

the hon. member should withdraw his motion, and leave the subject, which was too important to be entrusted to private members, to the Government.

Mr. CASEY thought the introduction of military drill into our schools would be very expensive, and it was not universally admitted that it would prove of much service to our system of defence.

Mr. MILLS did not believe that any great service to the country would be derived from the adoption of the proposed system, which would prove a heavy burden to the country. He thought that the Military Colleges would prove centres around which to organize military power if necessary. He believed that the disposition shown in Prussia to submit to arbitrary government was mainly owing to the military education of the schools. It was no doubt probable, if the Dominion Government thought it desirable, that the Local Governments, if aided from the funds of the Dominion, would agree to the introduction of military drill into the schools. He thought the matter should be left to the Minister of Militia, who was responsible for all these matters.

Mr. SCATCHERD thought that the motion should be granted.

Mr. PLUMB thought it possible that some advantage might be gained from a consideration of the subject by a Committee. He thought that the patriotism shown by Prussia was a sufficient answer to the attack made upon its educational system. A monarchical Government prevailed in Prussia long before the present system of education was adopted.

Mr. VAIL said the proposed scheme, if adopted, would add largely to the expenses already complained of.

Mr. OLIVER suggested that the Government should recognize independent companies in different sections of the country. In his section of the country the people were anxious to have an independent Cavalry Company, and what was asked was that the Government should recognize it as a branch of the Cavalry force.

Mr. ROSS (Prince Edward) thought the Committee ought to be granted, and considered the First Minister ought to receive the thanks of the country for having put an item in the estimates for those veterans who served Canada in 1812. (Cheers.)

Mr. CAMERON (Ontario) said he would as soon teach his child to drink whiskey or to steal as to be a soldier. He thought the worst thing they could do to a man, except to hang him, was to make him a soldier. They ought to be in favour of peace and universal brotherhood, and not teach their children to strike back "eye for eye" and "tooth for tooth." Canada ought to bring about a treaty of peace with the United States, England and France. He protested against Canada being made the battle ground of a war between the United States and England with which we had nothing to do. He moved in amendment, seconded by Mr. Forbes:—That all the words after "that" be struck out and the following substituted:—"So far from its being desirable that our youth should be taught in schools the art of war, and the military spirit engendered, the doctrines of peace and brotherhood should be inculcated, and that our Government would add greatly to its popularity if it were to make an effort by Ministerial delegation to the mother country, to the United States at Washington, and to the Government at Paris, to endeavour to obtain a treaty of peace on a basis of decision by arbitration, in case of any difficulty arising with any one of these powers, the said difficulty to be referred to a Committee of four to be named by the other two nations."

Mr. McDUGALL (Elgin), moved in amendment to the amendment, "That the subject of military education is of such vital importance that the Ministry of the day should assume the entire responsibility of submitting all legislation upon it."

After a short conversation, Mr. BROUSE withdrew the resolution. The amendments were also withdrawn.—*Globe*.

4. KINDERGARTEN IN OUR PUBLIC SCHOOLS.

The following is from a lecture by Dr. B. G. Northrop, Secretary of the Connecticut State Board of Education.

Nature was meant to be our first and greatest teacher, and young children, by the system of Kindergarten instruction, were taught to observe clearly all the many lessons that were thus lavished around them.

Geometry, or geometric lines, and solids, he particularly suggested as forming one of the most important principles of teaching, for the youngest children; they should be taught by blocks, sticks and all forms; as playthings and as toys they would thus serve a double purpose of amusement and instruction. They would educate the eye, improve the inventive faculty and train the intellect to work correctly.

First, children should be taught the idea; second, the form of that idea, so that by association they would instantly recognize it

when seen in any form; third, the distinct pronunciation of the name; and fourth, the use of it.

Show the children some geometric form, let them point out in the room some object of the same shape, thus fixing it permanently by the eye. Here Mr. Northrop showed sets of Kindergarten blocks, rings, sticks, balls, and forms of various kinds, to illustrate his idea. He also showed a piece of jointed wire, capable of being turned in many ways, thus forming various geometrical forms. This was of great value, and teachers would be surprised to find how many different combinations children would form from it.

Lines or linear measure should be taught by means of strips and by Gunter's chain, so that children should have a distinct idea of distance. They should be taught the size of a square yard, acre and mile. A set of true measures for liquid measure he then produced, saying each school should have them.

Drawing he considered one of the most important studies in school. He was pleased to see the many beautiful drawings that adorned the blackboards, and was glad to learn that such care was taken in the instruction of it, also that it had been introduced into our primary schools.

The teaching of colours, their combination and contrasts, was of the utmost importance; it was for some purpose that God had placed around us so many beautiful flowers, and we should profit by study from them.

Again, he gave illustrations in highly coloured cards, both large and small, making an interesting study for all children.

If they were too costly, worsted dresses or trimmings might be used as illustrations, as well as flowers.

He almost doubted if there was ever a real case of colour blindness; he believed people's eyes had not been cultivated. Reading, and writing, and drawing he considered the most important studies, and in reply to a question from a gentleman, he stated that he believed the easiest method of teaching to read was by the word method, and that the most important and best way to teach spelling was to educate the eye.

Specimens of drawings by children in schools of Switzerland and Germany were shown, most of them by children five, six and seven years of age; they were very pretty and displayed wonderful skill.

5. THE KINDERGARTEN IN CANADA.

The allegation may sound somewhat strangely in the ears of Canadian and American people—that Germany occupies, in some respects, the van in regard to social and political economy. As is well-known, the Prussian system of education is one of the most complete, perhaps it is not going too far to say, it is the most perfect and thorough system in the world. Standing *in loco parentis*, in such a way as not necessarily to take the law and authority out of the parent's hands, the State in Prussia provides for the free education of every child within the Kingdom, and by a compulsory statute strictly enforced, secures to the meanest and poorest the benefits of a good common school training, based on religion. One peculiar feature, however, of the educational system in Germany, is the Kindergarten—or as the original word indicates, *Child Garden*—by which provision is made for the cultivation of the intellect and conscience of children of tender years. One has only to turn to the state of things in England, to witness the imperative necessity, there exists for some such system, where multitudes of very young children, who grow up in ignorance and crime, exposed to the most vicious influences, might be saved from destruction. Hence the existence of institutions of a benevolent nature in the different parts of the United Kingdom, prompted by high Christian principles, for reclaiming those who have been floating as waifs on society, or to save from the whirlpool of destructive influences those who are left without the protection of parents. Any one with an ordinary amount of observation must know that the *formative period* in life begins with children, under the age at which they are usually sent to the public schools. The responsibility devolves on the parent, primarily and by the law of nature, as to the character of those who are to be the men and women of the next generation. Specially on mothers does the duty, or rather we should say the privilege, devolve of bringing up their children in the recognition of morals, and of training them up by careful discipline for the stern realities of life. But in how many cases, is this duty or privilege practically ignored! We are old fashioned enough in our ideas in thinking that the present age is one of degeneracy on this point of youthful training. Young people are too often allowed to have their own way, and even to dictate to their parents, instead of being under subjection. The usages of modern society, more especially in cities, towns, and villages, where people and children are more closely associated together, and have greater temptations presented, and that more frequently than in farming districts—are un-