

6-11 inclusive); Prologue to Canterbury Tales; The Nunne Preste, His Tale (Morris, Clarendon Press); Shakespeare's Coriolanus.

FRENCH.—Moliere, L'Avare and Les Fourberies de Scapin; Montalembert, L'Avenir Politique de l'Angleterre; translation from authors not specified.

GERMAN.—Schiller, Wallenstein's Lager; Chamisso, Peter Schlemihl; easy translation into German.

CHEMISTRY.—Inorganic Chemistry (Roscoe's Elements).

VI. Ontario at the Centennial.

1. INTERNATIONAL EDUCATIONAL CONFERENCE AT PHILADELPHIA.

The proposition was made some time ago to hold this year, at Baltimore, in connection with the National Teachers' Association, an International Congress or Conference. Owing to circumstances which need not now be stated, this plan was abandoned, and instead it was resolved to call a less formal body than a Congress, an International Conference to meet on the Centennial grounds at Philadelphia. The first meeting was held in the Judges' Hall, on Monday, July 17, at 3 p. m. Subsequent meetings were held in the Pennsylvania Educational Building and in the Judges Hall. Some twelve or fifteen different nationalities were represented. A correspondent of the *New York Times* gives the following account of what was done at the first session.

"Hon. John Eaton, United States Commissioner of Education, called the Conference to order at 3 o'clock, and introduced Dr. Laws, President of the University of Missouri, who opened the session with short prayer. Mr. Eaton then read a list of persons invited to act as officers of the Conference, as follows: President, Sir Redmond Barry; Vice Presidents, Hon. William F. Phelps, Hon. J. P. Wickersham, Dr. Da Motta, Brazil; Dr. J. G. Hodgins, Ontario; Hon. F. Tanaka, Japan; Sir William Thompson, England; Prof. Reuleaux, Germany; Senor G. Videla Dorna, Argentine Republic; Dr. Migerka, Austria; Hon. C. H. Hitchcock, Hawaii; Prof. E. Levasseur, France; Prof. Geiger, Switzerland; and Dr. Mejerberg, Sweden. In the absence of Sir Redmond Barry, Mr. Eaton nominated Hon. W. F. Phelps to the chair. That gentleman accepted the position, and in a short speech stated that this was the first International Education Conference ever assembled in this country.

The first topic for discussion was "Courses of Study," and upon this subject the first speaker was Dr. W. T. Harris, superintendent of the city schools of St. Louis, Mo. His remarks were confined entirely to a report of the Committee on "Course of Study, from the Primary School to the University," presented to the "National Educational Association," and embracing a variety of topics. Dr. Da Motta, of Brazil, was the next speaker. Instead of discussing the topic under consideration, he gave a detailed description of the course of public instruction in Brazil. A debate, limited to five minutes for each speaker, was then begun, the first speaker being Dr. J. G. Hodgins, of Canada, who spoke of the difficulty experienced in the province, the courses of study therein "overlapping" each other to such an extent that the hitches are many and somewhat serious. He was replied to by Mr. John Hancock, of Cincinnati. Dr. J. C. Mejerberg, of Stockholm, Sweden, stated that one great cause of complaint in his own and in other European countries, was the system of overstraining, and it is likewise complained of that the boys learn more than the girls. Hon. C. H. Hitchcock, of the Hawaiian Islands, explained the free-school system in that country. Dr. David Murray, of Japan, was the next speaker, who explained at some length, the educational system in that land.

An evening session was held at which statements were made by a number of gentlemen in reference to the teacher in different countries, his preparation, status, salary and tenure of office. Sweden, Brazil, England, Ontario, Japan, Germany and other countries were heard from in this connection.

The *Phila. Ledger* thus tells what was done on the second day:

"The International Educational Conference reassembled yesterday morning in the Pennsylvania Educational Building, at the Exhibition. Mr. Wm. F. Phelps, of Minnesota, presided, and called upon Dr. Hodgins, of Canada, for an account of the normal schools of that country. Dr. Hodgins stated that they are conducted in essentially the same manner as our own, but each school is provided with a model school, in which the students are afforded a practical knowledge of teaching.

These model schools are so much appreciated, that the one in Toronto has generally from three to four hundred more applicants than admissions. The duties and remuneration of a teacher are clearly defined, and he is protected therein by the law. The Government appropriates money for the support of these schools in proportion to the population, and every male teacher is now re-

quired to subscribe two dollars semi-annually towards the funds for supporting superannuated teachers. In case the subscriber retires from the profession, half of his total subscription is returned to him.

Senor Dorna, of the Argentine Confederation, was next introduced. He said he had come here rather for the purpose of learning than teaching. In the national colleges of Buenos Ayres they do not train teachers. The salaries, he thought, will not compare favourably with any other country in the world. The President or Director receives only \$150 a month, and the Vice President \$70 for a similar period. Then there are twelve professors at \$80 each per month. The ratio of schools to the population in Argentine, is one to every 1,085 persons. The kindergarten system was established in that country by a German, Dr. Boehme. It is supported by the Government, and taught to those who pay for it.

Mr. C. J. Hogman, of Finland, next addressed the audience in the Swedish tongue and his remarks rendered in English by Dr. Mejerberg, of Stockholm. He said that although Finland is a dependency of Russia, yet it is only a personal union, for they make their own laws, and in reality govern themselves. There are three normal schools in Finland, and in two of these the Swedish language is taught and Finnish in the other. When certain teachers are elected in Finland, the Government sends them abroad to visit and study the various educational systems of the world to increase their experience, and that was what he (Mr. Hogman) has visited this country for. The salaries of male teachers in the schools are about 3,700 Finnish marks (there are about four marks to our dollar), but the women receive only half that sum. Dr. Mejerberg, the translator, thought that Finland would, in a few years, attain a high standard in educational matters.

Prof. Wickersham then explained how it is that American teachers are not provided with dwellings. He gave two reasons—First, that it is the policy of the educational directors of this country to have as many teachers in a school as possible, and, secondly, that three-fourths of the teachers are unmarried and therefore need no house. The speaker characterized popular education in America as a creature of the people rather than a creature of the State. In Pennsylvania alone there are 17,000 teachers; and in regard to pensions, he did not believe that over one hundred of those in country schools could claim a term of service of thirty years. Prof. Wickersham pointed out the advantages to be derived from the constant change, in infusing new life into the schools.

Dr. Mejerberg, of Sweden, was next called upon in reference to the control of the schools in Sweden. He said that Sweden is divided into twelve dioceses, and the Bishop and Chapter of every diocese are bound to watch over the management of the schools and to report thereon to the Government triennially.

Dr. David Murray, of Japan, gave a most interesting account of the school system there. He believed that a proper and thorough inspection of schools is the most necessary feature in their administration. The responsible head in Japan is the Emperor, from whom all laws and edicts emanate; under him, and appointed by him, are all the various responsible departments, amongst which that of education occupies an important place. There are three kinds of schools in Japan, one we may call the Government schools, which are under the direct control of the department of education; next come the public schools, controlled by the local governments; and, third, the private schools. The Government schools include the colleges, normal schools and universities at the capital, and are under charge of an officer appointed by the department of education. Inspectors visit the schools at appropriate times to see that all are properly conducted, and are also present at the examinations. Regarding the public schools under the local governments, they are established all over the Empire and are really elementary in their character. An officer is appointed by the local government and is responsible through it to the educational department of the capital. These schools may be counted by thousands, and they are supported in various ways—first, by the Government, which makes an appropriation proportionate to the number of scholars; secondly, a small local tax is levied, and is, in most cases, most cheerfully paid; and a third source of support is the liberal donations of wealthy native princes and merchants, who take a pride in helping to maintain the credit of the community in their district in the matters relating to instruction. The superintendents of private schools are less exact, but they have to obtain permission or license of the educational department before a school can be established. There are seven normal schools of the Government, and they now send out teachers, as soon as they graduate, to the various provincial schools in order to reorganize them and introduce all the improvements. These gentlemen really act as trainers of the different districts. Dr. Murray concluded his remarks by saying that when he looked back at the work done during four years since the new method was adopted and put into force, the result was aston-