomption, in the same county, the following cadastral lots of the parish of Repentigny, forming part of the school municipality of the parish of l'Assomption, namely : Nos. 170 to 179 inclusively ;

3. To detach from the school municipality of Saint Paul l'Ermite, in the same county, the following cadastral lots of the parish of Repentigny, forming part of the school municipality of Saint Paul l'Ermite, namely : Nos. 153 to 169 inclusively.

And to annex all the said lots to the municipality of Repentigny, in the same county.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 27th June, 1902, to detach from the municipality of Saint Aubert, county of l'Islet, the following lots, namely : Nos. 94 to 111 inclusively, of the 1st range of the township Fournier, parish of Saint Aubert ; Nos. 127 to 138 inclusively, of 2nd range, and then Nos. 11 to 22 inclusively, of the 3rd range, and to annex them, for school purposes, to the municipality of Ashford, in the same county.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 27th June, 1902, to detach from the municipality of Saint Anicet, No. 2, county of Huntingdon, the following lots, namely : Nos. 643, 644, 863, 870 and north-west part of lot No. 871, of the cadastre of the township of Godmanchester, parish of Saint Anicet, and to annex them, for school purposes, to "Cazaville," in the same county.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 27th June, 1902, to detach from the school municipality of Saint Donat, county of Ri-

mouski, the following lots, namely: Nos. 316 to 321 included, 321A and 322A, of the cadastre of the parish of Sainte Luce, forming actually part of the school municipality of Saint Donat, and to annex them, for school purposes, to the school municipality of Sainte Luce, in the same county.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 27th June, 1902, to detach from the school municipality of Saint Damien de Stanbridge, Missisquoi, lot No. 228 of the cadastre of the township of Stanbridge; also, to detach from the school municipality of Saint Pierre de Vérone, Missisquoi, the following lots of the said cadastre of the township of Stanbridge, namely: Nos. 27, 195, 201, 202, 207, 210, 211, 212, 217, 241, 242, 243, and to annex them, for school purposes, to the municipality of "Saint Armand West," Missisquoi, for Roman Catholics only.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 27th June, 1902, to detach from the school municipality of the city of Montreal, the following territory, to wit: bounded on the north-west and north-east by the former boundaries of the city of Montreal; on the south-east by Sherbrooke street; on the south-west by the official lot No. 1136, and comprising the lots known and described as the Nos. 1137 to 1142; the parts of Nos. 1225 and 1226; the Nos. 1227 to 1291; the Nos. 1 to 28, of the subdivision of lot 1299; the Nos. 10 to 30, of lot No. 1293; the No. 1300 and the parts of Nos. 1301 and 1358 of the official cadastre of Saint Mary's ward, inclusively, and to annex them, for Roman Catholic school purposes only, to the municipality of Saint Grégoire le-Thaumaturge.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 27th June, 1902, to revoke the order in council of 9th of May last, 1902, appointing school commissioners for the municipality of "Saint Edmond du Lac au Saumon," county of Matane, seeing that that municipality no longer exists.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 27th of June, 1902, to erect into a distinct school municipality, the new parish of Saint Louis de Gonzague de Pintendre, county of Levis, by the

name of "Pintendre," with the limits as are assigned to it by the proclamation of the sixth of March last, 1902.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 27th June, 1902, to erect into a distinct school municipality, by the name of "Kiamika," the part of the following territory, viz: ranges IV, V, VI, and VII of the township of Kiamika, county of Ottawa.

This territory does not form part of any school municipality.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 27th June, 1902, to detach from the municipality of "Sainte-Marie de Monnoir," county of Rouville, the rounding No. 1 and No. 2, containing the lots and subdivision of the following lots, to wit: Nos. 65, 43, 149, P. 135, 182, P. 17B, 256, 257, 258, 217, 218, 220, 221, 222, 223, 224, 225, 226, 26, 36, 28, 106, south 98, P. 137, P. 62, 59, 164, 56, 55, 42, P. 159C, P. 160, 111, P. 115, P. 116, 87, 139, 200, 145, P. 146, 148, $\frac{1}{2}$ north 147, 152, 153, 159, 160, 183, 184, 180, 195, 193, 279, 230, 259, 260, 261, 262, 263, 264, 273, 264, 275, 286, 287, 297, north 298, 301, 302, 22, 21, P. 2, P. 10, P. 11, P. 13, P. 11, P. 16, P. 97, 101, P. 134, P. 135, P. 137, P. 49, 162, 163, 167, P. 135, P. 116, P. 117, 271, 281, 282, 103, 115A, 215, P. 41, 23, 30, P. 4, P. 64, P. 62, P. 35, P. 62, P. 62, 60, 170, 187, P. 147, 192, 191, 234, 236, 237, 238, 239, 252, 253, 254, 255, 276, 277, P. 135, P. 95, P. 25, 19, 102, P. 64, P. 63, P. 63, P. 146, P. 147, P. 118, 117, 306, P. 116, P. 116, 124, 124, P. 125, P. 134, P. 147, P. 181, 178, 179, 235, 227, 228, 229, 291, 292, 230, 270, 285, $\frac{1}{2}$ 284, $\frac{3}{4}$ 137, P. 25, 34, P. 13, 12, 100, P. 66, P. 62, P. 135, 161, 153, 142, 174, 169, 190, 241, 242, 243, P. 233, 309, 310, P. 308, 90, 91, P. 2, P. 10, P. 11, 17A, 52, P. 66, 265, 266, 267, 110, 123, 129, 130, 250, 150, 151, 166, 165, 201, 202, 203, P. 2, P. 116, P. 49, 296, 295, 73, 74, 68, 58, 57, 54, 141, 53, 173, $\frac{1}{2}$ south 147, P. 135, 186, 197, 196, 189, P. 135, P. 135, P. 135, 288, 289, 290, 303, 304, P. 35, 305, P. 176, P. 178, 99, 72, 73, 74, 75, 67, 109, 80, 81, 82, 83, P. 137, P. 137, P. 135, P. 135, P. 135, 121, 123, 142, 188, 240, 272, $\frac{1}{4}$ 37, 132, 133, 244, 245, 246, 247, 248, 251, 307, P. 303, 88, 32, 24, 213, P. 41, P. 2, P. 64, 44, P. 50 and 51, P. 50 and 51, P. 27, 107, P. 147, 33, P. 4, P. 71, 70, P. 64, P. 115, P. 116, 165, 135, 177, 140, P. 233, 209, 208, 278, P. 116, P. 116, P. 116, 29, 77, 78, 79, 212, 211, 210, P. 62, P.

61, 154, 155, 144, 173, 157, 156, 176, 199, 198, 293, 294, 299, 300, P. 116, 216, 18, P. 116, 214, 45, 112, 113, 106, 114, 136, 175, P. 171, P. 181, 283, $\frac{1}{2}$ 284, 205, 204, 3, 108, 36, 35, 33, 194, P. 31, P. 31, P. 25, P. 10, P. 61, 92, 126, 127, 269, P. 135, 44, 46, 171.

2. Certain Nos. of cadastre of the parish of Sainte Marie de Monnoir, to wit: Nos. 248, 249, 250, 251, 252, 156, west P. 256, 253, 261, 254, $\frac{1}{2}$ north 255, west P. 257, 258, 169, 170, east P. 256, 142, 150, east P. 257, 258, 171, 172, P. 246, P. 159C, P. 159B, $\frac{1}{2}$ P. 161, 162, 247, 157, 159, 159A, P. 159B, 262, 152, 153, 154, $\frac{1}{2}$ 255, 264, 272, 273, 158, P. 159B, 163, P. 161, 144, 145, 146, 271, 266, 269, P. 268, P. 258, 259, 260, 270, 273A, east P. 268, 143, 148, 267, 147, 149, 164 and 174, and erect this territory in school municipality, distinguished under the name of "Marieville."

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 27th June, 1902, to erect into a distinct municipality, by the name of "Turgeon," the following territory, to wit: the ranges A, B and C of the township Turgeon, county of Ottawa, as also the lots Nos. 1 to 20 inclusively, of the 1st range of the said township; also, the lots 62 to 68 inclusively, of the first range of the township Loranger, in the same county. This territory not forming part of any school municipality.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 27th June, 1902, to detach from the municipality of Sainte Anne du Sault, county of Arthabaska, the following cadastral lots of the township of Maddington, namely: Nos. 407 to 412 included, in the Xth range:

Nos. 7a, 7b, 8a, 8b, 9a, 9b, 10a, 10b, 11a, 11b, 12a, 12b, 13 and 14, of the continuation of the XIth range;

Nos. 7 to 12 included, of the said XIth range;

Nos. 606 to 611 included, of the XVth range;

Nos. 612 to 617 included, of the XVIth range;

Nos. 618 to 623 included, of the XVIIth range;

And also the Island called Maddington, bearing the No. 13, of the said cadastre of the township of Maddington, and to erect this territory into a distinct school municipality, by the name of "Maddington."

The foregoing erections and annexations are to take effect on the 1st of July, 1902.

Appointment of a School Commissioner.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 27th of June, 1902, to re-appoint Mr. E. H. Taylor, merchant, as Protestant School Commissioner of the city of Quebec, his term of office having expired.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated 27th June, 1902, to erect as a separate municipality, under the name of "Saint François d'Assise," the following territory: bounded on the north by the river Millstream; on the east by the river Mata-pédia, on the south-east by the line between the 5th and 6th ranges of Ristigouche river, to lot 15 of the said 5th range, and from the said lot 15 inclusively, by the line between the 4th and 5th ranges of Ristigouche river, and on the west by Chamberlain stream, in the county of Bonaventure.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 27th June, 1902, to erect, as a separate school municipality, under the name of "Grand Remou," the following territory, to wit: Township of Egan, lots 6 to 78 inclusively, ranges B and C, Township of Aumond, lots 48 to 61 inclusively, range 1, same township, lots 54 to 61 inclusively, range B, Township of Litton, lots 1 to 14 inclusively, 1st range, Township of Sicotte, lots 1 to 14 inclusively, 1st range, all of the county of Ottawa.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 27th June, 1902, to erect as a separate school municipality, under the name of "United Townships," the townships of Gravel, Wurtele, Moreau and the township Pope, excepting the 24 first lots of the IInd and IIIrd ranges of the said township Pope, which already form part of the school municipality of "Robertson and Pope."

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 27th June, 1902, to erect into a distinct school municipality, by the name of "Montmorency," the village of that name, in the county of Quebec, with the same limits as are assigned to it by the proclamation of the 19th of April, 1902.

The foregoing erections will take effect on the 1st of July, 1902.

THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 10.

OCTOBER, 1902.

VOL. XXII.

The October day is a dream, bright and beautiful as the rainbow, and as brief and fugitive. The same clouds and the same sun may be with us on the morrow, but the rainbow will have gone. There is a destroyer that goes abroad by night; he fastens upon every leaf, and freezes out its last drop of life, and leaves it on the parent stem, pale, withered and dying.

W. Hamilton Gibson.

Articles : Original and Selected.

HOW FROEBEL PLANNED TO FOSTER THE
CHILD'S POWERS IN LANGUAGE.*

To-day, when the educational psychologist is abroad in the land, one treads on dangerous ground in standing for any method which does not rest on a principle which is inherent in the conditions of the being to be educated. Without some knowledge of the aims and possibilities of development in any given method, we cannot judge correctly of its value. Therefore, to decide on the worth of Froebel's idea in this case we must look at the language-situation of a young child. The little baby begins his operations in oral language by means of sensations, for, if sounds are to be intelligently made, says Tracy, they must first be heard. The child makes his first utterances, whether of

* A paper read by Mrs. Alice H. Putnam before the Kindergarten Department of the National Educational Association, held at Minneapolis, 1902.

pain or pleasure, simply because he cannot help it. Whence comes this desire and power? I do not know, save that it is from within—preferably from heredity, for we know that the “child is the fruit of the past, as well as the seed-corn of the future.”

Preyer, Perez, Taine, Sully, and many others, have shown something of the processes in the growth of a child's language. It is enough for our discussion to-day to say that the power to hear and to make sounds comes very early, and that before the baby has ended the first year of his life he makes sounds that are intelligible, and gives back those that others make.

Here again we are thrown back to the question of aim or purpose in this particular plan of development. Froebel says that “the function of the educator in any subject consists, above all, in helping everybody to observe his own life, and to act it out according to its being and its demands. In such a life the personality is purified and viewed in the mirror of the experiences of others, as in the natural life of man, and mankind, in the mirror of nature, of history and of revelation.” To be quite sure that this idea spoken so long ago holds good in our day and generation, we place side by side with it Professor Small's statement in the “Demands of Sociology on Pedagogy.” He says: “The end of all education is, first, the completion of the individual, and, second, which is implied in the first, the adaptation of the individual to such co-operation with the society in which his lot is cast, that he works with the society in perfecting its own type, in creating conditions more favorable to the development of a more perfect individual.”

All through the past the child has been led to “observe his own life,” to increase his individual power of language by the instructive response of the mother to the child's effort. This is true in the development of written and picture expression, as well as that which comes first, oral language. “But more potent than all external stimuli,” writes Froebel, “is the child's passionate impulse toward a development of his own being, which shall be on the one hand spontaneous, on the other, in accord with the universal trend of life.” The aid to be offered is to be determined by the child's progressive needs.

I think it will help us to keep clearly in mind the child's language stages, if I borrow an analogy from a prominent geologist who, in speaking of the earth, says: "Each special characteristic area of its surface, has its prenatal conditions, its birth, babyhood, its childhood, maturity, old age, and decay." Froebel certainly recognizes something akin to this in the processes of that form of expression which we are considering. There is the prenatal formation of the organs of speech and hearing. There is a time after birth when these are quite at the mercy of surrounding conditions—when there is little, if any, power of resistance to what is external—when all that is to nourish the language power of the child comes to him unconsciously, and, we might almost say, vicariously. It is just here that Froebel's scheme begins to ultimate itself. The child himself, we must remember, is the prime factor in the problem; but the mother's love, the mother's song and mother's play, are also very vital ones. Froebel appeals at once to the "working energy" of the child no matter how slight that may be, and though the child, himself is altogether unconscious of the outcome of his efforts. Because he does hear, because he will soon listen, the old master considers it worth while to give something that has a hearing and a listening value. Froebel read, as who that has eyes to see has not read in a mother's open book of life, with her baby in her arms, something not only of the "joy of things to be," but the delights of the things that are now present. He saw that out of the abundance of the heart the mouth speaketh, and what is more natural than that the mother's feeling should express itself in songs to and about her baby. Through her response to his babblings, as Dr. Dewey has said, "the child comes to know what these babblings mean; they are transformed into an articulate language, and thus the child is introduced into the consolidated wealth of ideas and emotions which are now summed up in language."

But it may be said we needed no Froebel to teach this fact—this playful prattle between mother and child has always been a common thing. Why should it be claimed as a discovery of Froebel's? Why should we say "Froebel's Mother Play?" The instinct which prompts it is old, the *insight* which Froebel would make possible to every mother in this sort of play is something that was

thought little of before his day. While on the part of the child the play remains an expression of impulse and activity for its own sake, he declares that the mother should have a broader outlook.

Psychology teaches us that sense impressions do remain, though the subject of them may be for a time wholly unconscious of them; but when the time comes that the impressions are not only *received* but *perceived*, the words and tones with which the child is already familiar because of the many repetitions are the more easily understood, and are a further help in gaining new words. This is especially true when words are interpreted by the actions, in which the child delights. There comes to him in due time a genuinely intelligent association of the word and act, of word and object.

If it is the function of the mother to create conditions for "clear thinking, right feeling, and noble doing," then it is most desirable that she keep away from the child "needless imperfections of pronunciation, those affected reduplications of words," as Mr. Hailmann calls them, which sooner or later come between the child and the situation in which he finds himself. These are all well enough as the child's creations, but are not in place on the part of adults, for they do not help the child in "the completion of himself," to which we have before referred.

Froebel plays with words as he plays with gesture, form, colour, size, etc. There are very few elementary attributes of objects, which do not come to the front in the little child's language—necessities in play, and Froebel would note all of these, but would conserve the best. He does not want the child enveloped in words, but would develop the child's language, by making the very best use of that which he has at his command.

Again, he lends a hand; the child is given certain materials to work and play with. He builds with blocks, plays with balls of various colours, makes things of clay, wood, cardboard, and paper; he paints, draws, weaves, sews, pounds, digs in dirt and sand. All of the activities and objects have a nomenclature peculiarly their own, and repeated plays with them create the need for numberless nouns and verbs, as well as for complete sentences; and yet, because of the repetitions of the same playthings

from time to time, the child gains more definite ideas of the relation of the word and the object. I think this is one of the values in limiting, to some extent, the material a child works and plays with. It is not cramping or hampering because the new creations or combinations continually call for more freedom and more words, as well as a better use of those already at his command.

Another plan of Froebel's growing out of the use of the work and play material is to have the child work occasionally from very definite directions or dictation given by the teacher. Do not be alarmed lest the creativeness of the child suffer. It is not a one-sided arrangement, for soon, in turn, the teacher becomes pupil, and the *child* is the master-workman, who must now tell definitely what we are to do. This sort of work must fall in with a previously awakened experience, as to position, direction, as well as of other elementary attributes of objects. It must have a "content" that the child himself feels is a worthy one, not only for the future, but for the present. No one who has not tried this device knows its real worth as a means of language teaching. By such an exercise now and then there is formed in the mind, as the goal of the effort, a transparent mental image of the object or activity to which all of the preceding experiences belong, and words, as well as things, are made simpler and clearer. This, we must remember, is only one device. There are times when the child is left wholly to himself to work out his ideas as best he can; but he certainly needs help in spelling out the fact that experience, either with action or objects, or the words which symbolize them, is a connected process. "The whole vast mystery of life, in all its processes and conditions," I quote Professor Small again, "confronts the child as it does the sage. It is the business of the educator to help the child interpret the part by the whole. Education from the beginning should be an initiation into science, language, philosophy, art, and political action in its largest sense." Therefore Froebel's aim in each and all of these subjects is one of nurture, a fostering care of that which is best. He does not want the child warped anywhere by habit, by prejudice, nor by misunderstanding.

I have only hinted at Froebel's strong feeling for rhythm in language teaching. He would make it a strong factor,

from the nursery song through the child's whole school life. Because rhythmical language is begun instinctively, he claims also that it must also become intelligent, and this even before the words may be fully understood. He would use song and poetry as a means to the increase of a higher inner life, and he advises the skeptic who questions the value of it to study the child's language simply and naturally, and see how early in the child's simplest expression of feeling he falls into rhythmical speech. An universal and complete plan of education will not leave children to an arbitrary, frivolous whimsicality in any form of expression, but should lead them to understand and appreciate the true products of art in which is included poetry.

In the chapter on the "School and the Family," in the "Education of Man," under the heading, the "Observation of Nature and Surroundings," Froebel begins by having the children name the things nearest to them; then follows a conversation as to the relation of one thing to another; of the furniture of the room to the room itself; of the room to the house; of the house to the premises, the yard, garden, barnyard, etc. He brings in here a most vital truth, viz., that the knowledge of things and of words must be consciously *necessary* to the child; and these necessities do spring forth at certain times and in certain places as "buds on the bough of a tree." The teacher is expected to see these requirements almost intuitively, but she must also know how to give to each stage that which the stage demands. He leads the child from the home into the fields; into the surrounding country; to the things of nature; to the river, hill, grass, trees, etc. The animals are noted and classified according to the child's ability; but the ability is ever increasing. He observes men in different sorts of work, and notes the common features and ultimate aim. He sees that men live in families, families in larger groups, and finally the child comes back to the home, from which he started on his explorations, with a larger outlook; and if he has been rightly led, he has at least a germ of the truth which is so fundamental in all ethics that "only as a whole, as a unit, can humanity fully attain the highest and ultimate purpose of human striving." In speaking of the child's language in relation to all of

these observational experiences, Froebel says : " Man's speech should be, as it were *himself* in its integrity ; it should reveal him all-sidedly and become an image of his inner and his outer world."

Educational Experiments.

PROBLEM OF REST.

" The problem of rest is no less complete than that of fatigue. Under some conditions it is the muscles which are first exhausted, the brain and nerve cells remaining relatively fresh. While the nerve fibres themselves, the function of which is to conduct impressions, recent experiments show to be hardly more subject to fatigue than an electric wire. The worst, and no doubt most common, type of fatigue is nerve-fag, and this is easiest caused by care, worry, anxiety, or by doing work for which there is no zest, but rather repugnance or, at least, indifference. Hence, it follows that to turn on interest cures exhaustion and converts work into play. A farmer wished some large piles of small stones thrown into a ditch a few rods away. It was late in the afternoon, and he knew his boys would plead fatigue, so he pretended to find a big nest of snakes in the water and began to stone them himself with great eagerness. The boys joined in the sport, and the work was done before the end of the hour with actual refreshment, because the play-instinct was a relay. So the problem of over-pressure in school, of which we hear so much, would not only vanish, but children could do much more work than is required, and without harm, under teachers who have the art of inciting interest. The fatigue of forced work is very real, but there are two ways of increasing a fraction, one is by lessening its denominator, and the other by increasing its numerator, so to augment interest is a form of rest.

" Change of work is often real rest. Every one ought to have an avocation as well as a vocation, and cultivate an amateur interest in some form of exercise, game or culture very remote from his line of bread-winning activity. Perhaps no tire is so acute as that which is very partial and involves certain muscles, movements and brain centres, leaving others perhaps over-rested. By exercising the lat-

ter and, as it were, equalizing the area of fatigue, or making it more symmetrically distributed, many of the best effects of rest are secured. Many of even the diseases of exhaustion are because energy of one part of our psycho-physic organism is overdrawn, while that of other parts is over-rested. This may make even sleep partial and haunted by the spectres of the night. Every one who works with his muscles should carefully reserve some fraction of the day for reading and intellectual work. We are prone to forget that this is just as important as for literary men to take exercise. It is really amazing what one can do with only a fragment of a day, and with his total strength if it is systematically used in one direction. Those who seek recreation in mere amusements of a frivolous nature are wasting precious time and capacity."—*Dr. Stanley Hall, in Ainslee's.*

Editorial Notes and Comments.

—IF it be of inestimable advantage "to see oorsels as ithers see us," the educational people of the Province of Quebec may justly congratulate themselves on the appearance of a report on "The Protestant School System of the Province of Quebec," just issued by Longmans, Green & Co., of Paternoster Row, and E. M. Renouf, of Montreal, joint publishers. Professor Adams, at the time of his visit Principal of the U. F. Training College, Glasgow, and now Professor of Education in the University of London, spent the months of May and June of the present year in "visiting schools," in "interviewing educational officials of all kinds," and in conversing with "members of the general public who showed any interest in education." But that in so short a time he visited and in many cases examined 120 representative elementary schools from Argenteuil to Beauce, 24 model schools, 20 academies and 15 special schools and city schools, speaks volumes for the activity of the volunteer inspector and the skill of his guide, Professor Tory.

Energy is sometimes misdirected, but Professor Adams brought to his work exceptional qualifications; the seeing eye, the hearing ear, the understanding mind trained in educational needs and methods, and, above all, the impartial reserve of judgment that waits until all is known that

can be known. It is not too much to say that the publication of the results of his investigation marks an epoch in education in this Province, especially if it be true, as is whispered, that Sir W. C. Macdonald, "whose zeal in the interests of true education is beyond all praise," has been endeavouring through the eyes of Professor Adams to become acquainted with our educational needs and shortcomings.

Very interesting it is to note with what precision Professor Adams has put his finger on our educational sores, and with what sagacity he indicates the healing medication. Poverty of resources, not of men and women, but of money, causes our malady. More liberal endowment of education, both primary and secondary, administered by the central authorities, is the medicament.

School-houses and their equipment, school teachers and their salaries, school authorities and their limitations, come under review, while many subordinate matters not insignificant in themselves, but relatively less important than the above, are clearly and for the most part convincingly discussed. Of elementary school buildings and equipment a melancholy picture is presented. Ill-arranged, ill-furnished, ill-kept, they are large enough only because a dwindling population can furnish but a mere handful of pupils. They are so little regarded by school authorities that it is thought worthy of notice that every school in one district has a wash-hand basin; in certain districts the teacher's desk "reminds one of nothing so much as a horse-trough fitted with a lid and padlock"; two columns in the Report of the Superintendent of Public Instruction distinguish between "the schools that are and the schools that are not provided with desks and seats with back"; the plaster black-board "is nearly always cracked and broken"; sometimes a school concert must be held to buy a broom or glaze a window; often "the teacher with the aid of one of the girls does the daily sweeping," and "in not a few cases the mistress tackles the scrubbing herself."

Teachers are underpaid; they have no assured position; they change from school to school with startling frequency. "82 per cent of the teachers I met had changed their school at the beginning of the year"; amongst the teachers "there is a wide-spread feeling of unrest" and "an unhealthy fre-

quency of change ” ; their vocation is scarcely a respectable one, “ they command respect as man and woman rather than as teacher ” ; in large part they are untrained ; “ of the teachers I visited 36·1 per cent had received more or less thorough training ” ; consequently it is scarce to be wondered at that they sometimes “ showed up miserable work, although the buildings and apparatus were all that could be desired.”

The limitations of school authorities, from the Protestant Committee of the Council of Public Instruction to the Commissioners of rural schools, arising chiefly from inadequate pecuniary resources and a waning population, may be reviewed as seen by the author on a subsequent occasion.

—THE first duty of a superintendent, inspector, principal or teacher in a new sphere of labour is not to find fault with the apparatus, organization and teaching methods of his predecessor, but to show that he himself is capable of doing good work. There are people so narrow of outlook as to believe that there is only one way in which an end can be reached. On the contrary, there are as many ways as there are minds at work, and though a few of them might be ruled out as poor or impracticable, for some reason, the vast majority of thinking people will do good work in their own way or in the way that commends itself to them personally. The sorrow of it is that these narrow-minded people believe that they are the ones who have discovered the sole and only way, and, when placed in positions of authority, crush out the life, ambition and joy of their subordinates in the work, and bring them to the treadmill stage of labour. This is nothing short of criminal, for it destroys life—the mental and spiritual—not only of the teachers, but also of the children who are placed in the care of these teachers. Broad-minded and large-hearted men and women are needed in the profession of teaching.

—THE English Education Bill is reaching the acute stage, for an effort is being made to unite the forces of the various opponents of the Bill, in order to give as much weight as possible to the opposition.

—WE would ask the careful attention of our readers to the admirable address of General Baden-Powell on “ Habits of Observation.” This address was delivered before the

Teachers' Conference of the Transvaal and Orange River Colonies and reported by the Johannesburg *Star*. We are sorry that we are not able to print the address in the words of the speaker, for it is a valuable contribution to educational thought, viewing education as it does from the standpoint of actual use. If we more frequently came into contact with great men in all walks of life, we should be better able to answer the question, "What is the good of our education after all" ?

—WE have before us an interesting and instructive pamphlet, edited by Dr. J. G. Hodgins, Ex-Deputy Minister of Education for Ontario, on the work of the great educationist, Dr. Ryerson. This little work will prove of value to teachers interested in the school system of Ontario, in that it presents in synoptical form the important stages in the history of the Ontario system of education. The development of the Ontario school system and the latter part of Dr. Ryerson's biography, are one and the same story.

Current Events.

—THE Reverend Dr. Barclay, of St. Paul's Church, Montreal, has declined the principalship of Queen's University, Kingston. The names of several gentlemen are before the Board of Trustees, among these are the Rev. Dr. Herridge, of Ottawa, and the Rev. Prof. Patterson, of Aberdeen.

—IT is a matter of interest to teachers as well as to parents that girls grow most rapidly in their fifteenth year and boys in their seventeenth year.

—MAJOR Powell, a noted geologist, director of the Bureau of Ethnology at the Smithsonian Institute, at Washington, is dead.

VITALITY OF DISEASE GERMS.

Graffky finds that microbes retain their vitality much longer in dimly lighted than in sunny rooms. This may be one reason why disease germs flourish better in winter than in summer, owing to the lesser hours of sunlight. He

points out that influenza epidemics have never occurred in Germany except when the weather has been long cloudy. The vitality has been directly proportional to the size of the particle of dust or moisture. The germ dies more rapidly the finer the particles. In his tests with droplets such as are expelled in speaking, sneezing or coughing, he found that the bacillus prodigiosus and the typhoid bacillus retained their vitality 24 hours in daylight; the diphtheria bacillus 24 to 48 hours in daylight and five days in a cellar; the tubercle bacillus five days in daylight and 22 days in a cellar; the fowl cholera bacillus 10 hours in daylight and 24 hours in the cellar; the staphylococcus pyogenes aureus 8 to 10 days in daylight and 35 days in the cellar; the streptococcus longus 10 days in daylight and 35 days in the cellar; the anthrax spores 10 weeks in daylight and at least three months in the cellar.—*Scientific American Supplement*.

THE SERVICE OF THE LEAVES.

When the drear, sear days creep in like thieves,
 Sisterly kind are the golden leaves :
 Through long, warm, simmering summer noons
 They have dipped from the sun with their emerald spoons :
 Now their hoarded sunshine, scattering, stays
 The famine of these lean fall days.

—*Jefferson Fletcher*.

—ON September 3rd, of the current year, died Edward Eggleston, aged 64 years. He was the author of "The Hoosier Schoolmaster," "Roxy," "The Circuit Rider," and other wholesome, sweet and cleanly stories. He also wrote histories of some of the periods of American history, confining himself to facts with a fidelity truly commendable.

—PROFESSOR Rudolf Virchow, at the advanced age of 81 years, died September 5th, 1902, in Berlin, Germany. He was for several years Liberal leader in the Prussian and German Parliaments, but his fame rests chiefly upon his discoveries in medical science, upon which subject he was a recognized authority. He was celebrated for his researches in the sciences of anthropology, archæology and ethnology, and is widely known as the originator of the theory of the cellular nature of animal tissue.

HABITS OF OBSERVATION.*

GENERAL BADEN-POWELL.

General Baden-Powell modestly disclaimed any intention of delivering a lecture; he simply meant to have a conversation with the teachers. He did not want to set himself up as a teacher of teachers. Quite the opposite. He set himself up rather as the user or consumer of goods of which they (the teachers) were the manufacturers. It was in that light he came before them, not to tell them their business, how to make the goods, but rather to point out as a user of them any little defects which he might have noticed here and there, and which, if pointed out, would probably be remedied in future manufactures. He believed they would receive his views without derision, and would weigh them before rejecting them. He made suggestions and left it to them to consider the method of carrying them out if they were approved.

During the past few years several thousands of average young men, educated in the average way, had passed through his hands. He therefore knew what the good points of such an education were, and where little omissions had been made. He had had to a certain extent to complete the education of these young men to suit their environments in the army or the police, as the case might be. Of course their minds and ideas had been already rather formed when these men came into his hands, and they were therefore more difficult to teach than children. In teaching them he had almost invariably begun at what they (his hearers) might consider the wrong end of instruction. To teach a man to ride he put him on a horse and afterwards taught him the details. In learning a language himself, he went to the country where it was spoken and tried to talk it and read it. and after he had learned a smattering in that way, he learned the grammar. He found this plan worked very well with his men. In the army it was laid down as a rule that it took two or three years for a man to become an efficient soldier. During the recent war he had often

* The General's address lasted well over an hour, but was so bright, interesting and racy throughout and so plentifully interspersed with suitable anecdote that the attention of the large audience was chained from start to finish.

more like two or three weeks at his disposal to train raw material. Outside Mafeking, about five miles, there was a party of Boers. That party of Boers was not worried, it was preserved—to train recruits. The recruits were taken out for a little drill in front of these Boers. They were of course fired at, and they gradually came to see what the game was, to become plucky under fire, to take cover, and to use their own individual intelligence. In a few days they were useful soldiers. Then the details of their drill were taught them, and they came natural to them, because they saw the object of these details. Whether this suggested any hints for the teaching of children it was for his hearers to say.

In instructing his men he always tried to make the instruction interesting and as far as possible competitive. Above all things he tried to make it cheerful. He thought children should be brought up as cheerfully and as happily as possible, if not for their own sakes, then because it was their duty to make other people happy and cheerful, and they could not do it unless they were brought up to be happy and cheerful themselves.

SKIRT-DANCING AND PLAY-ACTING.

A lady had suggested to him that he should lecture on skirt-dancing as an attribute of education. There was a great deal more in that than met the eye. If they taught children skirt-dancing they would teach them to use their bodies and intellects and to become musical. Even therefore, in an apparently absurd idea like that, there was some value. It was the same with play-acting. There was a lot of value in it. It brightened up the intellect. Young people were natural mimics, and the tendency ought not to be suppressed. The General then referred to the Australian Juveniles at present in town, and said what bright little people they were even off the stage, though he would rather see children perform in a back school-room than on a public stage.

He had noticed in our colonies (*) the habit of truthfulness was gradually becoming more and more lax. If they could inculcate in the youthful mind that truthfulness was

* The South African Colonies are referred to here.

one of the highest aims, it would be a very good thing, especially in our new colonies.

The General then referred to the education of girls in domestic work, with a view to their becoming useful wives for young colonists, narrating in relation to this point one or two anecdotes which greatly amused his audience.

His next point was the advantage of teaching children to use their left as well as their right hands. He knew the value of this himself.

Coming to the subject which was referred to in the title of his lecture, the General said if they could only cultivate the children in the habit of observing small matters, he believed they would grow up far more intelligent and possessed of far more common sense than they usually did. The habit of noticing small details, picking up small experiences and keeping one's eyes open, these little points were the pence that went to make up the pounds of experience. Just as the saving of pence developed habits of thrift, so in cultivating the habit of observation of small things, the habits were incidentally cultivated of memory, of large-mindedness, and of sympathy with others. Then there was the putting of this and that together after things had been noticed and reasoning out a meaning from it. This was merely common sense.

COMMON-SENSE.

The lecturer said it was generally left to chance whether people developed common-sense or not. The average man and woman went through life like straws down a stream. They let themselves be pushed about by circumstances or other people. He referred, as an illustration, to young people choosing their callings. Young men often followed certain callings, simply because their fathers had followed them before them. If common sense, as he had defined it, were inculcated in them as children, they would be able to take the initiative themselves, with a reasonable amount of advice from their parents, in choosing a calling. It was the same with men choosing their religion or their politics. They followed other people like a flock of sheep. People excused themselves for their failures in life by saying they had no luck. He took it that most men could command

their luck if they kept an intelligent look out for opportunities and used them when they saw them.

Harking back to the art of noticing details, the lecturer said it largely conduced to personal success in life, it certainly conduced to the enjoyment of life, and he thought it largely helped to make one more useful, or at any rate more sympathetic in regard to other people.

SELF-CONSCIOUSNESS.

He agreed with the Rev. Mr. Darragh that one of the great drawbacks to the success in life of the average Englishman was his self-consciousness, which often developed into selfishness. He thought this self-consciousness might be averted by teaching boys to observe and study small details. This habit led boys to acquire a multitude of small interests outside themselves. It widened their horizons and taught them that they were only little atoms amongst all the others. A boy who acquired outside interests like that, sank his personality and worked on broader lines generally. That was the theoretical part of it, and in practice they would find that the boy's intelligence was quickened, his powers of observation became brighter and sharper, and his memory was cultivated. He also learned to notice peculiarities in other people, and so became a good judge of character, and all these things tended to success in life, and to the widening of the intelligence and sympathies.

The General then pointed out how the study of details and the noticing of small points conduced to the pleasure of life. He believed in this life one ought to take as much pleasure as one possibly could, provided it was not selfish pleasure, because, if a man were happy, he would have it in his power to make those around happy.

JACK OF ALL TRADES.

Some pedagogues, continued the lecturer, had laid it down that it was wrong to be a jack of all trades and master of none. Well, he was rather inclined to go the other way, within limits. He thought every one ought to be a jack of all trades if possible, and if he were master of one or two in addition so much the better.

The man who was jack of all trades could enjoy himself wherever he was or in whatever line he was. It was not, however, man's own selfish enjoyment that he (the lecturer) was arguing for. The man could also sympathise with other people owing to his wider knowledge.

The General also pointed out that by personal study of the little characteristics of one's fellow-men one developed sympathy with them from the highest to the lowest, and could understand all grades much better than if he merely read about them in books and newspapers. That kind of sympathy, love, charity—call it what they liked—was the one great principle for which we ought to live.

The lecturer then proceeded to say that the habit of noticing small details lost a great deal of its value unless attached to it were the complement of deducing the meaning from these details. To illustrate this point, the General narrated several anecdotes, chiefly of his own experiences. One story he related was of a local medical man, who had as a student been examined by Dr Bell, of Edinburgh, the original of Sherlock Holmes. A patient was brought into the lecture room, and the student was asked to say what was the matter with him at a glance. The student was unable to do so, and Dr. Bell diagnosed the case from where he stood, without questioning the man. He said the man had been drunk the previous Saturday night, had got wet through in the rain, and in drying himself before the fire had fallen on it and burned his knees. The diagnosis proved correct, and Dr. Bell explained that he had arrived at it by noticing the man's bleary eyes, his muddied clothing, his trousers burned at the knees, and a limp.

The General also gave an instance of his success in finding lost articles of ladies' jewellery, a line in which he admitted he had been very lucky, and explained his methods.

After narrating several other stories, the General summarised the points of his address, and in conclusion congratulated the assembled teachers on the great work that lay before them of building up our Empire in this part of the world, and of knitting together the rising generation of English and Dutch fellow-subjects in this country.

—A CHARTER has been granted by the King for the founding of an academy to promote studies in philosophy, history and language.

—THE Royal Arms of Great Britain contain in the first quarter three golden lions on a red field for England; in the second quarter the lion rampant for Scotland; in the third quarter the harp for Ireland; in the fourth quarter the leek for Wales.

—ASTERS and golden-rods are the livery which nature wears at present. The latter alone express all the ripeness of the season, and shed their mellow lustre over the fields, as if the now declining summer's sun had bequeathed its hues to them. . . . On every hillside, and in every valley, stand countless asters, coreopses, tansies, golden-rods, and the whole race of yellow flowers, like Brahminical devotees, turning steadily with their luminary from morning till night.

Lesson Notes.

HINTS ON TEACHING THE ACTS OF THE APOSTLES.

By MISS M. I. PEBBLES, McGill Model School, Montreal.

Before the assigning of lessons in the Acts I have found it beneficial to devote two or three lessons to the following points, enlarging each point with interesting details:

1. Author of Book. 2. Proofs that the Acts of the Apostles was written by St. Luke, viz :
 - a. Addressed to the same person as the Gospel was.
 - b. Continues the history from the end of the Gospel of St. Luke.
 - c. Style is similar to that of the Gospel.
3. Character and nature of the Book.
4. The fact that from Ch. 1 to 12 inclusive, Jerusalem is the centre of action, and from Ch. 13, history seems to revolve around Antioch on the River Orontes.
5. The inference that one can easily draw from this fact.
6. When this book was written and to what year approximately it treats.
7. Condition of Rome at that time.

I might mention that no text-book is employed in teaching this subject, but each pupil must be provided with a Bible and a note-book in which are kept the synopsis of

each chapter and notes on various points throughout the course. After this preliminary drill, we proceed to study each chapter, and before assigning a lesson to be prepared by the pupil, I first give the class the synopsis of the chapter, then show how around each point in the synopsis subordinate facts must be grouped, mention what particular verses are to be learned by rote, draw attention to conversations, which, as a rule, I insist upon being given exactly as related. Either tell or direct pupils how to ascertain (the latter is preferable) where places are situated. As in every other history lesson, a free use of the maps on the wall and on the blackboard is indispensable. I shall now proceed with the writing out of the synopsis of each chapter, which is really a simple framework, in which is placed the pictures, which constitute the history of the Acts of the Apostles.

- Chapter 1. *a* Ascension of our Lord.
b Election of Matthias.
- Chapter 2. *a* Feast of Pentecost and descent of the Holy Ghost.
b Peter's first address to a mixed multitude.
c Growth of the Church.
- Chapter 3. *a* Peter and John in the Temple.
b Peter's second sermon.
 In connection with *a* I would give notes on the history of the Temple.
- Chapter 4. *a* Peter and John brought before the Sanhedrim for the first time
b Result of this.
c First mention made of Barnabas.
- Chapter 5. *a* Ananias and Sapphira.
b Apostles seized and brought before the Sanhedrim (2nd time.)
c Gamaliel's advice.
- Chapter 6. *a* Appointment of Deacons.
b Account of Stephen.
- Chapter 7. *a* Stephen's address before the Sanhedrim.
b Stephen's death.
- Chapter 8. *a* Persecutions—first mention of Saul.
b Philip in Samaria.
c Simon Magus.
d Ethiopian Eunuch.

- Chapter 9. *a* Saul's conversion.
b Saul in Damascus, in Jerusalem, in Tarsus.
c Peter in Lydda.
d " " Joppa.
- Chapter 10. *a* Cornelius.
b Peter's mission to him.
- Chapter 11. *a* Peter's explanation to the Apostles at Jerusalem.
b Barnabas sent to Antioch—goes to Tarsus, &c.
c Prophecy of Agabus.
- Chapter 12. *a* Persecutions by Herod Agrippa.
b James put to death.
c Peter sent to prison.
d Peter's deliverance.
e Herod's death.
 In connection with *a* show distinction between the Herod mentioned here and Herod in ch. 13, then with *b* distinguish between the various men named James in the New Testament.
- Chapter 13. *a* Five teachers at Antioch.
b Paul's first missionary journey.
c Places reached as follows:—
 Antioch on River Orontes, Seleucia, Salamis in Cyprus, Paphos—here Saul met Sergius Paulus, Saul's name changed, Perga in Pamphylia—here John Mark left Paul, Antioch in Pisidia—here Paul delivered his first sermon; its result.
- Chapter 14. Places continued:—
 Iconium, Lystra—cripple cured and Paul stoned, Derbe, Lystra, Iconium, Antioch in Pisidia, Pisidia, Pamphylia, Perga, Attalia, Antioch—end of this journey.
- Chapter 15. *a* Discussion about circumcision.
b Decision of the Church at Jerusalem, delivered by James.
c Paul and Barnabas return to Antioch.
d Paul's 2nd journey.
 Places mentioned—Antioch, Syria, Cilicia.

- Chapter 16. Places continued—Derbe, Lystra—here Timotheus joined Paul, Phrygia, Galatia, Mysia—here Paul was forbidden to enter Bithynia, Troas—vision of a man from Macedonia, Samothracia, Neapolis, Philippi—here mention is made of Lydia, also of a damsel, and of Paul and Silas being cast into prison.
- Chapter 17. Places continued :—
Amhipolis, Apollonia, Thessalonica—here an uproar, mention made of Jason, Berea—here Silas and Timotheus stay. Athens—here Paul gave his first address in Europe ; its result.
- Chapter 18. Places continued :—
Corinth. *a* Meets Aquila and Priscilla.
b Silas and Timotheus join Paul.
c Crispus. *d* Vision. *e* Gallio's decision.
Ephesus—Paul is accompanied thither by Aquila and Priscilla.
Cæsarea, Antioch, end of Paul's 2nd journey.
a Verse 23, Paul begins 3rd journey, visiting Galatia and Phrygia.
b Apostles at Ephesus and in Achaia.
- Chapter 19. *a* Paul in Ephesus, stayed two years. Miracles mentioned. Exorcists, Sceva, books burned. Paul sent away into Macedonia Timotheus and Erastus,—Demetrius and attendant commotion.
- Chapter 20. Places of 3rd journey continued :—
Macedonia, Greece, stay of three months. Seven companions leave Paul and start for Troas, Philippi, Troas—mention here made of Eutyclus, Assos, Mitylene, Chios, Samos, Trogyllium, Miletus—here sent for elders from Ephesus to whom he bade farewell.
- Chapter 21. Places continued :—
Coos, Rhodes, Patara, Phoenicia, Tyre in Syria—here Paul was warned not to go to Jerusalem.

- Ptolemais, Cæsarea. *a* Philip, *b* Agabus' prophecy.
- Jerusalem. *a* Paul's welcome there. *b* Paul's plan to calm the Jews. *c* Paul's arrest, &c.
- Chapter 22. *a* Paul's address to the people from the stairs. *b* Uproar among the people and Paul's rescue. *c* Paul before the Sanhedrim.
- Chapter 23. *a* Paul's address to the Sanhedrim and its result. *b* Paul's vision. *c* Paul sent to Cæsarea to Felix.
- Chapter 24. *a* Paul accused by Tertullus. *b* Paul's reply. *c* Paul before Felix and Drusilla. *d* Festus appointed in Felix's place.
- Chapter 25. *a* Paul before Festus—his appeal to Cæsar. *b* Paul before Agrippa and Bernice. *c* Festus introduces Paul.
- Chapter 26. Paul's speech to Agrippa—its result.
- Chapter 27. Commencement of the 4th journey:—
a Paul sent by ship to Italy. *b* Shipwreck.
- Chapter 28. *a* Miracle on Melita. *b* Paul reaches Rome—his stay in Rome.
- Places mentioned in the 4th journey:—
Sidon, sailed under Cyprus, sailed over Sea of Cilicia and Pamphylia, stopped at Myra, passed Cnidus, sailed under Crete near Salmone, reached "The Fair Havens" near Lasea, sailed under the Island Clauda, driven up and down in Adria, Melita, Syracuse, Rhegium, Puteoli, Rome. End of the 4th journey.

In the proper place I teach what is meant by certain terms as Pharisees, Sadducees, Epicureans, Stoics, the Areopagus, the Sanhedrim; also, I have the pupils note Paul's companions in travel:—

1st journey, Barnabas and John Mark, ch. 13,2 and 13,5.

2nd " Silas, ch. 15,40, Timotheus, 16,3.

Luke Acts. 16,10. Note the "we" in this last reference.

3rd journey. Timotheus and Erastus, 19,22. Luke, Acts 20,5.
 4th " Luke, Acts. 27,2.

Pupils should know when our Lord appeared to Paul, four times in all :

1. At his conversion, ch. 9.
2. In Jerusalem after his conversion, ch. 22,17.
3. In Corinth, ch. 18,9.10.
4. When taken prisoner for the last time, ch. 23,11.

An angel appeared once, when he was in the ship going to Rome, ch. 27,23.

In connection with teaching this book, there is one special difficulty which meets us. I refer to the teaching of the various addresses given by Peter and by Paul. The question arises how much should a teacher expect the pupils to know of these addresses. I have found by experience that all we have a right to expect from our pupils is to have a clear conception on the following points :

- a* To whom and by whom was the address delivered.
- b* Under what circumstances was it given.
- c* Main subject treated in the address.
- d* Result or results that followed.

Practical Hints and Examination Papers.

REMINDERS TO TEACHERS.

Never lose faith in the ultimate triumph of good in the hearts of your pupils. Do not think alone of to-day and its little rebuffs. Look ahead.

Get learning. Add each day, each week, each year a little to your stock of knowledge ; the less you know you have, the more you should strive to add to your little fund.

Strive to keep political influence away from the school-room.

Do not lose yourself in the small, the petty things of life. Fill your mind with great things, with broad ideals and high aspirations.

Fight with all the strength of your nature for " what is worth while." Do not waste strength beating the air.

Love every child in your school-room. If you have a weak child in your class, be specially watchful of it. Help

the helpless. Be sympathetic with children who have any peculiarity. Try to set them at their ease.

Do not judge of the work done in the school-room by silence, but by the kind of noise that is found there.

When you are hearing lessons you are not necessarily teaching.

“Teaching is getting at the heart and mind, so that the learner begins to value learning and to believe learning possible in his own case.”—*Edward Thring*.

“Fads do not thrive in the slime of stagnant ponds. Where there are fads there is life, thought and the spirit of progress in the educational world.”—*W. K. Fowler*.

There is not much work being done in the school where the teachers are either unhappy, unhealthy, disloyal, dull or quarrelsome.

The school exists for the children, not the children for the school. The children came first.

“Manners are not idle, but the fruit of loyal nature and of noble mind.”—*Tennyson*.

Your school must not lag behind in the matter of exchange of products. Let the pupils supply the material for illustrating lessons in geography by exchanging some of the principal products of Canada for those of other countries.

It is not enough to be an intellectual teacher, you must be a loving teacher also.

Bring all the good you possess to bear upon your “bad boy.”

Concentrate all the powers of your being upon the great work that you have undertaken.

Be straightforward. Never use little expedencies in dealing with the children.

The best work you will do will be *silent* work.

Ask yourself what is that supreme end in education towards which you are striving.

“There’s nothing so kingly as kindness,
There’s nothing so royal as truth.”

Make a practice of being on hand for your school duties at least fifteen minutes before you are legally due.

The child has a right to look to you for a good example.

The work of the pupils in the manual training classes should be utilized in illustrating history, literature and geography.

Sloyd is an excellent tonic for children with weak nerves, if competition is given a back seat.

—PUPILS in the higher classes of the school may be taught to understand the following mechanical features of a book:—

(a) The title page, author or editor and the difference between the two. Meaning of the publisher's name.

(b) Copyright and the meaning of the same.

(c) The meaning and use of the preface.

(d) Table of contents and how it differs from the index.

(e) Reason for division into chapters. Why chapters are numbered as they are.—*Intelligence.*

NAMES AND OCCUPATIONS

Place on the board and require your pupils to fill the blanks.

A——prepares the meals.

A——cures diseases.

A——prints books and papers.

An——speaks eloquently.

A——makes beautiful pictures.

An——writes books.

A——cultivates the farm.

An——performs on the stage.

A——drives a coach,

A——drives a team.

A——drives a wagon.

A——tends cattle.

An——studies the stars.

A——studies plants.

A——cultivates flowers.

A——builds houses.

A——builds engines.

A——doctors horses.

An——plans buildings.

A——builds mills.

A——makes barrels.

A——measures land.

A——makes artificial teeth.

A——tends sheep.

—*Ex.*

—THE Director of Drawing in the Philadelphia schools suggests the following imaginative drawing as a useful exercise when the children can draw well any given object :

After a flag has been drawn a few times by a class—say in the first year—the pupils may be asked to represent flags on poles, flying overhead in different positions. If the

lesson happens to be after a holiday, when there was a procession with "flags a-flying" the pupils may be asked to draw a flag hanging out a window over the right-hand sidewalk, as they walk down the street. As soon as the drawings are finished, they may be inspected by "whole-sale," as the teacher stands at the back of the room. Comments may be made concerning those who drew the flag in the all-too-common position of upright and "flying east", but not at this stage of those who represented it over the left-hand sidewalk. Leave them to discover it in the next drawing, when they may voluntarily correct themselves. Self-criticism is the most lasting. Let the teacher now march up the last left-hand aisle, to assist the pupils in imagining themselves walking down the opposite sidewalk. She will point to an imaginary flag hanging out of the window of a house, and ask the children to draw it.

After the drawings have been completed and commented upon, an actual flag should be produced and placed in the two positions indicated; but not until every idea and its representation, which are practicable at this time, have been developed through imagination: as the position of the poles, the flags on the poles, the field of the flag, etc.

The flag should now be carefully drawn in the two positions from the actual object. This alternation of object and imaginative drawing is mutually helpful; each function being strengthened by the operation of the other. The effort to memorize stimulates and secures more intelligent observation. In the exercise illustrated, to have shown the flag at the beginning of the lesson to be reproduced from memory would have left out imagination altogether and cultivated only a "short" memory.

BRING THE CHILD INTO CONTACT WITH NATURE.

The mere placing of "Nature Study" on the school curriculum is sufficient to cause some teachers to make of nature a *formal* study. The teacher proceeds to get together a library on the subject, and in the end makes this as bookish a study as any on the school programme. Get away from books. Gather a few flowers that harmonize with one another in colouring, shape and size. Place them artistically in a glass of water. Hold the glass up to the

light so that the whole may be seen to advantage, even the interlacing stems below the water. The children will say perhaps, "How pretty." Now is your opportunity. Ask them why they think the flowers are pretty. The answers received will suggest a whole month's course of flower study. I shall not tell you the answers that children give. Try for yourself. You may receive an answer never yet given to the question. The experiment will certainly give the teacher food for thought and will suggest other questions.

--"No man should leave money to his children. It is a curse. He should give his children the best training and then turn them loose without a sixpence. Money should go into the state, into civilization, empire."—*Cecil Rhodes*.

—CAN you blame a boy for slamming his slate upon his desk in a fit of anger, when hardly a day passes that does not see you lose your temper? Can you blame him for being impudent and disrespectful, when you take advantage of your position to browbeat and ridicule him and his companions? Can you blame him for not preparing his lessons, when he knows from the way you teach that you do not prepare them either? Can you blame him for deception, when you get off the little black lie of giving him another day to think about that example, when he knows that you are merely playing upon his credulity to gain time?
—*The Teacher*.

Correspondence.

We have been asked to solve a problem in arithmetic by a teacher, who signs himself "Young teacher in trouble." As stated before, in these columns, we do not answer anonymous letters, though we take great pleasure in helping teachers in trouble. We do not ask for the name of the correspondent for purposes of publication, but as a guarantee of good faith. If "Teacher in trouble" will send his name at once, the answer to his question will be published in the next number of *THE RECORD*.

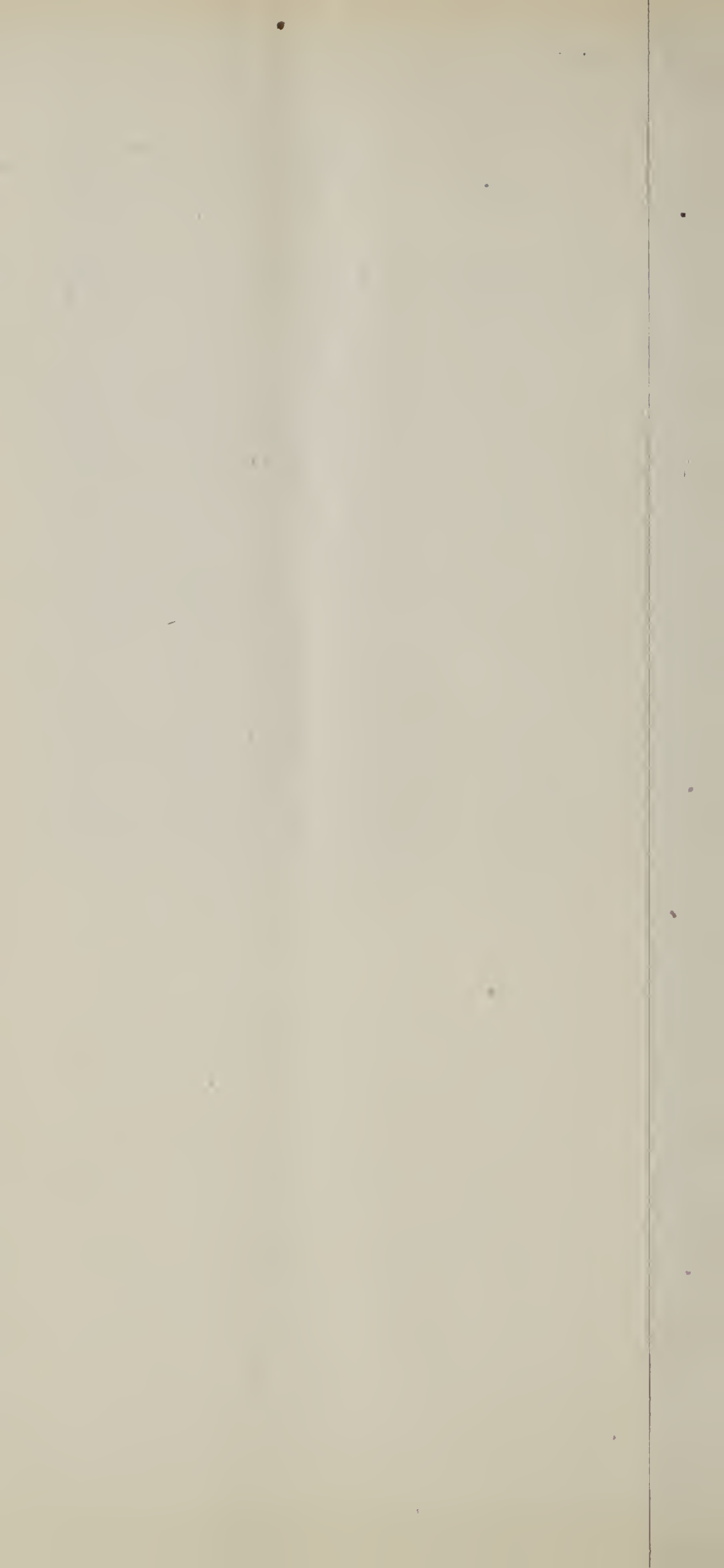
TABLE showing the revenue and the capital of the Pension Fund of the Teachers in primary schools, for the year 1901-02.

REVENUE AND EXPENDITURE ACCOUNT.	\$ cts.	\$ cts.
REVENUE.		
Stoppage of 4 p.c. on grant to public schools . . .	6,400 00	
Stoppage of 4 p.c. on grants to superior schools.	2,000 00	
Stoppage of 2 p.c. on salaries of professors of Normal schools	585 65	
Stoppage of 2 p.c. on salaries of school inspectors	714 00	
Stoppage of 2 p.c. on salaries of teachers in schools under control	17,876 48	
Stoppage of 2 p.c. on pensions paid during year.	848 48	
Stoppage paid to department by teachers, etc., themselves	47 14	
Interest on capital for one year, ending 1st July, 1901	9,294 51	
Annual grant from Quebec Government	5,000 00	
Balance in hand for last year	675 18	
Total		43,441 44
EXPENDITURE.		
For pensions	42,109 43	
Stoppages repaid	2 60	
Cost of management	409 00	
Balance in hand	920 41	
Total		43,441 44
CAPITAL ACCOUNT.		
1901—1st July—Amount of capital		186,548 40.
RECEIPTS.		
Stoppage on payments added to capital	1,074 98	
EXPENDITURE.		
Pension out of capital \$245 00		
Repayment out of capital 24 50		
	269 50	
		805 48
Total		\$187,353 88

TABLE showing the number and ages of pensioners of new Pension Fund and amount of pensions paid in 1901-02.

PENSIONERS.	Number of pensioners.	Average age.	Total of pensions.	Average of pensions.
Division according to age of pensioners ;			\$ cts.	\$ cts.
Male teachers 56 years and over..	88	68	18,340 69	208 42
Female teachers 56 years and over	193	62	11,315 30	58 63
Male teachers under 56 years....	6	47	686 91	114 48
Female teachers under 56 years..	269	46	8,696 07	82 33
Teachers' widows.....	19	62	3,315 46	174 50
Totals and total averages..	575	55	42,354 43	73 66
Pensioners deceased in 1901.....	13	62	2,024 75	155 75
Pensioners who resumed teaching in 1901.....	6	53	119 01	19 83
Pensioners struck off list in 1901.	18	45	555 40	29 23
Totals and total averages..	37	52	2,699 16	72 95
New applications in 1901 ;				
New pensions granted	24	51	1,748 69	72 86
Applications for pensions rejected.	8	50	487 38	60 92
Old pensions struck off in previous years and again granted in 1901	13	45	441 22	33 94
Totals and total averages..	45	49	2,677 29	59 49

ACADEMIES.	Total Marks taken in the respective Grades.					Grand Total Marks	Total Marks Allowable.	Grand Totals reduced to a basis of Marks Allowable.	Percentage.	Pupils.				Pupils in II. M. S.			Pupils in III. M. S.			Pupils in I. Acad.			Pupils in II. Acad.			Pupils in III. Acad.			Columns indicated according to Regulation as					Totals on which the awards are made.			
	M. S. II.	M. S. III.	Ac. I.	Ac. II.	Ac. III.					Enrolled.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	a.	b.		c.	d.	e.
	Westmount....	11336	19462	12368	14609					9528	67303	94200	60643	64.3	266	168	153	15	37	33	4	64	57	7	28	28	0	22	22	0	17	13	4		30.00	19.29	9.48
Lachute.....	7441	12148	5281	2115	6334	33319	48925	30499	62.3	97	89	73	16	28	17	11	34	21	3	11	11	0	5	5	0	11	9	2	15.09	18.69	13.75	12.30	7.50	67.38			
Huntingdon..	3170	7535	15639	.....	3304	29648	47000	27274	58.0	116	85	63	22	13	5	8	25	20	5	39	34	5	.....	.....	.....	8	4	4	13.50	17.40	10.98	11.10	5.00	57.95
Waterloo.....	6558	5100	9538	3641	2006	26843	37450	23874	63.7	89	70	61	9	25	17	8	14	13	1	21	21	0	6	6	0	4	4	0	11.82	19.10	11.80	13.05	7.00	62.78			
Sherbrooke...	9160	5079	3933	.....	4534	22756	33650	21814	64.2	73	61	57	4	27	27	0	14	13	1	10	10	0	.....	.....	.....	10	7	3	10.71	19.26	12.54	14.01	5.00	61.52
Coaticook....	4417	3819	4064	4504	3115	19919	31285	17827	56.9	56	53	42	11	14	13	1	11	11	0	12	10	2	7	6	1	9	2	7	8.82	17.07	13.24	11.88	8.50	59.51			
Stanstead....	2162	3532	4942	.....	6692	17328	30650	16889	55.1	60	48	35	13	2	6	2	11	9	2	13	12	1	.....	.....	.....	16	2	8	8.34	16.53	11.80	10.93	5.00	52.60
Cookshire....	2453	1424	5302	2745	2781	14705	21075	13731	65.2	50	35	34	1	7	7	0	4	4	0	13	13	0	5	5	0	6	5	1	6.78	19.56	10.50	14.56	7.50	58.90			
Ormstown....	2348	4989	4739	.....	2126	14252	23500	13696	58.4	66	41	33	8	8	7	1	14	14	0	12	12	0	.....	.....	.....	7	0	7	6.78	17.52	9.32	12.07	5.00	50.69
Granby.....	3746	3413	4974	.....	1557	13690	17250	12408	71.9	44	32	32	0	10	10	0	8	8	0	11	11	0	.....	.....	.....	3	3	0	6.14	21.57	10.90	15.00	3.00	56.61
Dunbam.....	959	2463	3526	3973	1901	12822	16775	11068	66.0	53	28	28	0	3	3	0	7	7	0	9	9	0	5	5	0	4	4	0	5.49	19.80	7.92	15.00	6.50	54.71			
Knowlton....	3322	1723	3939	606	2641	12332	15525	10508	67.7	45	27	26	1	10	10	0	4	4	0	7	7	0	1	1	0	5	4	1	5.20	20.31	9.00	14.44	5.50	54.45			
Danville....	3436	1751	5407	.....	1307	11901	19650	11494	58.4	49	36	23	13	13	6	7	5	5	0	14	11	3	.....	.....	.....	4	1	3	5.67	17.52	11.02	9.58	4.00	47.79
Valleyfield..	4109	1850	3610	.....	2202	11801	18600	10984	59.0	40	34	25	9	16	9	7	5	5	0	8	8	0	.....	.....	.....	5	3	2	5.43	17.70	12.75	11.02	5.00	51.90
Shawville....	3509	2838	371	1921	2015	10654	19675	10048	51.1	41	34	22	12	13	10	3	9	6	3	1	1	0	5	4	1	6	1	5	4.98	15.33	12.43	9.70	7.50	49.94			
Sutton.....	2719	2791	1695	2116	834	10155	14800	9118	61.6	45	27	23	4	9	8	1	7	7	0	5	2	3	4	4	0	2	2	0	4.51	18.48	9.00	12.87	4.00	48.86			
Inverness....	1589	4038	3379	.....	1042	10048	12900	9338	72.4	32	24	22	2	5	4	1	10	10	0	7	7	0	.....	.....	.....	2	1	1	4.62	21.72	11.25	13.75	2.00	53.34
St. Francis...	1925	2961	2055	1152	1061	9154	17350	8367	48.2	64	31	20	11	8	4	4	11	8	3	6	5	1	2	2	0	4	1	3	4.14	14.46	7.26	9.67	5.00	40.53			
Aylmer.....	926	1418	1382	3382	1580	8698	14200	7435	50.9	34	24	15	9	4	2	2	5	3	2	5	2	3	6	6	0	4	2	2	3.69	15.27	10.59	9.37	7.00	45.92			
Bedford.....	629	1724	1379	3967	600	8290	15750	7436	40.8	69	27	12	15	4	1	3	8	1	7	5	4	1	8	6	2	2	0	2	3.69	12.24	5.86	6.67	6.00	34.46			
Cowansville..	723	2171	1847	872	646	6259	11750	5695	48.4	56	21	13	8	3	2	1	9	6	4	5	4	1	2	2	0	2	0	2	2.82	14.52	5.62	9.28	3.00	35.23			
Lennoxville..	2577	1500	1493	.....	559	6129	10500	6102	58.1	34	20	15	5	10	7	3	4	4	0	4	4	0	.....	.....	.....	2	0	2	3.01	17.43	8.82	11.25	2.00	42.51
Three Rivers...	556	2037	853	.....	528	3974	6950	3974	37.2	20	13	9	4	2	2	0	7	4	3	3	2	1	.....	.....	.....	1	1	0	1.96	17.16	9.75	10.38	1.00	40.25



Books Received and Reviewed.

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

Messrs. Longmans, Green & Co., are publishing an English grammar by Mr. Frank Ritchie, examiner under the Oxford Local Examinations' Delegacy. This work has many excellencies. The natural development order of sentence is followed and backed up by a grammatical summary that serves as a book of reference. The terminology conforms to that of the best grammarians instead of being a hotch-potch of terminologies from good, bad and indifferent grammars. Price 2s 6d.

The American Book Company, New York, Cincinnati, Chicago, Dr. Emerson White, author of a "Series of Mathematics," "The Elements of Pedagogy," "School Management" and "The Art of Teaching," has written an algebra for grammar schools, in which he has well estimated the space that should be allotted to the use of unknown qualities, and the simplification of literate expressions by multiplication and division. Price 35 cents.

Messrs. D. C. Heath & Co., Boston. "Home and School Classics" are receiving additions from time to time. The following new books at 10 to 15 cents paper, and 20 to 25 cents cloth, will be found invaluable for school libraries and for supplemental reading in the various school years :

"Rab and His Friends," Dr. John Brown, for 5th, 6th and 7th year pupils.

"The Rose and the Ring" by Thackeray.

"Dolph Heyliger," Washington Irving.

"So fat and Mew Mew," for beginners in Reading.

"Sophie," a translation from "Les Malheurs de Sophie," by Mr. Welsh, suitable for second and third year reading.

"Child Life in Japan and Japanese Child Stories," by Mrs. Chaplain Ayrton.

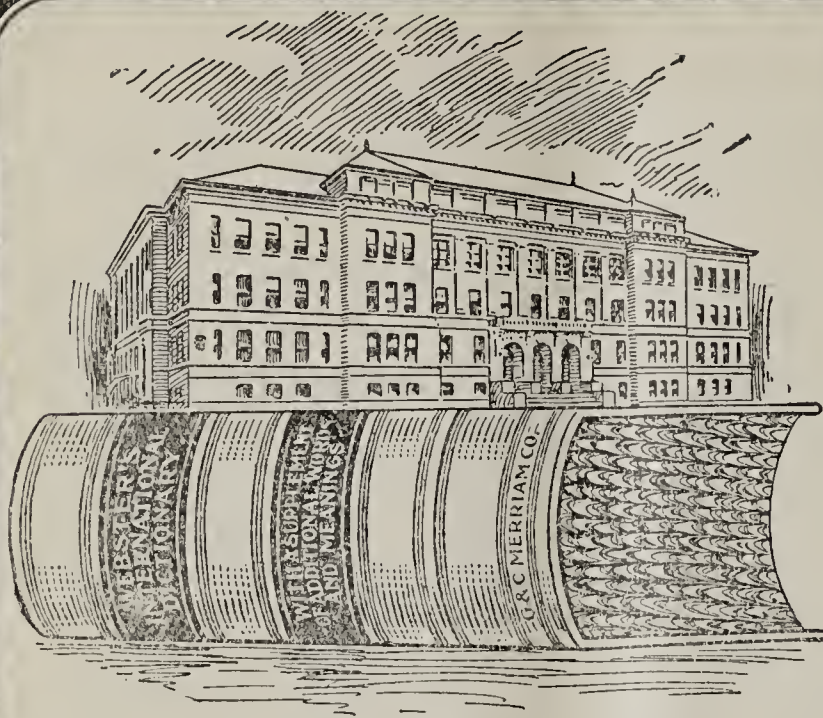
"History of the Robbins," by Mrs. Trimmer.

These books are well written, are in large type and artistically illustrated.

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THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 11.

NOVEMBER, 1902.

VOL. XXII.

I love to wander through the woodlands hoary
In the soft light of an autumnal day,
When summer gathers up her robes of glory
And like a dream of beauty glides away.

SARAH HELEN WHITMAN.

Articles : Original and Selected.

CONSOLIDATION OF THE DISTRICT SCHOOLS

“The district-school system makes possible the poorest teaching in the market. It is not an unheard-of plan to elect “a committee” pledged in favour of one neighbour’s daughter as teacher for one term, another for a second, and some other spinster for a third. While teaching in north-western New England, I found it very difficult to keep the girls in school after they could squeeze through a weak examination qualifying them as country teachers. Cheap teachers are the curse of rural schools. But consolidation stops this. It puts the country on a level with the city. It permits better grading and allows individual pupils wider range, so that they can work to better advantage. It makes possible thorough work in special lines—nature study, writing, music, drawing. It adds the stimulus of competition and the enthusiasm of numbers. The attend-

ance is better, and the boys stay in school longer. It has a reflex influence on the inhabitants of the town, and quickens public interest in the schools.

In 1869 the Legislature of Massachusetts enacted that "any town in the Commonwealth may raise and appropriate money to be expended by the school committee at its discretion in providing for the conveyance of pupils to and from the public schools." As one of the early results of this legislation a rural town reports :

For eighteen years we have had the best attendance from the transported children. We have saved the town at least \$600 a year. All the children attend well equipped school-houses at the centre. The schools are graded and everybody is converted to the plan. This is a large town with many children to be transported, and their conveyance has been expensive.

The town of Warwick is seven miles long by four or five miles wide. Its 102 pupils now attend a graded school, in a neat, well appointed house, at the centre, the children being conveyed at public expense. In six years the town has lengthened its school year fifty per cent. ; has increased the teachers' salaries seventy-five per cent. ; has employed special teachers of drawing and music ; has improved the quality of instruction ; and has reduced the cost of the whole. These two examples tell what many other Massachusetts towns are accomplishing, even under less favorable conditions.

In 1895 the town of Buffalo Centre, Iowa, formed a school district embracing the entire township, six miles square, and erected a building of eight rooms at the village, a mile from the west boundary of the town. The closing of the sub-districts was tentative and gradual. But in April, 1899, the school board, noting the success of the venture, closed all the rural schools but the two extreme corner ones ; contracting for the conveyance of children from the four closed districts to the central school at the village. The two rural schools not closed are under the supervision of the principal of the central school, and are continued the same length of time each year. Six contracts were made for conveying the children for 1900-1, each covering one of six routes. An official report states :

The distance the children most remote from the central school, on the different routes, are conveyed is as follows : Route 1, three and one-fourth miles, Route 2, four and one-half miles; Route 3, five and one-half miles; Route 4, five and three-fourths miles; Route 5, five and one-half miles; Route 6, six and one-fourth miles. The average distance the children are conveyed on the longest route is about four miles.

This is one of the newest counties, and the roads are poorer than in older sections. When the roads are very muddy the drivers begin to collect children as early as 7.15 to 8.15 A.M., returning them to their homes at 4.45 to 5.45 P.M. The contractors are held to careful restrictions. They must furnish suitable covered vehicles, safe and strong, with comfortable seats; strong, safe, and quiet teams, with proper harnesses; "warm, comfortable blankets or robes sufficient for the best protection and comfort of each and all of the pupils to and from the public-school building and their respective homes"—all to be subject to the inspection and approval of the school board. They must arrive at the school-house not earlier than 8.40 A.M., or later than 8.45. They must personally drive and manage their own teams; they may not drive faster than a trot, nor race with others; they must conduct themselves properly, refrain from improper language in the presence of pupils, and from the use of liquor or tobacco; and they must "keep order and report improper conduct on the part of scholars."

For the year ending 1894, this town maintained six district schools for six months, with an average daily attendance of 90; "for the year ending September 1900, eight teachers were employed nine months, and the average daily attendance was 290." In 1894 the total expenditure for all school purposes was \$5.03 per pupil per month; in 1900 it was but \$2.31. Not only has this centralization given rural children a graded school in charge of well-qualified teachers, with a school year increased fifty per cent., and at much less cost, but it has made the pupils more punctual, has brought the attendance from 90 to 290, and has had a tendency to hold the larger boys in school. Of all the sub-districts in Iowa, 2,577 have not more than ten pupils in daily attendance."—C. E. BLAKE in *The Forum*.

SOME HISTORICAL POINTS ON ARITHMETIC AND
THEIR BEARING ON ITS TEACHING.*

When one contemplates giving to the public his ideas on any given subject he should first consider whether the public will be benefited by those ideas. Now, if we ask the question, How can the teacher of arithmetic be benefited by a study of its historical development? the answer may be given that the world has learned in much the same way as the child. In the language of David Eugene Smith, "What has bothered the world usually bothers the child, and the way in which the world has overcome its difficulties is suggestive of the way in which the child may overcome similar ones in his own development."

The child's arithmetic should grow as the arithmetic of the world has grown. Do not understand me to say in the same way, however; that would be stupid, indeed, for it would dispense with the teacher entirely; and such a plan would subject the child to the same slow process in his arithmetical development that the world of necessity was subjected to in the developing of the subject. It would exclude all possibility of profiting from the experience of others. We do say, however, that the same *general* path that the world took in developing the subject should be very suggestive to the alert teacher. Lightning takes the path of least resistance. The world, unguided in its almost unconscious development of arithmetic, has, in the main, traced a path which in the light of psychology, has proven to be the path of least resistance.

The teacher of to-day has been compared to a traveler who, by much toil, has reached an eminence, and before going farther stops to rest and look over the ground he has travelled. He sees here and there where he might have done better by taking a short cut, or finding a smoother path. So a study of the development of arithmetic may be a lamp unto our feet as we attempt to guide the child, as it grows in its arithmetic. By its study we may place ourselves upon the mountain, out of the winding labyrinths and difficult passages through which we were dragged, as

* By Mr. Seth Harvey, teacher of mathematics in the State Normal School, Valley City, N. Dak.

we, with our teacher, laboriously followed the text-book. We shall be enabled to select the good and reject the bad. We can see how *many* chapters have crept into the arithmetic because of conditions which have long since passed away, and see how nearly alike the barriers to progress in the centuries that have passed are to the barriers to progress with which we are now confronted.

But one cannot even in a book of many pages give anything like a comprehensive review of the historical development of arithmetic. De Morgan (1806-1871), one of the most eminent of English mathematical writers, published a catalogue entitled *Arithmetical Books*. This catalogue is a list, with critical notes, of the important arithmetics in his library, and makes a goodly volume of one hundred and fifty-four pages. This gives us some idea of how extensive a complete review of the subject would be. In this paper only a glimpse here and there is all that can be expected, especially if we take space to discuss any of the conclusions. It is hoped that the perusal of these lines will act as an incentive to some teacher to a more thorough study of the subject for himself.

THE BEGINNING OF ARITHMETIC.

Arithmetic has its beginning with the origin of number, and number has its origin in the measuring of quantity. The measuring of quantity began when the savage wanted to know how many suns it was to the next camp; or, when it ceased to be a question of one group of warriors being larger than another, and began to be this group has five warriors and that has seven; or, when an ax is worth not a handful of arrowheads but a definite number of them. In other words, arithmetic began with counting, and how far back this operation dates no one can tell. If everything we need could be had for the asking, there would be no careful measuring of quantity, and consequently, no such thing as number in the strict mathematical sense. But at no stage in the history of the human family do we find such to be the case. The necessities of life are all limited, and can only be had through activity. This requires energy. Our energy is limited, which calls for a careful adaptation of means to the end in view. This requires measuring; and the unit (evidently not necessarily a "single thing")

may be a "sun," two savages, seven arrowheads, or the distance to the moon, according as the problem in hand may require.

But counting as we now do is comparatively recent. The primitive savage could only say one, two, three, "heap;" just as the child says one, two, three, "lots." It was a long struggle to know number up to ten; hence the necessity of having a well-regulated system for naming numbers above ten. Our base for counting is ten. It is evident we might take any other base as five, twelve, or twenty. The reader may decide what objection there would be to five and twenty, and why twelve would have been better than ten. It is interesting to note that in the book of *Problemata*, attributed to Aristotle, the question is asked, "Why do all men, both barbarians and Hellenes, count up to ten?" Along with many absurd answers is found the true answer, "Because all men have ten fingers." If man had not had ten fingers we should have some other base for counting, and we should not have our decimal system; all owing to the fact that man learned to count by using his fingers. This is agreed to by all. Now, if fingers were of such assistance to primitive man in the developing of the number series, what may be said of the child of to-day using his fingers for the same purpose? Evidently the first thing for the child to learn is the number series up to ten. He should be permitted to assist himself by the use of objects; they should be unattractive and familiar; nothing better than his fingers. The world mastered the difficulty in this way; the child should be permitted to do likewise.

SECOND STEP—CALCULATING.

The next step the world took was calculating—the simplest operations. This the child should be led to do, making, of course, no combinations higher than ten. When the child has found that two pieces of chalk and two pieces of chalk make four pieces of chalk, or that two fingers and three fingers make five fingers (by whatever method he may choose), then he should be held responsible for those combinations and be given drill in them. In the same exercise would come subtraction, incidentally. Now representing each piece of chalk or the fingers, by dots or marks, since he

has been doing rational work in his oral adding and subtracting, the child may be shown how it may be represented, thus: $\dots + \dots = \dots$, or $\dots + \dots = \dots$. Following this would come $\dots - \dots = \dots$, or $\dots - \dots = \dots$. When the child by the handling of objects (guided by the teacher) has discovered that three objects taken twice or two objects taken three times is equal to six objects taken once; or when he has found that in separating a pile containing six blocks into two piles containing an equal number he has three blocks in each,—then he should be given oral drill in those operations, after which he may be shown how to represent them thus: $\dots \times \dots = \dots$, or $\dots \times \dots = \dots$, or $\dots \div \dots = \dots$. All these statements the child should read just as he has been making them orally.

It may be asked, "Why not use the symbols"? Because it is all important that we make it as easy as possible for the child to think in number and not in symbols. This question has been discussed for the past century; those opposed to the method saying that we impose upon the child something the mathematician will not take upon himself. It is true the mathematician takes delight in manipulating figures and signs, and making all kinds of abstruse reductions. The writer has read with increasing interest a few pages himself where he was compelled to give two hours to the line. La Place by the use of symbols was often enabled to say, "From which it easily follows;" then would follow a reduction covering half a page or more. However, those who attempted to read after him were required to insert whole pages to see whether it followed at all or not. This simply shows the wonderful lever the mathematician has in his symbols. But we are only dealing with the mathematician in embryo when we are dealing with the child, and the tools which the skilled workman may use are not always safe instruments to put into the hands of the child.

A knowledge of number can only be had through sense-perception; and since there is nothing in the symbol suggestive of number it becomes at this stage of the child's development a blind to the idea of number. We are not trying just now to make expert jugglers with symbols, or even to develop power to perform the operations rapidly. The primary object now is to develop as well as we can the

most easily conceived idea of number—the multitude idea, and to produce in his mind a bent in the proper direction. It is simply carrying out the well-known rule, “First a thing in itself, and then the way of it, matter before form.” The only question is, How long should the form be postponed? Pestalozzi’s plan was in some respects similar to the one here suggested, but it is here agreed that he postponed the form too long.

It is asked, Why use such symbols as +, —, etc., and not use a symbol like 4? This is easily answered. There is no way of representing the operations save by words or symbols, and in fact neither word nor symbol is *suggestive* of any special operation; so it is just as well and better to use the sign, for it is shorter and nothing is sacrificed; whereas all will acknowledge that is a representation of the multitude idea intended to be conveyed by the number four. The symbol 4 represents the idea no better than the symbol 5. I would not have the reader understand that by *any* representation can we see number, for it is not an object of sense-perception. The idea of number can only be had by reflection, an activity of the mind; and this activity is quickened *through* sense-perception, which calls for objects or their representation and not symbols.

As a last resort, those who object to this plan say that we should consider the difficulty which children have in connecting the number with the proper symbol, and especially with the proper name in the number series; and hence we should present number-picture, name, and symbol simultaneously, in order that we may make the greatest use possible of the law of association. It is very probable that the child would meet with some trouble in connecting the number with the proper name in the series, when he may have the idea that the fourth piece of chalk is four, or when his mind has been cumbered with the symbol. But the connecting of the proper symbol with name or number-picture is an easy matter when he has the number idea fairly well established.

In the making of the number systems we find that all the operations have been used; but that addition and multiplication stand out prominently. For example, in Latin 18 is called *decem et octo* (10 + 8); in French, *dix-huit* (10, 8 or 10 + 8); in German, *Acht-Zehn* (8, 10 or +10); in

Lower Briton, *tri-omch* (3×6); in Welsh, *dew-naw* (2×9). In English we have it as it is in German; while by one system we find 50 called half-hundred. This shows that the use of operations dates back to the time of the forming of the number systems.

THIRD STEP—NOTATION.

The next step in the development of arithmetic was writing numbers. The primitive plan was to cut notches on a stick or to make scratches on a stone. But of scientific plans there are only a few; viz., the Egyptian, Babylonian, Greek, Roman and the Hindu (Arabian). It is interesting to note that in nearly all the systems the orders diminish in value in the direction in which they are written: the Roman method being the striking exception. In some of the systems the symbols are written from left to right, in others from right to left, while the Chinese write from the top downward.

Among the Egyptians we find the numbers written from right to left. In this system different symbols are used for the first nine numbers, likewise for all the ten-units, all the hundred-units, and all the thousand-units.

In the Babylonian system the cuneiform inscriptions proceed from left to right. The symbols used are the horizontal wedge, the vertical wedge and a combination of the two. The addative and multiplicative principles are both used.

The oldest Greek numerals were the initial letters of the numbers 1, 5, 10, 100, 1,000, 10,000, etc.; but about 500 B. C. another system arose, and the numbers were represented by the letters of the Greek alphabet. The first eight letters with one extra stood for the single units; the next eight with one extra for the ten-units; and the rest with one extra for the hundred-units. By this system it will readily be seen that all numbers below 1,000 can be written with few symbols. For example, while the Romans wrote 488 thus, CCCCLXXXVIII, the Greeks wrote it $\delta\pi\eta$.

All are familiar with the addative, subtractive and multiplicative principles used in the Roman system. For example, VIII = $5 + 3$, IX = $10 - 1$, $\overline{\text{XXX}}$ = $(10 + 10 + 10) \times 1000$. The bar, however, was very seldom used by the Romans.

The large numbers were usually written out in words. This shows that when for practical purposes the Romans preferred to write out the large numbers in words to using their own system of notation, it is a very bad use of time, to say the least, to require the children of to-day to write numbers by this method beyond a thousand. The origin of the symbols has been a question long disputed, but it is generally believed that they are modified forms of old Greek letters.

The Hindu system can be traced back to certain inscriptions found in Bombay, India, and first made known to the world in 1877. These inscriptions date from about 300 B. C. At that time, and for several centuries following, the system was no improvement over many others. The zero was not then used, and as a consequence the place value of numbers which now makes the system superior to all others was then wanting, being somewhat similar to that used by the early Greeks. If the Arabs invented the zero and introduced it along with the place value element into the system it deserves to be called Arabian; but it is hardly probable that they did more than to help disseminate the system through the borders of the country lying west of them. The zero appeared about 300 A. D., and the first known use of it in a document dates over four hundred years later. It was not until 1500 A. D., near the time of the invention of the printing press, that it began to get a firm footing in the schools. But so late as 1658 the Roman numerals were commonly used, and we find such instruction in the arithmetics of the time as the following: "If you would add $\frac{II}{III}$ and $\frac{III}{III}$ write them crosswise on the abacus; then by multiplying, $III \times III$ is IX , and $II \times III$ is $VIII$; add the $VIII$ and IX getting $XVII$. This is the numerator; then multiplying the denominators, $III \times III$ is XII ; write the XII under the $XVII$ and make a line between, thus $\frac{XVII}{XII}$ which equals one and $\frac{V}{XII}$."

So, we see that from the time of the introduction of the zero and the place value element into the Hindu system, which made it so vastly superior to all others, to the time of its universal adoption through the West, was about fourteen hundred years. However, the real time of competition

between the Hindu and Roman systems [dates from about 1200 A. D., when the Hindu system was first brought to Italy, to 1700 A. D., or about five hundred years. Is it not strange that it should take five hundred years for the one system to supplant the other when there was no comparison between their utility? It seems to us now to emphasize the truth of the old maxim, "Possession is nine points in the law." The struggle between the two is not unlike the present struggle (if such it may be called) between the English and metric systems of measuring. The staying qualities of the Roman system remind one of the "stick-to-itiveness" of such subjects in the arithmetic as equation of payments, alligation, profit and loss (the problems being merely ordinary percentage problems not worthy of a separate chapter), arbitrated exchange, annual and compound interest (beyond the mere ability to compute such interest), and compound proportion. The question as to the conditions existing when these were given a place in the arithmetic, and as to the influences which keep them there, we will have to omit in this article. We find, however, that for many centuries the examination has been a barrier to progress of this nature, and all know that such, to a great extent, is true at the present time.

The next step in the development of arithmetic, after the writing of integers, was that leading to a knowledge of fractions. But the discussion of this step with subsequent ones we will leave to be brought out at another time.

Let it be understood that this treatment of the development of arithmetic, taking it up by successive steps as we have done, is not to teach that the child's arithmetic should be developed by the conscious taking up of the successive steps, as steps, as herein indicated. In fact, the easy development of most of these can only be accomplished through a certain amount of knowledge of the succeeding ones. We do wish to show, however, the general order of progress best fitted for the child mind.—*Education.*

Editorial Notes and Comments.

—IN the admirable report on Protestant Schools in the Province of Quebec, by Prof. Adams, to which brief reference was made last month, he does not ignore the specially difficult conditions under which these schools are

maintained. He says that "the educational problem in the Province is greatly complicated by the gradual westward and southward movement of the Protestant population." He observes, too, the consequence of the disproportionately large migration of the younger men and women in that "those who remain have much smaller families than was formerly the case." So, to quote the words of our author, "In one fairly populous school district I found that there were only six children of school age. In two of the districts under the Phillipsburg Commissioners there are only *six* children of school age, *i.e.*, there are two schools with only three children available for each." Again, "Of the schools thus visited" by the author, "I find that 35 per cent had an average attendance of 10 or less than 10." "Six per cent of the whole number of schools visited had an average attendance of 5 or less than 5. One school, I was informed by the inspector of the district, has been kept open for two years with an attendance of only two." The author finds "that more than 60 per cent of the (Protestant) Elementary Schools have an attendance of 15 or less, considerably more than a half of these having an average of 10 or less." Under the immitigable slow pressure of the ecclesiastical system of the Province, the Protestant population is retreating from rural Quebec, and the maintenance of schools in the outposts of our language and religion involves sacrifices, the severity of which is known only to those who endure them.

Another serious difficulty is the smallness of the legislative grant for education, and the consequent feebleness of central control. The inadequate grant, so inadequate that the annual share for each school in one municipality was found to be but \$5 and in another but \$6.70, cripples the whole system. "The grant is so small that the threat of withholding it carries little weight." Hence there are School Commissioners who neglect or defy regulations, do not visit their schools, do not keep their accounts in the authorized form, do not submit their books to audit, do not exact bonds from their Secretary-Treasurers, employ teachers without diplomas, keep schools open but a few months, four months or less, in a year, still board teachers around, who, in short, generally omit or carelessly perform "the duties implied in sections 98-128 of the Regulations of

the Protestant Committee." One Secretary Treasurer snaps his fingers at Government regulations, and "asserts that his trustees regard the whole educational system as a humbug." Says our author, "Several Secretary-Treasurers whom I met unblushingly recommended their Commissioners to cut themselves off from the Department altogether, and run the schools in their own way."

Not only is the legislative grant too small, but it is evident, to Prof. Adams that the method of its apportionment is faulty. Its distribution to each municipality rigidly in proportion to population, precludes the use of the Government subsidy as a stimulus to local endeavour. The remedy is pointed out in a pregnant paragraph which we quote: "The effect of the distribution of the money recently allocated to the poor municipalities is most instructive. Almost without exception the municipalities involved have made unusual exertions to meet departmental requirements, because the grants offered, though small in themselves, were, relatively to the local resources, valuable. The almost unanimous recommendation of earnest Commissioners, when I asked their opinion, was: Give us two things, (1.) Compulsory Education, and (2) a larger Government grant, and the position is secured. There are serious difficulties in the way of both, no doubt. But with regard to the grant it is worth noting how much would be necessary, however improbable it may be that it will ever be available. An additional annual grant of \$20,000, placed at the disposal of the Committee to be used to enforce the regulations that are really important, would go very far to put the Protestant Elementary Education of the Province on a satisfactory footing. The policy to be followed in any case is certainly that of aiding local effort by a *pro rata* contribution."

Evidently the disadvantages that result from our system of school municipalities containing many schools and administered by School Commissioners, not specially interested in each school, in contrast with the Ontario system of administration by a Board of Trustees in each school, are apparent to Prof. Adams, although he does not explicitly trace them to their necessary source. Such Commissioners, unless they be, as many of them are, men of the highest moral qualities, will yield to the parsimonious instincts of

their electors, and will guard themselves against the charge of favouritism to one locality or school by reducing all schools to the same low uniformity. All schools will be alike incommodious, all teachers will be paid alike, the hope before parents will be low taxes, before good teachers, escape from the municipality. A striking illustration of this kind of mal-administration is thus quoted: "Mr. C. A. Jenkins, the Secretary-Treasurer of the Municipality of the Township of Stanstead, told me that of the thirty-three schools under his Commissioners, three were now closed, while of the remaining thirty, exactly one-half were taught by teachers without diploma. All the thirty teachers, whether holding Model Diplomas, Elementary Diplomas or no diploma at all, receive exactly the same salary, \$16 per month."

In conclusion, without expressing an opinion of our own, we quote the heads of the Summary with which the report concludes:—

1. There is need of a more rational classification of the schools of the Province.
2. More money is urgently needed to enable the Protestant Committee to give effect to its regulations.
3. Education might now be made compulsory.
4. Some form of consolidation of small schools is urgently needed.
5. The prevailing bookishness of school education is to be remedied not so much by a change of curriculum as by a change in the methods of treating the various subjects.
6. It would be a great advantage if there were a Chief Inspector of Schools who had the power to introduce a greater measure of system than at present exists, particularly in the higher schools.
7. In order that capable men and women may be kept in the profession, better salaries must be paid than at present. In order that capable men and women may make the most of their capacity, they must be trained.
8. We must look to the University to maintain the status of teachers in the Province.

It is with satisfaction that we hear a note of dissatisfaction with the present sanitary arrangements of even the best of schools. Dissatisfaction makes for progress and points to reform. Satisfaction makes for stagnation and

points to permanence of poor methods. Mrs. Richards, of Boston, believes that modern school-houses are not all they should be to ensure the physical well-being of the children. She says :

“ More fresh air is needed in the schools. So long as Boston spends \$1,000 a year on feather dusters we cannot pose as reformers. Our school-houses are built to be an ornament of the city, perhaps, and a deathtrap for the helpless children, or they are copies of some other city's blunders, or the contractor bungles the fairly good plans.

In almost every case it is the children who are sacrificed, who are dragged by the truant officers from the sunlight and fresh air of the streets into dens of stagnant, dusty, ill-smelling air, which no respectable board of charity would allow in an almshouse. My experience would prove that this is no exaggeration. Lunch-rooms, with all facilities for food, both hot and cold, must be included in the twentieth century school-house. I believe the day is not far off when the lower schools, with two sessions, will provide a noon luncheon, without sending the small children through what are often wet, muddy streets to a home from which the mother may be absent, to pick up as they may such food as they find.”

—THE departure of Mr. Chamberlain for South Africa, the present passive attitude of the Irish members towards the Educational Bill, and the united approval of the Bill by Roman Catholics, are taken as indications that the remainder of its passage through the House will be attended with no storms, and by but few gusts of wind. Possibly the Nonconformist opposition is greater than appears at present.

—THE Convention of Protestant Teachers of the Province of Quebec, held in Montreal last October, was successful from all points of view. The reports to Convention were unusually good, showing that important work had been done during the interim between conventions; the papers read were of a high order and of practical use in bettering the teaching in the Province; the discussions were not so animated as in former years, but were to the point, and the addresses were thoughtful, showing that interest in education is not confined to teachers alone. The attendance

was good, but might have been better. No teacher who attended the Convention returned home disappointed. Ideals were raised and enthusiasm increased. The result of this Convention must be a distinct uplift of educational work throughout the Province. If Canadian history, to cite one example, is not better taught in the future than it has been in the past, it will not be the fault of the Executive Committee of the Teachers' Association, of Dr. Colby, of McGill University, of Dr. Whitney, of Bishop's College, Lennoxville, or of Mr. Gammel, of the High School, Montreal.

Current Events.

REPORT OF JUDGES ON SCHOOL EXHIBITS— OCTOBER 1902.

The judges appointed by your Committee beg to report as follows:—

- A first prize is awarded to Lachute Academy.
- A second " " Cowansville Academy.
- A first " " Howick No. 2.
- A second " " Hinchinbrook No. 10.

A prize is awarded to Ann Street School for special exhibit of classwork in cabinet.

A prize is awarded to Girls' High School of Montreal for special exhibit of classwork and work in drawing and painting.

A certificate of Honour is awarded to the High School of Montreal for exhibit of classwork.

A certificate of Honour is awarded to the Senior School of Montreal for exhibit of work in applied design.

A certificate of Honour is awarded to the McGill Model School for Girls for special exhibit in sewing and cooking.

Certificate of Honour to all the schools exhibiting as the Macdonald Manual Training School:—

- | | |
|-----------------------|--------------------------|
| McGill Normal School. | King's School, Westmount |
| McGill Model School. | Aberdeen School. |
| Westmount Academy. | Mount Royal School. |
| Knowlton Academy. | Berthelet Street School. |
| Waterloo Academy. | Lansdowne School. |
| Bedford Academy. | Dufferin School. |

A certificate of Honour is awarded to the Berthelet Street School for special exhibit of classwork in a cabinet.

A certificate of Honour is awarded to Aberdeen School for exhibit of classwork in a cabinet.

A certificate of Honour is awarded to Sherbrooke Academy.

Certificates of Honour are awarded to

Hinchinbrooke No. 8.	} for exhibits of classwork.
Godmanchester No. 2	
Elgin No. 5.	
Ormstown No. 1.	
Elgin No. 3.	

It must be pointed out that the following schools, having won prizes within the last three years, are debarred from competing this year; but all their exhibits are of surpassing excellence, viz., the High School of Montreal, Sherbrooke Academy, McGill Model School for Girls (special), Hinchinbrooke No. 8, and Berthelet Street School and Aberdeen School, Montreal.

No prize has been given for work from Model Schools, as no exhibits were received that complied with the regulations. This is much to be regretted, as in more than one instance the work sent in was beautiful, and highly creditable to pupils and teacher.

The judges are pleased that their suggestion of last year, "That subjects be grouped together rather than the different specimens of one pupil," has been so generally adopted, and their work thereby much facilitated. It would seem desirable to limit the specimens to the number required by regulations 2 and 3.

As usual the judges have found some difficulty in selecting the best from such uniformly good work, and the marked improvement in the quality of the exhibits from year to year, more especially from the country districts, is most gratifying.

The judges desire to draw special attention to the fact that work, especially drawing, which shows the individual perception and execution of the pupil, even though faulty, is of greater educational value than more perfect work obtained usually by mechanical or other aid. In examining the work sent up from country schools, the judges have found many evidences that the visiting teachers derive valuable assistance from a study of the classwork shown at these conventions.

They would again impress upon inspectors and teachers the necessity of strictly complying with the regulations in arranging exhibits in order to secure consideration of their work.

Respectfully submitted,

(Signed) J. MACNAUGHTON,
HELEN CARMICHAEL,
MARY M. PHILLIPS.

—ONE notable feature in connection with the annual exhibit at the Convention of Protestant Teachers of the Province of Quebec, held in the High School last month, was the really fine display of The Steinberger, Hendry Company, who make and deal in almost everything in the way of school supplies and apparatus. Their exhibit in the High School gymnasium attracted a great deal of attention and elicited favourable comment from teachers and visitors alike, and was certainly of great educational value. We very much regret that all the school trustees of the Province, but particularly the unprogressive, excessively economical ones, were not there to see it; it would have been an eye-opener to them. Many teachers, however, will carry reports to their trustee boards regarding it, we have no doubt. The globes, maps, and charts of various kinds, alone, would have made a good exhibit, but when we consider, in addition, the school furniture, chemical, physical, and laboratory apparatus, as well as the kindergarten supplies shown, we begin to have some idea of the extent to which invention and research are applied to education in our day.

--FOUR hundred and thirty teachers from Toronto attended the Teachers' Convention held last month at Detroit.

--A COURSE especially to benefit farmers has been designed by the directors of Wesley College, Winnipeg. The subjects taught will have reference particularly to the needs of farmers, and will include arithmetic, book-keeping, English literature, grammar, law, writing, practical mechanics, practical farming, fruit-growing, rotation of crops, farm buildings, stock-raising, farm hygiene, and public speaking.

--AT a meeting of the Corporation of McGill University, the registrar reported the following attendance in the

various faculties: Law, 39, a decrease of 8 over the figures of last year; Arts, 298, of whom 180 are undergraduates, 119 men and 61 women; 98 are partials, 36 men and 62 women; 16 are conditional, 11 men and 5 women; 4 are graduates; Applied Science, 280; Comparative Medicine, 16. The applied science faculty has the largest freshman class on record; there are 93 in the first year, and many of the 24 partials are also taking the same lectures, so that the increase in the entry is reckoned at over 50 per cent.

In the faculty of medicine the attendance is in the neighbourhood of 400. The total number of students at the University this year is therefore a little over 1,000.

—THE Federal Government proposes to build a school at Caughnawaga for the benefit of Indian children, in exchange for the Doncaster reserve.

—THE programme for the Teachers' Lecture Course this season is as follows:

- 1 The Nebulæ and the Nebular Theory, Illustrated.
Prof. E. E. Barnard, Yerkes Observatory.
2. Paris. Illustrated by Bickmore Slides.
3. Jamaica and Porto Rico. Illustrated by Bickmore Slides.
4. The Waterways of Canada, with special reference to the Trent Canal. Illustrated.
R. B. Rogers, Esq., Chief Engineer of the Trent Canal.
5. Commercial Education.
Dr. W. P. Wilson, Director of the Commercial Museum, Philadelphia.
6. Mosquitoes in Relation to the Propagation of Disease. Illustrated.
Dr. J. G. Adami.

—THERE should be an Education Day (holiday) to give the teachers a recognition. It should be a day when Uncle Sam himself would hire carriages, the best in the land, and drawn by the grandest horses, too, and attended by the militia and all the brass bands in the country, that the public school teachers may be borne through the streets with all the pomp and ceremony befitting these foster mothers and fathers of the nation. The least appreciated of all workers in the community is the school teacher.—*H. H. Cahoon in the Primary Education.*

The recognition desired by the teachers of the Province of Quebec is of a more utilitarian and less public and noisy character.

THE LATE SIR JOHN GEORGE BOURINOT.

Another of our great Canadians has passed away in the person of Sir John George Bourinot, who died on the evening of the 13th of October, after an illness which lasted for several months. In his capacity of Clerk of the Dominion House of Commons, he has been a prominent figure for nearly thirty years.

The Brooklyn *Daily Eagle* says:—

“Despatches from Canada record the death of Sir John G. Bourinot, Clerk of the Canadian House of Commons and an historical writer of wide repute and admirable attainments. Had he not chosen to concern himself with literary matters Dr. Bourinot would have been distinguished through his capacity for public service in and out of Parliament. His devotion to historical research and writing, however, brought to him a larger reward than he could have commanded in the field of politics; it gave to him the appreciation and esteem, not only of his fellow countrymen, but of thousands of Americans and Englishmen who have profited by his work. ‘The Story of Canada’ was a revelation to those who believed that the early history of the Dominion’s provinces had been thoroughly threshed out by Parkman and his French prototypes. As to style, Dr. Bourinot’s productions leave little to be desired. As to accuracy of statement they have not yet been successfully challenged. As to the fairness of the opinions expressed in their pages one can only say that the balance between conflicting facts upon which those opinions are based has been delicately and deftly preserved. The loss to Canada in Dr. Bourinot’s death is shared wherever the history of that country has a single student.

The late John George Bourinot was born at Sydney, N. S., on Oct. 24, 1837, and was the eldest son of the late Hon. J. Bourinot, senator, and grandson of Judge Marshall, son of a U. E. Loyalist on his mother’s side.

Dr. Bourinot was an authority on parliamentary practice and author of a large work on parliamentary procedure, of ‘Federal Government in Canada,’ ‘How Canada is Governed,’

'The Story of Canada' (National Series), 'Cape Breton and its Memorials of the French Régime,' 'Procedure of Municipal Councils and Public Meetings,' besides other works on constitutional and historical subjects. He was a frequent contributor to 'Johns Hopkins University Political Studies,' the 'Quarterly Review,' 'Blackwood,' the 'Arena' and other periodicals. He was created a C.M.G. on Jan. 1, 1890, and a K.C.M.G. in 1896. In 1886 he received the honorary degree of LL.D. from Queen's University, Kingston; in 1888, D.C.L. from Trinity University, Toronto; in 1890, D.C.L. from King's College, Windsor; in 1890, Docteur de Lettres from Laval University, and in 1895, D.C.L. from Bishop's College, Lennoxville."

Correspondence.

PROBLEMS

We have been asked by "Young Teacher in Trouble" to solve the following problems :

I. How much farther will a horse have to run in going round the sides of a square mile of land than in going round the same area in the form of a circle.

Solution: If the area of a square is one square mile, the perimeter is four sq. mls.

As the area of the circle is πr^2 ,

$$\pi r^2 = 1 \text{ sq. ml.}$$

$$\therefore r^2 = \frac{1}{\pi}$$

$$\therefore r = \sqrt{\frac{1}{\pi}}$$

But the circumference of the circle is $2\pi r$ \therefore is $2\pi \sqrt{\frac{1}{\pi}}$ by the substitution of $\sqrt{\frac{1}{\pi}}$ for r . Now if π be taken as $\frac{22}{7}$ the circumference will be $\frac{44}{7} \sqrt{\frac{1}{\frac{22}{7}}} = \frac{44}{7} \sqrt{\frac{7}{22}} = 3.5456$ mls. The difference therefore between the perimeter of the square and the perimeter of the circle is .4544 of a mile. If π be taken as $\frac{355}{113}$ a closer approximation to the true answer is reached; if π be taken as 3.14159 a still nearer approximation is obtained.

The above is not the shortest method of solving the problem, but it is better understood by the immature mind than the following :

$$\text{Cir.} = 2\pi r \text{ but } r = \sqrt{\frac{1}{\pi}}$$

$$\therefore \text{Cir.} = 2\pi \sqrt{\frac{1}{\pi}} = 2\sqrt{\pi} = 2\sqrt{\frac{22}{7}} = \frac{2}{7}\sqrt{154}$$

$$= 3.5456. \therefore \text{diff.} = 4 - 3.5456 = .4544.$$

2. The pressure of the atmosphere on a certain day was $14\frac{3}{4}$ lbs. avoirdupois to the square inch. What would be the corresponding pressure in kilograms to the square centimetre ?

In order to obtain the answer (1.03575) that you send to us it would be necessary to know the equivalents used in making the reductions. The equivalents are given in varying degrees of exactness in the different text-books. The value of the kilogram is given as 2.20462125 lbs. in some arithmetics, in others as $2\frac{1}{5}$ lbs., the latter being near enough for all ordinary purposes ; the sq. in. is given as .06452 sq. metres in some texts, in others as $\frac{6}{100}$ sq. m. These facts account for the variety of answer possible.

The *method* of solution is as follows :

$$1 \text{ gram} = 15.432 \text{ grains.}$$

$$\therefore 1 \text{ kilogram} = 15432 \text{ grains} = 2.20462125 \text{ lbs.}$$

$$\therefore \frac{1}{2.2046 \text{ etc.}} \text{ kilogram} = 1 \text{ lb.}$$

$$\therefore \frac{14.75}{2.2046 \text{ etc.}} \text{ kg.} = 14.75 \text{ lbs., that is to the sq. in.}$$

But the sq. in. = .06452 sq. meters = 6.452 sq. centimetres.

$$\therefore 14.75 \text{ lbs. to the sq. in.} = \frac{14.75}{2.2046 \text{ etc.}} \text{ kilograms to the sq. meter} = \frac{14.75}{2.2046 \text{ etc.} \times 6.452} \text{ kilograms to the sq. centimetre} = 1.037105 + \text{ kilograms.}$$

—WE have been again asked to answer the following question which was solved in the January 1901 number of THE RECORD.

The Record ought to be filed each month, not consigned to the waste paper basket, and should be left in the school on the retirement of the teacher to fill another position. \therefore

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 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 $294 \times 7 = 301$.

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION.

Quebec, September 26th, 1902.

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.; the Right Reverend A. Hunter Dunn, D.D., Lord Bishop of Quebec; H. B. Ames, Esq., B.A.; W. S. Maclaren, Esq., M.P.; Gavin J. Walker, Esq.; Dr. C. L. Cotton, the Reverend E. I. Rexford, M.A.; Principal S. P. Robins, LL.D., D.C.L.; John Whyte, Esq.; James Dunbar, Esq., K.C., D.C.L.; W. L. Shurtleff, Esq., LL.M.; H. J. Silver, Esq., B.A.

The meeting opened with prayer by the Rev. E. I. Rexford.

Apologies for the enforced absence of Principal Peterson, LL.D., C.M.G., the Hon. S. A. Fisher, B.A., M.P., the Hon. H. T. Duffy, K.C., LL.D., M.P.P., and Samuel Finley, Esq., were submitted.

The minutes of the last meeting were read and confirmed.

The report of the Secretary in regard to his conferences with Professor Robertson with a view to the establishment of centres for Nature Study and for consolidation of schools was read. It was ordered that the report be printed in the RECORD.

The minutes of the meeting of the Inspectors with the Secretary in July were read.

The Secretary reported that in virtue of the will of the late Hon. Cecil Rhodes, a Scholarship tenable for three years of £300 per year, would be offered annually in the Province of Quebec to enable the winner thereof to pursue his studies in Oxford. The terms of the competition will be announced by the Executors of the will later, but the legatee gives directions as follows, in part:—

“My desire being that the students who shall be elected to the Scholarship shall not be merely bookworms, I direct that in the election of a student to a Scholarship regard shall be had to (I) his literary and scholastic attainments, (II) his fondness of and success in manly outdoor sports, such as cricket, football and the like, (III) his qualities of manhood, truth, courage, devotion to duty, sympathy for the protection of the weak, kindness, unselfishness and fellowship, and (IV) his exhibition during school days of moral force of character and of instincts to lead and to take an interest in his school-mates, for those latter attributes will be likely in afterlife to guide him to esteem the performance of public duties as his highest aim.”

The report of the sub-committee on the distribution of the superior education grants was submitted, and after discussion it was adopted in the following form, and the Secretary was instructed to transmit it to the Lieutenant-Governor in Council for approval under articles 444-450 of the school law :

September 26th, 1902.

Your sub-committee begs to report that it held two sessions yesterday, at both of which the following members of the sub-committee were present, namely:—the Rev. Dr. Shaw, the Rev. A. T. Love, G. L. Masten, Esq., and H. J. Silver, Esq.

The sub-committee regretted the loss of the valuable assistance of the other member of the committee, the Rev. E. I. Rexford, through his enforced absence.

(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.) We hereby recommend that, as last year, one-half the amount arising from Marriage License Fees be given to the Poor Municipality Fund, and the other half to Superior Education.

(3.) In accordance with the method followed last year, your sub-committee recommends (*a*) that sixteen academies and three special schools receive \$200 each as basal grants, and that the five remaining academies and one special school receive \$150 each as basal grants, and (*b*) that seven model schools receive a basal grant, of \$75 each, that eight receive \$60 each, and the remaining twenty-four model schools \$50 each, and (*c*) that seven model schools be placed on the special list with grants as follows:—

Paspebiac.....	\$ 100
New Richmond.....	100
Gaspé Basin.....	100
Longueuil.....	50 *
Arundel.....	50 *
Maple Grove.....	50 *
Chicoutimi.....	50 *

* Granted conditionally.

Your sub-committee begs to recommend (*a*) that the grant to Longueuil be paid by the Department as soon as evidence is placed in its hands by the Longueuil School Board that the putting up of a new school building is an assured fact; (*b*) that the grant to Arundel be continued only on condition that a new building be erected for the consolidation of the schools of Arundel; (*c*) that conditions do not justify the admission of the Maple Grove School to the rank of a model school until there is more satisfactory

evidence of its permanency as such; that the grant be continued to Chicoutimi if the attendance is satisfactory to the Department.

(4). The bonus grants and equipment grants, as proposed, have been determined strictly in accordance with the regulation of your Committee adopted last February.

(5). 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.

STATEMENT OF REVENUE.

Share of the Legislative Grant of \$71,000	\$ 8,800	20
Specific " " for Protestants..	2,000	00
Interest on Jesuits' Estate Settlement.....	2,518	44
Interest on Marriage License Fund.....	1,400	00
Marriage License Fees, net.....	7,391	92
		<u>56</u>
		<u>\$22,110</u>

FIXED CHARGES.

Prizes for well kept school grounds.....	\$ 175	
Teachers' Association	200	
A. A. Examiners.....	500	
On Inspector's Salary....	700	
Assist. Examiners for June examinations.	600	
Printing examination papers, express, postage, stationery, &c., &c.....	500	
		<u>00</u>
	<u>\$2,675</u>	
Available for distribution.....		<u>\$19,435</u>
		<u>56</u>

GRANTS FOR 1902.

UNIVERSITIES.

McGill	\$ 2,075	00
Bishop's	1,125	00
		<u>00</u>
	<u>\$3,200</u>	

ACADEMIES.

	Grants.	Bonuses.	Eq. Grants.	Total.
Lachute.....	\$200	\$110	\$75	\$385
Waterloo	200	99	50	349
Sherbrooke.....	200	96	75	371
Huntingdon	200	96	60	356
Coaticook.....	200	91	75	366
Cookshire.....	200	88	40	328
Granby.....	200	84	75	359
Stanstead	200	82	60	342
Knowlton	200	80	50	330
Inverness	200	77	25	302
Valleyfield.	200	77	75	352
Ormstown	200	77	50	327
Shawville.....	200	73	25	298
Danville	200	71	60	331
Sutton	200	71	40	311
Aylmer.....	200	66	25	291
Lennoxville.....	150	61	50	261
St. Francis.....	150	60	50	260
Three Rivers.....	150	56	40	246
Bedford... ..	150	51	25	226
Cowansville	150	51	50	251
	<hr/>	<hr/>	<hr/>	<hr/>
	\$3,950	\$,1617	\$1,975	\$6,642

SPECIAL ACADEMIES.

King's Hall.....	\$ 200
Dunham Ladies' College.....	200
Girls' High School, Quebec.....	200
St. John's High School.....	150
	<hr/>
	\$750

MODEL SCHOOLS.

	Grants.	Bonuses.	Eq. Grants.	Total
Lachine	\$75	\$21	\$60	\$156
Farnham.....	60	20	40	120
Buckingham	75	19	50	144

	Grants.	Bonuses.	Eq. Grants.	Total.
Gould.....	\$50	\$19	\$40	\$109
Clarenceville	60	19	40	119
St. Lambert.....	75	18	60	153
Sawyerville.....	60	16	40	116
Como	50	16	40	106
Portage du Fort.....	50	16	40	106
Fairmount.....	75	16	50	141
Bishop's Crossing....	60	16	35	111
Scotstown.....	50	16	30	96
Bury	50	15	40	105
Waterville	60	15	50	125
Hemmingford.....	50	15	35	100
Clarendon	50	15	40	105
Lacolle.....	50	15	30	95
Windsor Mills	50	14	35	99
Mansonville.....	75	14	40	129
Leeds.....	50	14	40	104
Montreal West.....	60	14	50	124
Beebe Plain.....	50	12	30	92
Marbleton	50	12	30	92
Frelighsburg.....	50	12	60	122
Megantic.....	60	11	35	126
Stanbridge E.....	50	11	40	101
Hull.....	75	11	50	136
St. Andrews.....	50	11	40	101
South Durham.....	50	10	40	100
Rawdon.....	50	10	35	95
East Angus	60	10	30	100
St. Sylvester	50	10	30	90
East Hatley.....	50	10	35	95
Compton.....	50	10	35	95
Ulverton.....	50	10	40	100
St. Hyacinthe.....	50	9	35	94
Barnston.....	50	9	40	99
Magog.....	75	9	40	124
Kinnear's Mills.....	50	8	30	88
	<hr/>	<hr/>	<hr/>	<hr/>
	\$2,205	\$528	\$1,560	\$4,293

SPECIAL MODEL SCHOOLS.

Paspebiac.....	\$ 100
New Richmond.....	100
Gaspé Basin.....	100
Maple Grove.....	50
Longueuil.....	50
Arundel	50
Chicoutimi.....	50
	\$500

SUMMARY.

Awarded to Poor Municipalities.....	\$ 3,695 00
Universities.....	3,200 00
Academies (Grants).....	3,950 00
“ (Bonuses).....	1,617 00
“ (Equipment Grant).....	1,075 00
Model Schools (Grants).....	2,205 00
“ “ (Bonuses).....	528 00
“ “ (Equipment Grant).....	1,560 00
Special Academy Grants.....	750 00
“ Model School Grants	500 00
	Total..... \$19,080 00

The report of the supervisors of the June examinations was read and referred to the standing sub committee on June examinations.

Mr. Margolese, of Montreal, appeared with a petition from the School Committee of the Corporation of Spanish and Portuguese Jews asking that the Hebrew language be included in the list of optional subjects in the curriculum of the Public Schools under the control of the Protestant Board of School Commissioners of Montreal.

It was proposed by the Lord Bishop of Quebec, seconded by Alderman Ames, that the teaching of Hebrew be included in the authorized list of optional subjects for the schools of this Province. After discussion it was decided that the whole matter be laid on the table, and that the Secretary be instructed to elicit information from the Protestant Board

of School Commissioners of Montreal, from the various Hebrew Synagogues, and from other sources before next meeting.

The motion of the Lord Bishop and Alderman Ames was converted into a notice of motion.

Moved by the Lord Bishop of Quebec, seconded by the Reverend A. T. Love, that a sub-committee be appointed to consider what means can be adopted to procure for the Secretary such assistance as may be necessary in order that he may be able to spend a due proportion of his time in presiding at educational meetings in the various inspectorates.—Carried.

On motion the Chairman submitted the names of the following as the sub-committee for the above purpose:—The Lord Bishop of Quebec, the Reverend Mr. Love, Dr. Dunbar, Mr. Maclaren, Mr. Whyte, Dr. Cotton, Mr. Walker, Hon. Mr. Fisher. The nomination was confirmed.

The Secretary reported that the sum of \$200, which is annually voted by the Legislature for the Protestant Teachers' Association, had been placed to the credit of the Committee at the close of the last fiscal year. He was authorized to transfer this sum to the Protestant Teachers' Association under article 63.

Applications were received from various model schools asking permission to do academy work. Inasmuch as they did not in any case fulfil the conditions of regulation 87, the permission was not given.

It was resolved to amend regulation 87 by adding the words, "But this restriction shall not apply to the model schools of the counties of Gaspé and Bonaventure."

It was also resolved that the Inspector of Superior Schools be instructed not to send academy papers to model schools, except to such as are authorized by this Committee to do academy work.

For the information of the Protestant Committee, a resolution of the Protestant Teachers' Association was read in favor of the adoption in Canada of the metric system of weights and measures.

The report of the Inspector of Superior Schools was received,

A petition from Chambly, for permission to do first grade model school work in the elementary school, was referred to the Department for reply.

Applications were received from Ireland South and North Hatley, for permission to raise one of their elementary schools to the rank of a model school. It was resolved that the Inspector of Superior Schools be instructed to visit these schools and to report thereon.

Various applications for diplomas under regulation 23 were submitted, but owing to lack of time necessary for the consideration of them, it was resolved that such applications be presented, as a rule, only at the November or February meeting.

The report of the sub-committee on the special and general complaints regarding the inspection of superior schools was read by Mr. Shurtlett, the Commissioner, for taking the evidence. The report was adopted, and it was ordered that the general report be communicated to Dr. Harper, that the appendix be laid on the table, and that the sub-committee be asked to formulate such recommendations as they think the facts will justify.

A unanimous vote of thanks was passed for the valuable services of Mr. Shurleff in conducting the investigation and in preparing his comprehensive and judicial report.

Mr. Rexford read a report for the sub-committee on the course of study, which was adopted.

The Secretary was instructed to communicate to the University authorities the reference to changes in the A. A. course of study.

On motion of Professor Kneeland, it was unanimously resolved :—

“That the congratulations of this Committee be hereby extended to our Secretary, Dr. G. W. Parmelee, upon the well-earned recognition of his work and merits, by the authorities of Bishop’s College, by conferring upon him the degree of Doctor of Civil Law.”

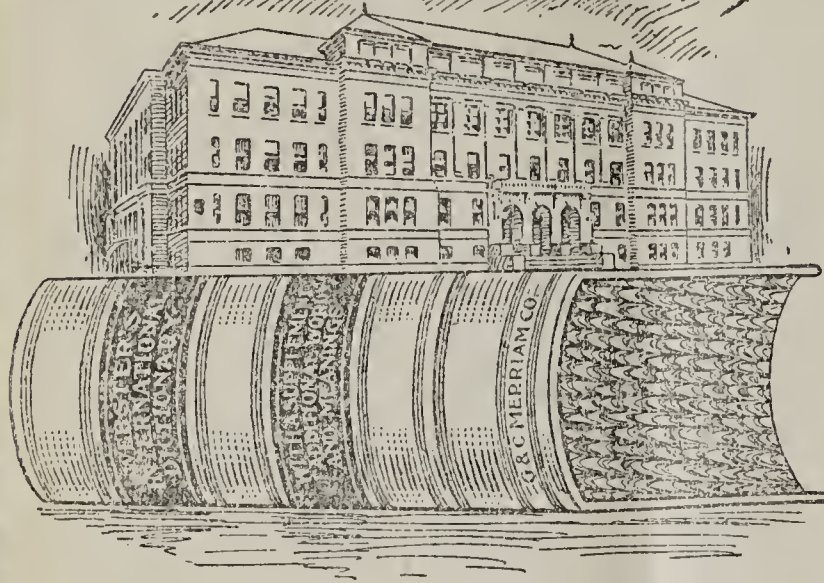
The rough minutes were then read, and the meeting adjourned until Friday, the 28th day of November, unless called earlier by the Chairman.

GEO. W. PARMELEE,
Secretary,

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THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 12.

DECEMBER, 1902.

VOL. XXII.

O Winter ! ruler of the inverted year,
* * * * *
I crown thee king of intimate delights ;
Fireside enjoyments, homeborn happiness,
And all the comforts that the lowly roof
Of undisturb'd Retirement, and the hours
Of long uninterrupted ev'ning, know.

COWPER.

Articles : Original and Selected.

CO-EDUCATION.

However, there is another side to it than that which appeals so strongly to us pedagogues. The future of civilization depends more on the proper mating of the rising generation than on any discoveries they may make in the arts and sciences, and if our young people sometimes devote more time and attention to the study of each other than to the study of their text-books, let us recognize the fact that they are nearer right in their judgment of what is important than some prominent educators of the past and present. It is of more importance to a person to be able to solve the problem of the selection of future husband or wife than to solve any problem in mathematics we put before him, and there is no better training for this yet devised than the informal mingling in the school-room. To get to know each

other thoroughly, to prevent false hopes and illusions, it is necessary for young people to meet when the mask of society is thrown off. If a young man has sat beside a young woman for a term he knows at least whether she cheats or loses her temper, and that is more than he would find out from meeting her at a hundred balls, receptions and teas.

The theory that women require in part a different sort of education from men is a good one, but it is in co-educational colleges, not in colleges for women alone, that the most progress has been made in putting this into practice, and specific courses in great variety are provided in those occupations which are at present regarded as woman's work. The importance of this and the methods for attaining it are, however, as yet, largely unrealized, and the future must see a great advance in this field everywhere. We must, nevertheless, avoid even in this the common error of dealing with people by classes, and we must adapt our instruction to individuals, not to sexes.

If a boy shows a talent for culinary art or for dress-making he must not be debarred from training in these arts, for he may get a larger salary and possibly even contribute more to human happiness as an Oscar or a Worth than as an engineer or a lawyer. If a girl shows a taste for mechanics let her have the necessary opportunity to develop her genius. The world needs great inventors so much that we must not miss any chance, however slight, of getting one. In a co-educational college where freedom of election is allowed the two sexes largely segregate into different lines of work according to their tastes and capacities, but to force them into some particular form of education because of sex is dangerous.—*Prof. E. E. Slosson, University of Wyoming.*

CO-EDUCATION.

What is it that we have schools for? I think it is to teach children to live, and not to give them a little education. It is the idea of the community that must set our standard for teaching. If we would make the pupils future citizens we must make them present citizens. If you take the girls and young women out of the community life of the school you take away half of life—yes; you take away the better half of life. The day may come

when this idea of education will go into effect. I do not know when, but I do know, that before that day I shall be dead and gone.

I have seen something of this foreign idea of the education of women. I have been at an affair in Germany where the men gathered in one part of the room to talk philosophy and the women in another to talk like silly geese. I prefer the American woman.—*Col. Parker.*

MEN AND KINDERGARTENS.

Within the past few years a number of small signs have shown that kindergartens are slowly waking to consciousness of the fact that since kindergartens are conducted exclusively by women, and usually either by spinsters or young girls (*i.e.*, women who have never known the richest and most educating experiences of life), they must have defects incident to defect in the intellectual and moral outlook of those who conduct them. The young woman who rarely talks seriously with men, and the aging spinster who gets few opportunities to talk with men at all, are prone to relapse out of human living and thinking into sex living and thinking. This simple fact explains what have been scathingly called the "elaborate fooleries of the kindergarten." Every kindergartner should be alive to this danger and should avoid it by conference with men, by participation in educational meetings where the masculine representation is large, by reading books written by men, and by inviting from men criticism of her own work.—*Susan E. Blow in the Kindergarten Review.*

STRIFE.

The law of worthy life is fundamentally the law of strife. It is only through labour, painful effort, by grim energy and resolute courage, that we move on to better things.—*Theodore Roosevelt.*

BIRDLESS BONNETS.

How refreshing is the sight of the birdless bonnet! The face beneath, no matter how plain it may be, seems to possess a gentle charm. She might have had birds, this

woman, for they are cheap enough and plentiful enough; but she has them not, therefore she must wear *within things infinitely precious, namely: good sense, good taste, good feeling.* Does any woman imagine these withered corpses (cured with arsenic), which she loves to carry about, are beautiful? Not so; the birds lost their beauty with their lives.—*Celia Thaxter.*

SELF-HELP.

Miss Maria Mitchell, the astronomer, who became instructor at Vassar College, wrote in her journal:

“When I came to Vassar I regretted that Mr. Vassar did not give full scholarships. By degrees I learned to think his plan of giving half-scholarships better, and to-day I am ready to say, ‘Give no scholarships at all.’

“I find a helping hand lifts a girl as crutches do; she learns to like the help which is not self-help.

“Better give a girl who is poor a common-school education, a little lift, and tell her to work out her own career. If she have a distaste for the homely routine of life, leave her the opportunity to try any other career; but let her understand that she stands or falls by herself.”

PRACTICAL EDUCATION.

A correspondent of the *London Daily Mail* proposes to establish a school where girls may be taught matters which are not generally found in a school curriculum. He would teach how to alight from an electric car, how to open a window and put up a shade in a railway car, how to fill a fountain pen, how to tie a knot that is not a “granny” knot, the kind of shoes to wear so as not to endanger health or cause discomfort. He says: “We shall teach the art of folding clothes, both women’s and men’s. (How many women can fold a dress coat?) We shall teach the proper method of doing up umbrellas and trimming lamps, and opening packing-cases and tin cans, and driving nails and pulling corks and lighting fires.

“This last, by the way, is an accomplishment that should be taught in every school in the country, but of course is not. The comfort of millions of persons depends on it every day.

“ We shall also instruct our pupils in the care and feeding of dogs and other animals, and show, for instance, why it is wrong to give dogs chicken bones. The theory of sanitation also we shall teach, of which most women know nothing at all ; and we shall give practical demonstrations of the effect of grease on the linings of pipes and the reasons for keeping it as far as possible out of sinks.

“ We shall teach economy, false and true. We shall have lectures on the prices of all household things, and on the quantity required for so many or so few persons, and we shall show that in most cases the best is the cheapest. And every girl in our school shall have a pocket. Purse-carrying in the hand will be forbidden.”

Current Events.

—HALLAM Tennyson, K.C.M.G., son of the late poet-laureate, Alfred, Lord Tennyson, and second baron of his name, temporary Governor-General of Australia, has been formally appointed to that office. The appointment, at His Lordship's wish, is for one year only. He succeeds Lord Hopetoun, whose resignation was officially announced on May 14 last.

—THE Rev. Dr. Daniel M. Gordon, professor of theology in the Presbyterian University during the past eight years, and formerly pastor of St. Andrew's Church, Halifax, and before that of Knox Church, Winnipeg, has accepted the principalship of Queen's University. Dr. Gordon was born at Pictou, Nova Scotia, on January 30, 1845, and was educated at the Pictou Academy and the Universities of Glasgow and Berlin.

—MR. George A. Henty, the well known author of boys' historical novels, died on board his yacht at Weymouth, November 16th, 1902.

—WIRELESS telegraphy has been applied to moving trains. The despatcher from the apparatus was placed at St. Dominique railway station, near Montreal. The receiving apparatus was on a train moving sixty miles an hour. Communication was kept up with the station while the train was going sixteen miles, eight to the station and eight beyond.

—THE pendulum with which Foucault showed the revolution of the earth has been used recently in the Pantheon at Paris by two French scientists, Flammarion and Berbet, to repeat the famous experiment.

—ACCORDING to an exact census of China, taken by the treasury department, the population is 426,447,325.

—THE United States Commissioner of Education, Dr. Harris, reports that there are 15,710,394 children in attendance at the public schools of the States, this being about 90 per cent. of the children attending school. The report shows that there has been an increased attendance at public schools over last year of 266,932 pupils. We can get some idea of this vast school population if we consider that it is about three times the entire population of the Dominion of Canada.

—THE DISCHARGE OF RIVER WATER INTO THE OCEAN.— An expert on such subjects gives, in *Harper's Young People*, the following table of the hourly quantity of water discharged into the sea by the following important rivers:—

Rivers.	Million cubic feet per hour.	Rivers.	Million cubic feet per hour.
Amazon.....	3,700	Nile	560
La Plata.....	3,100	Rhine	230
Mississippi	2,070	Elbe	100
Volga	1,120	Seine	80
Danube	960	Thames.....	40
Ganges.....	700		

The St. Lawrence River does not seem to have been under consideration in making the experiment.

—OFFICIAL arrangements for the dedication of the Great Assouan dam on the river Nile are complete, and the ceremony of laying the last stone and opening sluices will be performed by the Duke and Duchess of Connaught early in December.

The Assouan dam, built across the Nile, is the greatest of the kind ever attempted. As a triumph of engineering it stands perhaps at the head of human achievements. It has cost a little more than \$25,000,000. It is nearly a mile and a half long, thirty-eight feet high, and is pierced by a hundred and eighty-five sluice gates, which open and shut by machinery and regulate the flow of water into the river. The supplementary dam at Assiout, a few miles up the

river, is intended as a reinforcement of the great dam to assist it by breaking the force of spring floods and restraining them in a local reservoir capable of storing more than 1,000,000,000 cubic feet of water. By means of these dams the surplus waters will be stored in the rainy season and released in the time of drought. This system of irrigation will make capable of cultivation vast areas of what is considered the richest soil in the world, and the effect of the harvests thus obtained on the food markets is worth considering.

—MOUNT Etna has become lower at the rate of nearly two feet a year on the south side, and on the north side nearly four feet a year since 1868. It is supposed to be due to the action of the wind.

—THE resolutions of the Seventy-First Convention of German Scientists and Physicians, held at Munich, September 1899, show that Germany is awakening to the fact that education may be overdone. The note of alarm was sounded by German physicians, because of the rapid increase of neurasthenia and nervousness in the population.

These are the resolutions of that important body:—

Resolved,

1. For the higher education as well as for the lower, the natural sciences offer as good a foundation as do the language-history branches. The reform of all nine-class higher schools is now to be sought.

2. In order to relieve the injurious pressure that still exists in many places and in high degree, and also to avoid the hygienic dangers to the pupils, the following measures should be adopted:

(a) Diminishing and uniting [enriching] the curriculum in so far as its purpose will permit.

(b) Decreasing the amount of work to be written out at home, and of the amount to be memorized; and also the checking of the present powerful tendency to language study.

(c) Abolition of the afternoon lessons.

(d) Placing the maximum number of lessons per week at 24 instead of, as at present, at 30.

(e) Introduction of a 10 to 15-minute rest or recess in the open air after each lesson.

(f) Abolition of all transfer and promotion examination, especially the so-called *Abschluss-prüfung* in the granting of the certificate for the one-year's military service [instead of two].

(g) Lightening the graduation (from the *Gymnasium*) examination by doing away with the oral examination in all cases where the year's record and the written examination are satisfactory; and

(h) Gymnastic exercises never to come between lessons.

3. In order to relieve the just as extensive over-burdening of the teachers:

(a) The normal number of lessons for each teacher, according to the age of the pupils, should be placed at 16 to 18.

(b) The normal and maximal number of pupils in one class is to be arranged in the following manner, with the understanding that in an excess of the normal number the class may be divided, and in an excess of the maximal number it must be divided: Lower classes, 30-40; middle classes, 25-30; higher classes, 20-25.

(c) It should be forbidden that the graduation examination be at the same time made a test of the capabilities of the teacher or of the institution.

(d) The university-trained teachers of the higher schools should receive the salary, the rank, and the title and general position that are given to judicial and government officials of like rank.

4. It also appears desirable:

(a) That the school year begin at the end of the long vacation.

(b) That the vacation be so arranged that the warm months (July—September) consist of a long, uninterrupted vacation (about two months).

(c) That the *Vorschuleklassen* (vacation classes) in the higher schools be entirely abolished.

(d) That the study of hygiene by both teachers and pupils be introduced.

(e) In order to insure that this instruction is rightly given, and also for the hygienic care of buildings and pupils, that school physicians be installed in the higher schools.

(f) That university-educated teachers be given more than hitherto leading positions in the general government of the schools.

—Miss Jessie Fleet, one of several Montreal teachers who went to South Africa to instruct Boers and their children at the concentration camps, in an interesting letter to the *Montreal Herald* speaks of life in camp, from a teacher's point of view. She writes:—

Brandfort Camp, O. R. C.,
September 20, 1902.

School re-opened in camp almost at once on our return from conference at Johannesburg. The attendance at first was rather poor, but has gradually increased, until now the number on the roll stands at over six hundred and the daily attendance at about four hundred and fifty.

Quite a number of changes have been made in the various staffs of the different camps and town schools. These are owing in part to untrained Africander teachers leaving to attend the normal classes opened in several cities and towns for teachers-in-training. Three or four of our own staff left for this purpose, and two or three are still studying in Bloemfontein. Another reason for making changes is the gradual breaking up of the camps, owing to families moving away to their farms.

Great trekking waggons drawn by ten or twelve or even more oxen or mules, are seen daily making their way out of camp loaded with whatever worldly effects these people still possess. Rations are supplied to last two months to families going out to their farms, and if at the end of that time they have not succeeded in making a start and have run out of food, are allowed to return to the camp to live.

Quite a number of prisoners from Ceylon and St. Helena have returned home. About one hundred came in this week from the latter place. Their stay abroad has done many of them much good, especially in the case of those from Ceylon and India. Many an affecting scene is enacted when these people return. To give an instance. When the last party from St. Helena returned, several girls ran to meet their father as he came across the veldt to camp. On meeting him they broke down completely, as the mother had died during his absence. The father of one of the two girls who work for us, also came in with this batch of men. She had not seen him for three years.

* * * * *

One of the teachers on our camp staff, a Scotch lady, has been appointed matron of the orphanage to be established in Brandfort. These orphanages are for all children who, owing to the war, have been deprived of their parents and have no one to look after them. They are to be properly cared for in homes to be established for them, and to be educated in the school of the town. The Education Department has charge of this work.

Speaking of the Dutch children as a whole and comparing them with Canadian children, they do not fall far behind in regard to intelligence and general mental ability. It is a little difficult to get them to sing quickly and with spirit. There is a tendency to drag as though singing a psalm. I was told that it is a peculiarity of the people, and I suppose cannot be expected to right itself at once.

Sewing, knitting and fancy work classes have been established in the camp school. One of our Canadians, a New Brunswick lady, has charge of the sewing class. The children are exceedingly fond of these classes and show great aptitude for their work.

A sewing class has also been established in the town school.

A short time ago flower seeds were given to the people in camp for little gardens around their tents and cottages.

* * * * *

We are having spring here just now, and Brandfort is looking exceedingly pretty with its pink and white blossoms. The wild flowers of the veldt are out, and the grass, which was very parched and dry in appearance, when we came here in June, is now getting quite green. The trees also are beginning to put on new foliage."

—THE Boers who were dissatisfied with British rule at the close of the war and went into German territory, are moving back again.

—THE Victoria Falls on the Zambesi River are being utilised by the British South African Company, which is erecting electric machinery to furnish power for the operation of rich copper deposits near at hand, and for mining coal 150 miles away.

—A RUSSIAN has invented a new international language

known as Esperanto. It is said that eighty thousand people speak it, chiefly the Latin nations, and that newspapers are published and printed in Esperanto, in Canada, and in most of the countries of Europe including England.

AUSTRALIA'S QUEER LAW.

Australia is popularly supposed to be the country which has most nearly solved the puzzling industrial problems of the time, yet some queer laws have been passed under the dictation of the Socialistic-Labor party. One of these is the immigration law. Several years ago a cry was started for "A White Australia." After a while this law was passed. It says that no person shall be allowed to land in Australia who, when asked by an officer, fails to write out at dictation and sign, in the presence of the officer, a passage of fifty words in a European language.

This means that the customs officer can require any person on any incoming ship to write from dictation fifty words in any European language the officer may choose to select. A very intelligent Frenchman might not be able to write fifty words in Dutch, or a Turk to do the same in Spanish. The law goes further. It says that any person who has entered the country in violation of the law shall be liable to six months' imprisonment or a fine of £50, or both.

The only exceptions are Australians who have been away from the country, ambassadors, soldiers, sailors of the royal navy, and crews of trading vessels in Australian ports. Australian citizens who go abroad are advised to have their photographs taken in no less than four positions so that they may be identified on their return.

Curious as this law is, its mode of enforcement is still more curious. At present it is enforced only against Hindus, who are British subjects, and Japanese, who are not. One party leader said lately: "We don't object to any white people. Germans and Frenchmen make good colonists, and the orders to the customs officers are not to enforce the act against any but Asiatics. But if we choose we could exclude everybody. We could trip a Cambridge B. A. on that act."—*Our Times*:

Practical Hints and Examination Papers.

REMINDERS TO TEACHERS.

Children should not be sent from a school-room at tropical temperature to a basement of arctic coldness. Beware of pneumonia !

Do not threaten, do not worry, do not scold, do not fret.

“Live on the top floor of your being instead of in the basement.”—*Drummond*.

Every morning, until it becomes a fixed habit, the teacher should deliberately assume the right attitude towards every child in his class. There should be no carrying of one day's little differences over to the following day. Teach the child by example as well as by precept that the dawn of each new day is the signal for fresh resolutions unhampered by the deadening weight of unfor- given offences.

Under all conditions be cool and collected.

Await opportunities; that is speak and act when you can do so most effectively.

The long winter evenings are coming. Reap a rich harvest by diligent reading.

—DR. Goldwin Smith, in an address to teachers, gave some admirable suggestions for a reading course. We are indebted to the *Canadian Educational Monthly* for a report of this address :

“While you are teaching others, do not forget your own culture. After hot summer days in the school-room, you will be more inclined for fresh air than for books. But there are winter evenings and Sundays; there is the close of life. Besides the public or travelling libraries, have little libraries of your own, with your favorite authors, to be taken down when the fancy strikes you. Editions of the classics are now very cheap. It is far better to be thoroughly familiar with one great writer than to know a little of twenty less great. For serious literature, in forming such a little library, there are Bacon's Essays, marvelous condensations of wisdom in language the most majestic. There are Lamb's Essays of Elia, ever charming. There are Macaulay's Essays, unrivalled for brilliancy of

style, though a little too cock-sure. Melbourne said he wished he were as cock-sure of anything as Tom Macaulay was cock-sure of everything. In English history, I cannot help calling attention to Knight's Popular History, though being in eight volumes with wood cuts, it is rather an expensive book. It gives a fair and lively narrative of events with a full account of the manners, literature, and general life of the people, all in a genial and liberal spirit without taint of party. In biography, Boswell's Johnson is supreme. In poetry, Chaucer soars singing joyously as a skylark in the literary dawn; but perhaps from the archaism of his language he is to most people rather a subject of study than a source of pleasure pure and simple. Never be tired of reading Shakespeare. The more you read him the more you will find in him. The first six books of 'Paradise Lost,' are about the most sublime of human compositions. If you want perfect rest turn to Cowper's 'Task.' All Scotchmen worship Burns, and we will join them if they will let us take the poetry without adding the man. Then comes the stirring age of the Revolution and with it a galaxy of poets of the deeper kind, Byron, Wordsworth, Shelley, Coleridge, Keats. At last we have Tennyson, supreme in art and the mirror of our own age, with its science, its speculations and its doubts. Of the recent works of fiction I do not know much nor care to know much more. For political and theological novels I have no taste; let us have our politics and theology straight. Miss Austen, I fear, is out of date, for you though not for me, who can remember that state of society. It is a pity, for she is a little female Shakespeare with the very rare gift of endowing her characters with life. Nobody has ever written such tales as Scott, and in reading anything of his, you enjoy intercourse with a truly noble gentleman. Thackeray is not really cynical, while he teaches you deep lessons in human nature. In Dickens I delight. He not only makes us laugh, but does us good. There can be no better religious exercise than reading his 'Christmas Carol.' George Eliot, of course, is admirable, though rather philosophic and austere. But choose freely for yourselves. Make your little library of your own favorites; only make your own little library.

Now, young ladies and gentlemen, you are at the open-

ing of life, while I am at its close. You are peering anxiously, as once I was, into the misty veil which, at starting, hides from each of us his or her destiny. Behind that veil may there for each of you be happiness. There surely is, if you do your duty."

—WE have imagined that there is a royal road to the making of good teachers. There is not. Good teachers cannot be extemporized or made in a hurry. They cannot be made by the mere teaching of psychology, pedagogy, or normal school methods. Something infinitely more important is needed. Content is always more important than form. What is the worth of method if you have nothing to teach? A good teacher must know thoroughly what he has to teach. If it is English, he should know English literature, should know and love the great masters, should have made at least one epoch or department his own, so that he might write intelligently regarding its relations to the whole. So with every other subject that he may be called on to teach.—*The late Principal Grant.*

—MORAL INSTRUCTION IN PUBLIC SCHOOLS.—The most stringent law upon the statute books of our state is directed against intemperance as a vice, and our public schools are required to teach the future citizen that 'wine is a mocker.' Is not this moral instruction? Would it not be within the province of moral instruction to ask our schools to teach the wickedness of profanity? Would we offend the public if our schools took a stand against Sunday baseball and the desecration of the Sabbath? So with the whole list of virtues that go to make up a perfect character—honesty; frugality, patience, forbearance, cleanliness, reverence for holy things and respect for old age. Who shall say that these things cannot be taught in the public school without trespassing upon the domain of the religious teacher? In so far as the perfect religious character embraces all these virtues, to that extent it may be that the school would be an element in religious training.

But beyond these virtues, beyond these fundamental principles of correct living, the school need not, ought not, and must not go.—*Charles R. Skinner, New York State Superintendent of Education.*

—SUGGESTION FOR BUSY WORK.—A collection of small pictures, such as are found in reading books, is of great

advantage as a means of supplying pupils quickly with work that is variously useful. Give each pupil a picture from which he may write a story. These written stories can be used later as a reading lesson, each child reading his own story to the class. The same set of pictures can be used many times, giving each pupil an opportunity to write about a different picture each lesson.

Have each pupil write the story of yesterday's reading lesson.—*Exchange.*

—LEARN TO LAUGH.—Teachers do not laugh enough. They are solemn and depressed in appearance, with good reason too, possibly. To live on \$150 dollars a year is a very solemn matter. Economize on doctors' bills by learning to laugh. The *Indian Lancet* says, "Laughter is a most perfect medicine. It takes a man out of himself and so gives nature a chance. The brain is so frequently our prime mover in sickness that anything that temporarily disarranges it as it were, is good for us. Forgetfulness is a great administrative and re operative genius. He who forgets wins half the battle, whether it is forgetting of an injury or the dismissal of a trouble. Time, the sovereign healer of all our wounds of heart or soul, is but an ally of our brain, and in this combination we have, perhaps, the greatest solution of the secret of life. But, in laughter, almost inexplicable as it is, there exists a great healer. It is the forerunner, one might almost call it, of forgetfulness. It is the distracter. It shakes up the creature, it fosters hope, without which our being is almost a blank. Laughter is the truest of medicines. Get it when you can. Do not be afraid to laugh. It blesses you and those who hear. It is akin to mercy. The light side of nature is the happy one; make haste to laugh." Laugh in the school-room and laugh out of it. Find something that is worth laughing about.

A SCHOOL CEREMONY.

A pretty morning ceremony is the procession of candidates to the office of the principal for daily commendation—one or two children from each room, bearing their trophies of penmanship or ciphering with them. Each has his card of introduction, properly endorsed, accrediting to the court of the Great Potentate. It reads:—

September 30, 1902.

TO THE PRINCIPAL.

This will introduce to you Johnny Johnson, from Room 32, whom I recommend for compliment for great improvement in behaving himself.

MARY POTTER,
Teacher.

This string of proud and happy youngsters is a triumphal procession worth looking at. No conquered enemies, no disappointed rivals line their path. Their laurels are bloodless, even tearless, for these are not little prigs selected as the best of all the class, but such as have done well enough to be officially told so, it may be for effort, it may be for success, it may be for improvement.

The effect upon the teacher who must commend these delegates every morning with discrimination and cordiality is not to be sniffed at. Even to be compelled once in twenty-four hours to bestow approval upon effort, to glance at the card, and with memory thus fortified, to call the happy Thomas by his name, to see his face blossom into smiling—this must involve a reflex action on the principal that makes him more fit for the duties of the day.

For there are weeds in the flower-bed which the head gardener may not ignore. All the seeds of crime are in this soil. Deceit, cheating, lying, stealing, vulgarity, impurity, and all the long sad list of sins that mar our mortal state are here in a nascent form. The school-master must serve as judge and jury over faults that the outside world thinks trivial, yet that are crimes against the society in which they are committed. He has not only the reputation of his institution to protect, but the positive moral education of his charges to secure.

Discipline for moral delinquencies is the one hard thing in teaching that seems necessarily disagreeable and forever possible. The silver lining of this cloud is the faith of ultimate benefit from such discipline and the relative fewness of the occasions that call for it. For, like men, most children are clean and honest most of the time.—*Wm. McAndrew in World's Work.*

REPRODUCTION STORIES.

A few years ago, a gentleman going through a crowded part of the city of Glasgow, noticed a pale-faced little boot-black waiting for a job. Touched by the delicate look of the child, he thought he would give him the blacking of his boots to do. Accordingly he gave the little fellow the signal. The boy at once crept lamely toward the gentleman, and as he pulled himself along was nimbly supplanted by another bootblack, who was immediately at the gentleman's feet, and ready to begin.

"What's this for?" said the gentleman to the intruder, somewhat angrily.

"It's all right," said the newcomer, brightly. "Jamie's just a little while out of the hospital, and the rest of us take turns about in brushing for him."

Jamie smiled pleasantly by way of assuring the gentleman that his comrade's story was true.

The gentleman was so gratified by this act of brotherly kindness that he gave Jamie's friend a whole shilling for his work, telling him to give sixpence to Jamie and to keep the other sixpence himself.

"No, no sir," quickly responded the little hero, giving the shilling to Jamie and hurrying from the spot. "No, no, sir, none of us ever take any of Jamie's silver."—
Young Evangelist.

---THE florist's boy had just swept some broken and withered flowers into the gutter, when a ragged urchin darted across the street. He came upon a rose seemingly in better condition than the rest. But, as he tenderly picked it up, the petals fluttered to the ground leaving only the bare stalk in his hand.

He stood quite still, and his lips quivered perceptibly. "What's the matter with you anyway?" the florist's boy asked.

The ragged little fellow choked as he answered: "It's for my mother. She's sick and can't eat anything, and I thought if she'd a flower to smell, it might make her feel better."

"Just you wait a minute," said the florist's boy as he disappeared. When he came out on the sidewalk he held in

his hand a beautiful half-opened rose. "There" he said, "take that to your mother."

He had meant to put that rosebud on his mother's grave, and he knew that he had done the better thing. "She'll understand," he said to himself, "and I know this will please her most."—*Selected.*

THE BOY WHO DECEIVED HIS TEACHER.

The boy who used to boast of getting the best of his teacher has been heard from. The same traits of character which tempted him to deceive his teacher into believing that he had solved his problems and completed his tasks himself, led him to cheat his employer, to idle whenever his back was turned, and to clip his day's work, until he finally lost his position.

His lack of education—the result of cheating his teacher,—has proved a perpetual handicap, and has lost him many a good position. His dishonesty, which started in the school-room, has grown until nobody will trust him, and he has no credit or standing in his community.

As a boy, he thought himself very clever in being able to dodge his lessons and impose upon his teacher; but he realizes now that the person cheated was himself. In those precious days of youth, he robbed himself of pearls of great value which he will never be able to recover.

The thief of time and opportunity often thinks he is enriching himself, but he awakes one day to the truth that he is poorer and meaner for the theft.—*Success.*

—A SUGGESTION for the correlation of writing, composition, drawing morals and literature is made by an exchange:

Let each pupil select a hero, and then make a book concerning him, upon water-color paper. The book should contain a record of his principal deeds, a few simple facts concerning his life, appropriate quotations, poems, songs, and sketches.

—A RUFFLED temper is less professional than ignorance of psychology.

Pupils always watch to see if the teacher is as punctual at church as she requires them to be at school.—*Modern Methods.*

—IN playing march music for children, play softly, when the children are near the piano, louder when far away.

—DUTY only frowns upon you when you flee from it, follow it and it smiles upon you.

—EVERY little while I hear people saying :—“ I feel badly,” and it always makes me feel bad. Those little words are a great bother. So thought the officious barber who on hinting to a patron that his “ hair needed cutting badly ” got the answer :—“ I don’t know of anyone who could cut it worse than you.”—*The Pathfinder*.

— How do you stop whispering ?” Miss Jones inquired of Miss Smith, whose room she was visiting. “ I don’t stop it,” responded Miss Smith, “ and I never knew a teacher who did.” This was a stunner for Miss Jones, for her principal had told his teachers at their meeting that there was no excuse for a single whisper in any school-room at any time. “ No,” continued Miss Smith, “ I do not stop it, but I suppress it just as much as is consistent with the best system of governing a crowd of boys and girls assembled in one room and working toward one and the same end. In the first place I keep them busy, then there is no time for useless communication. If a knife or a book is wanted, the children know that they are at liberty to get either without disturbing me and all the school. They do it, too, openly and above board ; I do not believe in putting a premium upon lying in the school-room. Of course, I have told them of the disadvantages of whispering, how they disturb others when they do it and rob them of valuable time ; how they must learn to keep silence in school that they may know how to behave in church, the theatre, and other public places.” “ Yes, that all sounds very nice, Miss Smith, but I do the same thing, yet an hour does not go by but what I catch some miscreant speaking in a whisper behind his geography.” To this supposed clincher of Miss Jones, Miss Smith, answered very modestly :—“ Of course you do ; any teacher who spends her time *catching* pupils, will have her time occupied in her detective work to such an extent that little teaching will be done.” This “ catching ” business is a bad one in the school-room. The teacher who practises it holds up a continual challenge to the pupil to see how many times he can whisper, for instance, and

not get caught at it. Trust your pupils and they will trust and respect you and your wishes. The writer recalls a high school principal in a western state who started out to absolutely kill all whispering in the high school room. He succeeded—that is, in breaking up the school by suspending more than half the pupils, also in having his successor elected and taking his place on Jan. 1. Don't attempt the impossible in the school-room; children are human and subject to some of the same faults often seen in their elders. Where is the minister who has never been annoyed by conversations carried on in his audience, or who has ever attended the theatre and not had some parts of the play spoiled because some persons near by valued their own talk more than that of the actors?—*Wisconsin Journal of Education*.

—A SUGGESTION in primary reading: Let the child read the sentence, catch it as a whole, look off the book and repeat it aloud. He will then get the sentence sense, give better expression to it, and make more progress in learning to interpret the printed page. Sometimes we see him calling the words one by one as his finger points them out. There appears to be no connection between the words, therefore no thought is obtained, which is the first essential toward securing proper expression.—*Wisconsin Journal of Education*.

—HAVE a heart that never hardens, and a temper that never tires, and a touch that never hurts.—*Charles Dickens*.

WORDS OF CURIOUS DERIVATION.

It is interesting to note the changes which words undergo both as regards their spelling, their pronunciation and their meaning. The custom of the intelligent majority, however, settles the question as to the correctness or incorrectness of words and phrases. In *Harper's Magazine* there is an article by Professor Kittredge, of Harvard University, on the "Ways of Words in English Speech," which is very instructive.

"He was drowned" is a vulgar error; but so once was "grafted," for the old form of the word was "graff," not "graft." In this case error has become consecrated by usage, and the historically correct form is no longer good

English. Furthermore, it is mere accident that "drowned" has not followed the same course.

Some of the queerest freaks of language are due to the blunders of "folk etymology." Our word, "carryall," for instance, is not a compound of "carry" and "all," as the sense seems to indicate, but a slight variation of the French "carriole" a diminutive of "car." The change was in obedience to the universal tendency to assimilate the unknown to the known—to make words mean something by associating them with others which they resemble in sound.

Often there is no etymological relation between the words associated, as when "sparrow grass" is made out of "asparagus" "Lantern" became "lanthorn," because lantern panes were made of horn. In "cutlass," which is from the French "coutelas," and has nothing to do with "cut-lash" in which the whole word is so transformed as to seem to express an appropriate meaning. Whether such transformed words are accepted or not is pure accident.

The study of untrammelled linguistic processes does not encourage slovenliness or inaccuracy of diction. Usage is not lawless, although many word changes are due to accident and other irrational causes, they are all in the long run governed by the genius of the language, which has kept English true to itself through vicissitudes of fortune that stagger imagination.

—TELL me not of your doubts and discouragements, I have plenty of my own, But talk to me of your hope and faith.—*Goethe*.

PITHY SAYINGS OF PHILIP D. ARMOUR.

—It is well to be economical, but it is poor policy to hold the reins so tight on one's business that it prevents good results, or precludes the possibility of doing business economically.

There is one element that is worth its weight in gold, and that is loyalty. It will cover a multitude of weaknesses.

It is an easy matter to handle even congested controversies, where the spirit of the parties is right and honest.

No general can fight his battles alone. He must de-

pend upon his lieutenants, and his success depends upon his ability to select the right man for the right place.

Hope is pretty poor security to go to the bank to borrow money on.

—HALFPENNY DINNERS FOR SCHOOL CHILDREN.—Mr. W. H. France, of Moseley, Birmingham, sends to the *Times* an account of a halfpenny dinner which he has successfully established for school children in that neighbourhood. He says : “ Our daily menu is as follows :—Hot bread and milk ; a thick tempting soup, also with bread. It is made of the following ingredients :—20 lbs. fresh meat bones, 12 lbs. potatoes, 5 lbs. split peas, 3 lbs. oatmeal 4 lbs. carrots, 2 lbs. onions, and about 12 gallons water. These stew together for about 20 hours. The result is popular, even among the ladies and gentlemen who comprise the voluntary staff. Each child has choice of milk or soup. That eaten, it has a piece of bread and jam. When taken out, the bones weigh about 8 lbs. less than when put into the cooker, and are sold to realize nearly half their original cost. Each child has as much as should be eaten at once. The worst fed children are the poorest eaters. They are not accustomed to a square meal ” Mr. France began by selling tickets at 5s a hundred, for presentation to children selected by the teachers, and in a few weeks 30,000 were disposed of. “ Calculated at a half-penny each, the sales, more than pay for the food. Adding the 10*d.* per hundred for which the tickets are sold in excess of a halfpenny each, we occasionally pay all working expenses besides. Her Majesty’s Inspector of Schools is our Chairman, and our supporters are of the influential in the town. We have the free use of board school premises, to which children from schools of all denominations come for the meals. During the last fortnight we have sold at two places 5,443 meals, which at a halfpenny each gives £11. 6s. 9½*d.* ; 3,500 of the children brought tickets which our honorable treasurer had sold to the public at 5s. per 100. He thus had 35 ten-pences or £1 9s 2*d.* in excess of a halfpenny each, making total receipts £12. 15s. 11½*d.*, while the food cost under £10.”—*Leisure Hour.*

Directory of Superior Schools.

**DIRECTORY OF SUPERIOR SCHOOLS FOR THE
YEAR 1902-1903.**

ACADEMIES.

- Aylmer* :—Mr. H. A. Honeyman, M.A.; Miss F. Clark, Miss M. McLean, Miss G. Chamberlin.
- Bedford* :—Mr. N. C. Davis, B.A.; Miss G. A. McLellan, Miss Alice Batcheller.
- Coaticook* ;—Mr. C. W. Ford. Miss Annie A. Wadleigh, Miss Clara J. Trenholme, Miss Kate I. Hall, Miss Laura Van Vliet, Miss Kate Evans.
- Cookshire* :—Mr. Wm. E. Enright, B.A.; Miss L. R. Bochus, Miss V. M. Lefebvre, Miss E. G. Mallory.
- Cowansville* :—Mr. L. D. Von Iffland, M.A.; Miss M. Watson, Miss F. E. Buck, Miss R. Griggs
- Danville* :—Mr. H. A. Connolly, M.A.; Miss Eleanor Dunlop, Miss Lilian Teeson, Miss Palliser.
- Dunham L. College* :—Miss Elizabeth O'Loane, Rev. H. Plaisted, B.A.; Miss Fyles, B.A.; Miss Elizabeth Brooks, Miss Lilian Jackson, Miss Elizabeth Ball, Miss Cleland, Miss Kemp.
- Granby* :—Mr. Charles McBurney, B.A.; Miss M. L. Stimpson, Miss Carrie Norris, Miss Marion H. Gill, Miss Mary B. Gill.
- Huntingdon* :—Mr. C. S. Holiday, B.A.; Mr. F. H. Barrington, B.A.; Miss Carrie Moore, Miss Annie Saunders, Miss Elizabeth Gordon, Miss Anna Dickson.
- Inverness* :—Miss M. McCuaig, B.A.; Miss E. B. Abercrombie, Miss B. W. Fraser.
- Knowlton* :—Mr. Levi Moore, B.A.; Mrs. E. R. McDonald, Miss E. A. Barber.
- Lachute* :—Mr. N. T. Truell, Miss Gertrude Huxtable, B.A.; Miss J. Ella Fraser, Miss Jennie Perry, Miss Janet McLean, Miss Margaret Scott. Miss Helen Paton.
- Lennoxville* :—Mr. Merrick A. Leet, Miss Lydia Shaw, Miss Cora A. Davis, Miss Edith C. Smith.
- Montreal High School (Boys)* :—Rev. E. I. Rexford, M.A.; F. W. Kelly, B.A., Ph. D.; E. L. Curry, B.A.; Wellington Dixon, B.A.; H. H. Curtis, 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.; F. C. Smiley, B.A.; C. B. Potter, 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, Miss Cameron, Miss A. Dodds.

Montreal High School (Girls):—Rev. E. I. Rexford, M.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 Hammond, M.A.; Miss M. Clark, Miss Ferguson, Miss Mewhort, B.A.; Miss Tatley, B.A.; Miss Lily Clark, Miss J. Bremner, Miss Shaw, B.A.; Miss Ethel Fisher, Miss A. J. Rodger, Miss Butteris, Miss Gordon, Miss Mary Campbell, Miss Morrow, Miss Taylor, E. L. Curry, B.A.; J. T. Donald, M.A.; Mrs. Simister, Professor Couture, Miss Holmstrom.

Ormstown:—Mr. W. T. Briggs, B.A.; Miss G. McClenaghan, Miss L. I. Surprenant, Mrs. E. F. McCartney.

Quebec High School (Boys):—Mr. T. Ainslie Young, M.A.; Mr. H. R. Sidley, B.A.; Mr. S. C. Lee, B.A.; Mr. A. J. Elliot, Mr. F. de Kastner, Mr. H. Jenner, Mr. E. A. Bishop.

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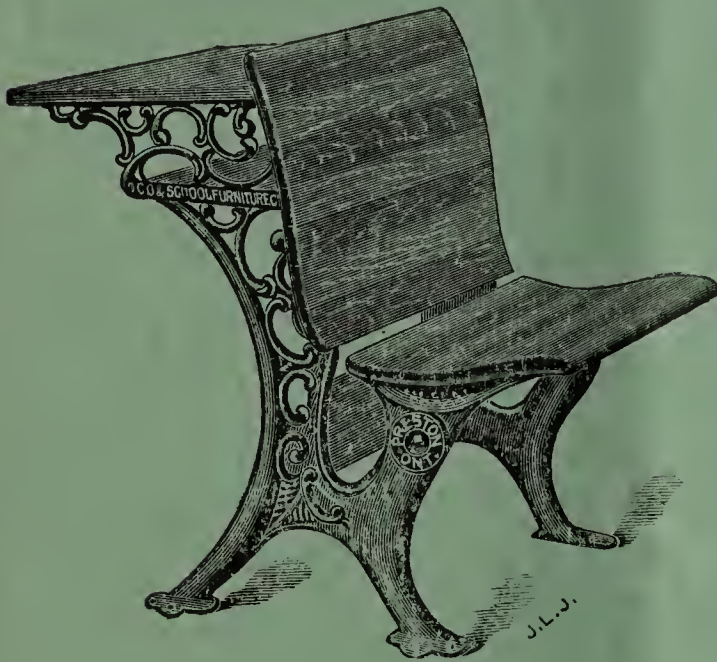
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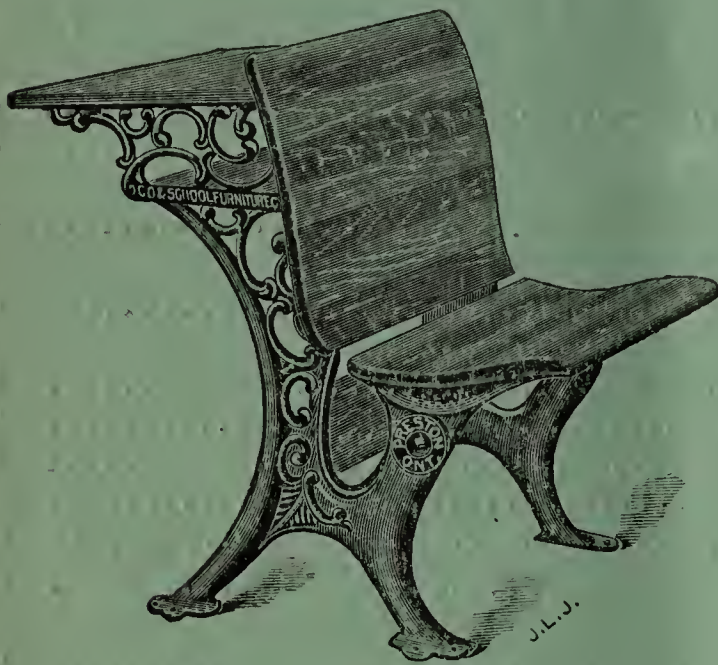
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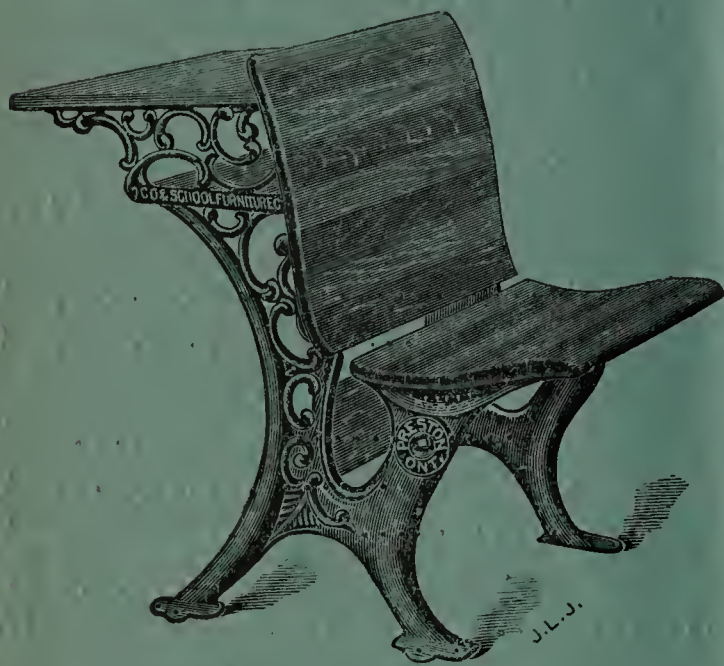
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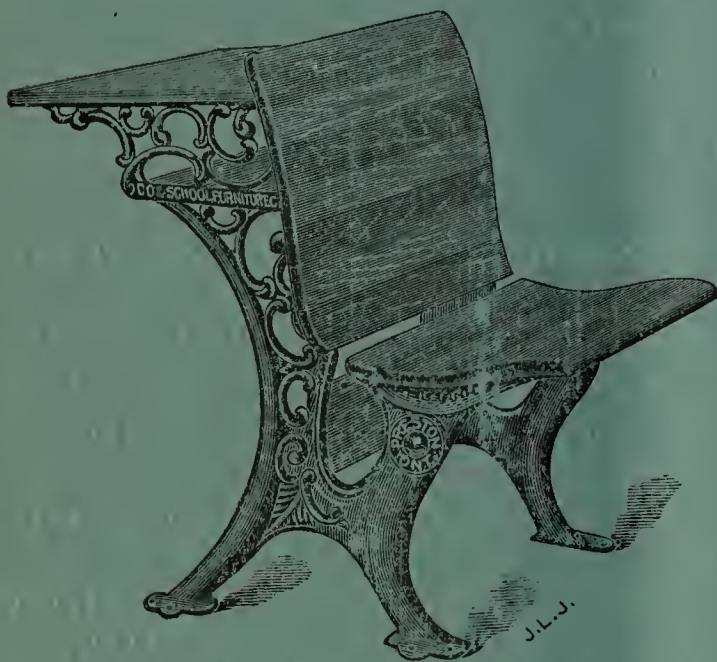
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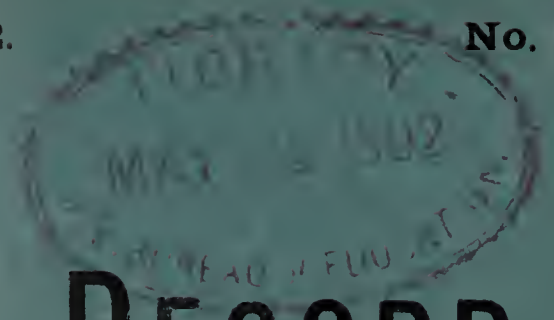
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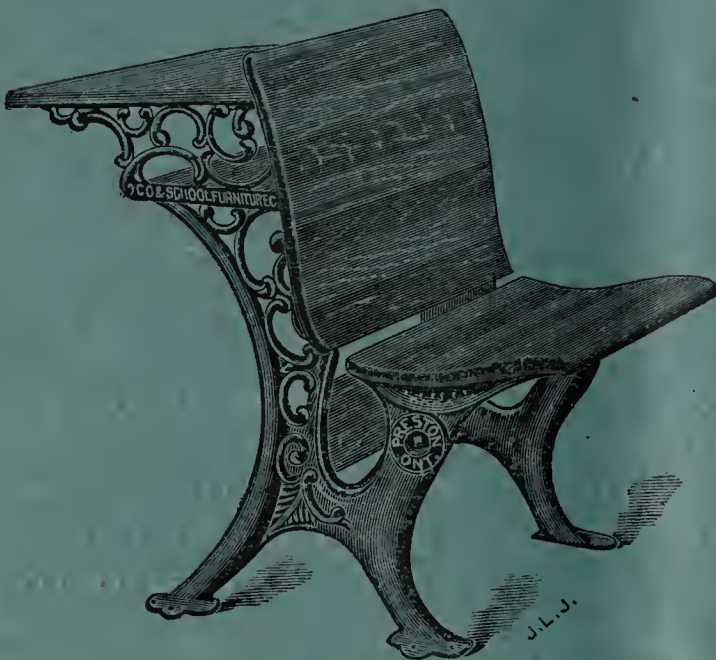
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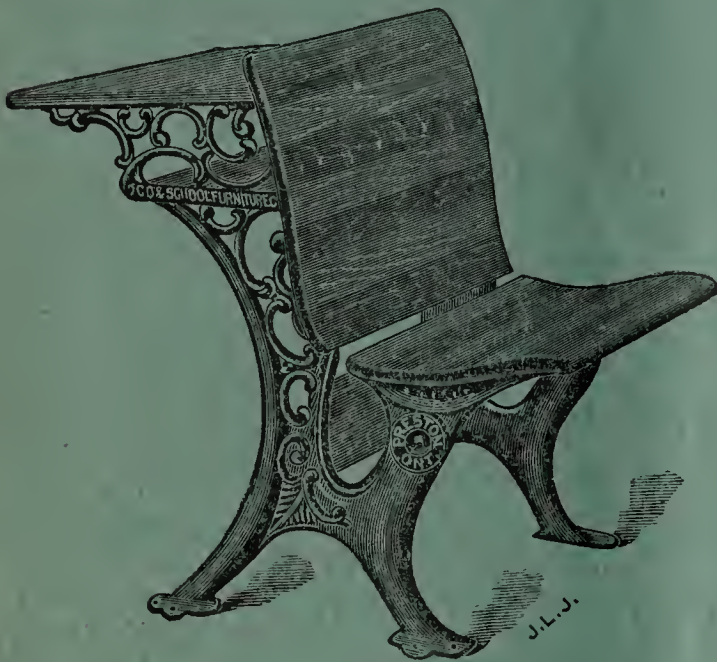
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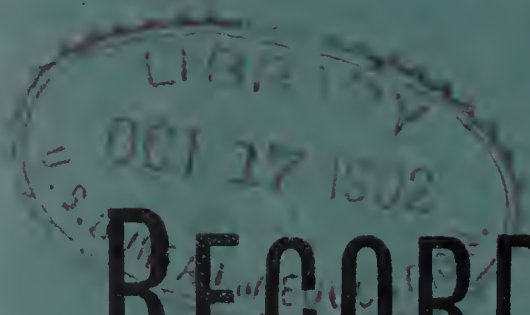
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