

Company, and that the labour which has produced the capital in the first place, and without which the property would be utterly valueless, has no right whatever to any voice in regard to its management or control? And has the public, that is, the State, which has given the Company corporate existence, no duty in the matter of seeing that the rights of labour as well as those of capital are respected?

THE elections which took place a few weeks since in the little Kingdom of Belgium seem to have been the prelude to important constitutional changes, which, as a stage in the political development of a nation whose population is about the same as that of our own Dominion, can hardly fail to be one of some interest to Canadians. There are peculiar features in Belgian politics which make them somewhat of a puzzle to outsiders. The division of parties is one of these. These parties are known, not as Liberals and Conservatives, but as Liberals and Catholics, or, as the former prefer to say, Liberals and Clericals. It is evident, however, that the plane of cleavage between the two does not by any means correspond with that marked by these terms, else, in view of the overwhelming preponderance of adherents of the Roman Catholic faith, the anti-clerical Opposition would be in a hopelessly small minority. So far is this from being the case that the Liberals have obtained, they claim, a following of sixty-four out of one hundred and fifty-two members in the new Chamber, and one of thirty out of seventy-six in the new Senate. Though even these most favourable figures leave them still in the minority, they indicate a very material gain as compared with the state of parties before the election. The two great measures before the people in the contest were the extension of the franchise and the substitution of the Referendum for the power of veto now possessed by the King. And yet, strange to say, these do not seem to have been distinctive party questions, for we are told that there are Catholics who strongly advocate universal suffrage, and Liberals who are much opposed to it. Still more undecided is the attitude of parties towards the Referendum, which is said to be desired by both the King and the Government, while the people are greatly divided in regard to it. Some of these anomalies appear less strange when we remember that, notwithstanding her constitutional system of government and the remarkable respect for the popular will shown by the King, Belgium's present franchise is probably more restricted than that of any other country in Europe, that is to say, the proportion of those possessing full citizenship to the whole population is smaller. There is, too, an educational as well as an income limitation. Evidently a change from this state of things to universal suffrage would be a tremendous leap, from which the timid may well shrink. Probably the broadest and most fundamental principle at issue between the two parties is the ubiquitous one of religious *versus* secular schools. The marked increase in the strength of the Liberals is due largely to the partial healing of a division in their own ranks, so that it is not easy to determine whether or to what extent it indicates a reaction in favour of their secular school policy. The Liberals succeeded on a former occasion, when in power, in establishing a public and secular school system, but the overwhelming numbers and influence of the Catholics enabled them to circumvent the law and compel its repeal by a kind of passive resistance. They submitted to the law, paid their public school taxes, and at the same time established voluntary schools in every parish, and, under powerful clerical pressure, no doubt, sent their children to the latter, thus starving out the former through want of pupils. A greater or less extension of the suffrage is now pretty sure to be had. What effect it will have upon the future of the country remains to be seen.

#### THE DOMINION EDUCATIONAL ASSOCIATION.

THE FIRST MEETING IN MONTREAL, JULY, 1892.

AN early week in July has seen the gathering of teachers of all the Provinces of the Dominion, and of both languages and varied religions of which the above heading gives the title. Many enthusiastic educators and loyal Canadians have for some years desired to hold such a gathering. The large meeting of the American Association of Teachers in Toronto in 1891 was the last incitement which caused the desire of these enthusiasts to become a fact. The immense distances of the Dominion are a constant difficulty in the way of collective enterprise. The difficulty is felt in all unions, whether ecclesiastical, educational or political, which attempt to speak for or to work for the

whole of Canada. It is a matter of congratulation that in Montreal at the recent meeting were found representatives of the French and of the English systems of education, principals of universities and primary teachers who had just won their diplomas, training college superintendents and Ministers of education. No school of educators, no class of educators was unrepresented. The first great function was a meeting of welcome, in which addresses were offered by the educators in Quebec to those who had come into the Province. The veteran Sir J. W. Dawson naturally led the way; he was ably seconded by the Hon. G. Ouimet, who gave a resumé of the Quebec dual system of education, by the experienced Chancellor of Bishop's College, Lennoxville, now President of the Council of Public Instruction, by Principal Adams, of Lennoxville, and by the Chairman of the Associations of Roman Catholic and of Protestant teachers for Quebec. At the same meeting addresses in reply were given, first by the President, the Hon. G. W. Ross, Minister of Education for Ontario. His speech was particularly vigorous, and he sounded a noble keynote as to the possibility of unifying the Dominion, both educationally and in patriotic feeling, by the aid of the potent army of 20,000 teachers represented in the Convention. Very excellent replies also were given by the Superintendents of Education of New Brunswick (Dr. Inch) and of Nova Scotia (Dr. Mackay). Some amusement was created by the claim made playfully by these Maritime representatives of having sent out from their coasts in a "missionary spirit" some of the most successful of the educators of Canada, such men as Dawson and Grant. On Tuesday night a very enjoyable conversation was held in the noble Peter Redpath Museum. Here the troops of teachers and their friends promenaded to the strains of music for some pleasant hours, the hosts on the occasion being the authorities of McGill. During a brief interspace short informal addresses were given by Sir W. Dawson, Hon. G. W. Ross and Dr. Robins of the Normal School in Montreal, in which a hopeful note was apparent. The three working days of the Convention were Wednesday, Thursday and Friday, 6th, 7th and 8th July. Each morning saw the Association in aggregate assembly in the great hall of the High School, and papers were read on subjects of general interest. Dr. Mackay of Halifax read a very solid and suggestive paper on the "True Scope and Function of the High School." On Thursday two papers were given, one by Dr. Warfield, President of Lafayette College, Easton, Pennsylvania, on "The Relation of the School to the University," and another by Mr. G. U. Hay, head master of the Victoria High School, St. John, N. B., on "Ideal School Discipline and How to Secure It." The ideal of mutual respect and fellow work was well described and dwelt upon as the true relation between teacher and taught, and a fine and true distinction was drawn between a teacher and a "lesson-hearer." There were three papers on Friday morning; the first by Abbé Verreau, of the Jacques Cartier Normal School, Montreal, with the title "Aperçu historique de l'enseignement en Canada depuis le commencement jusqu'à présent." The second was on "The Education of Juvenile Offenders," by Donald J. McKinnon, of the Victoria Industrial School, Toronto, and the third on "Psychology in its Relation to the Art of Teaching," by John Seth, M.A., of Dalhousie College, Halifax.

Each paper was followed by a discussion, in which each speaker was limited to five minutes. It was a pleasing feature that on every occasion there was not wanting a regular and speedy succession of speakers. The discussions were often bright and animated and never bitter. Such a variety in subject as already indicated, such variety in language even, and the variety in locality represented by the readers of papers cannot fail to show the manifold interest of the meeting. The papers all showed thoroughness of grasp, earnestness of purpose, candour of disposition and docility of heart; the spirit and tone of dogmatism was conspicuously and agreeably absent, and the spirit of mutual interdependence was very apparent. In the afternoons of Wednesday and Thursday the Association divided itself into four sections, all equally attractive to the general educator, so that everyone felt inclined to divide himself into four parts so that one might listen in each section. There was a Kindergarten Section, a Public School Section, a Normal Training and Inspection Section and a Higher Education Section. The Kindergarten was apparently the favourite section, so far as attendance goes. There is a certain fascination in the subject itself, the training of the infant mind in its opening intelligence possesses a special charm, and the exponents of the system of Froebel seem to have such a tender persuasiveness and a gentle directness and a true loftiness of purpose that we are delighted and inspired by their earnest deliverances. The Kindergarten has before it a great future, and we hope to see its use more widely distributed; its advocates and illustrators in Montreal showed its varied aspects advantageously. In the absence of Mrs. Hughes, Mr. J. L. Hughes spoke of the Kindergarten as a natural method of education. Miss E. Boulton gave one of her very interesting and illustrative "Morning Talks in the Kindergarten." On the Thursday Miss Caroline Hart gave an admirable discussion on the "Relationship of the Kindergarten to Art," and a very pleasing paper on the "Social Aspects of the Kindergarten" was read by Mrs. S. Harriman, of Halifax.

In the Public School Section the energetic and enthusiastic captain of the Montreal High School Cadet Corps, Mr. Macaulay, read a paper on "Physical Culture in the Public Schools," which produced an animated discussion.

"Temperance Teaching" was advocated by Mrs. Noyes, "Preparation for Industrial Pursuits" was treated by Dr. Mackay, and the "Study of Form" brought up the veteran Principal Robins.

The Normal School Section presented a group of very thoughtful faces. We have heard the saying, "Quis custodiet custodes," so we may say "Quis docebit doctores." Here in this group we saw the trainers and teachers and inspectors of teachers. Here was perhaps the backbone of the Association, though perhaps the universities may claim to be at once the foundation as well as the summit of our educational system, yet we could not but feel the vital importance of the Training Section. And the men looked like trained men, and like men capable of training others. We notice that the papers read were all by university men, thus showing that there is no real discrepancy between our contention as regards universities and our statement as regards trainers. Mr. Ballard, of Hamilton, spoke of "Training and Inspection for City Schools"; Mr. Carter, of St. John, N. B., discussed the question, "What Should a County Inspector See and Do in His Inspection of a School?" Mr. J. B. Calkin, of Truro, N. S., read a paper on the question, "Should the Academic and Professional Training of Teachers be Combined?" and Mr. MacCabe, of Ottawa, discussed "How the Normal School is to Develop Practical Skill in Teaching."

The discussions here were admirable. Dr. T. Wesley Mills, of Montreal, and Mr. Carlyle, from Ontario, contributing most suggestive commentaries on the matters brought before the Section. Dr. Mills' final analysis of success in teaching as due to the individuality of the teacher being well received.

The last, but certainly not least, Section was that devoted to Higher Education, including Universities and High Schools. Professor John Cox here gave one of his bright and suggestive talks on the aim and place of "University Extension" amongst educational movements. Each of the subjects taken up would easily give us scope for commentary. But the barest outline of the Convention's proceedings would be interesting to those engaged in or sympathizing with the work of an educator. Mr. William Houston gave a paper on the place of English in a High School course, and he claimed a corner-stone position for that language. Dr. Adams read a paper on "A Common Matriculation Standard for the Dominion," pleading for the establishment of a passport system at least. Dr. Eaton brought forward the subject of the pronunciation of Latin, and Mr. Stratton, of Hamilton, brought forward the place of classics in a High School course. A good educational exhibition formed part of the attractions of the meeting. On Wednesday evening Mr. Ross gave a noble address on "Educational Problems," and Inspector Hughes read a thoughtful paper on the "Duty of the State in Reference to Education." It is pleasing to find that, though all cannot agree on what religious education is or how it is to be given, yet all seem agreed upon the paramount importance of the highest moral training, and insist that education should be permeated by religious feeling and be inspired by the religious instinct. It was felt that the work of the educator was one "fraught with immortal issues."

Principal Grant gave one of his discursive, animated and patriotic addresses on the subject "Universities and University Extension in Canada," while Dr. Warfield, who is at once a graduate of Princeton and of Oxford, gave an illustrated lecture on Oxford. An address by Sir William Dawson on Friday night concluded what has not inappropriately been termed the first meeting of the Educational Parliament of Canada. So far as one person can grasp the tendency or express the tone of such a representative gathering, we should say that the session was wisely conservative on main issues, that the spirit of earnest search after greater light was apparent, that men and women were seeking to build their future achievements on the wise and historic foundations of the past, learning from experience not empirically, that the theories of doctrinaires were at a discount and that Canadian teachers appear to be marching harmoniously towards a great and noble goal, making haste deliberately and learning how best to spend themselves for the good of the coming generation. And further that no section speaking geographically nor any section of the educational army could claim pre-eminence. All are equally essential to the perfect working of the whole. So with physical, mental and moral education, as one of the speaker's said: "It is a Trinity in Unity."

Let us boldly trust that the future of the Dominion Association of Teachers as well as the Dominion itself may prove but an expansion of this note of Unity—*E multis unum.* LENNOXVICANUS.

It would be hard to find a better illustration of the effect of excessive zeal for orthodoxy than that of the case lately published in connection with the probate of a will in New York. A wealthy member of one of the minor Presbyterian bodies was so outraged by his son's accepting an honoured pulpit in another branch of the same denomination that he cut him off with ten dollars. He then evened up the financial injustice by bequeathing to his children two or three hundred thousand. Sectarian zeal is one of those abnormal passions which assume the most grotesque and unaccountable forms imaginable. But this case affords surely a strange psychological study for the student of faith and ethics.—*Chicago Interior.*