

Dictator who can crush the autonomy out of the schools; excellent, if kept in touch with the highest ideals on one hand, and with the people on the other. I think my plan is feasible, therefore I humbly submit it for consideration.

The Normal Schools at present open on September 15th, and close on June 15th. The rural schools open about 15th of August. Now, what are the 1,200 Normal-school entrants doing from 15th of August, when the rural schools open, to 15th of September, when Normal Schools open? Simply counting their fingers, for the lack of anything better to do. I propose that our Normal Schools open October 1st, the same date as the Faculties of Education and all Universities, Medical and Dental Colleges, etc., open. During the period, 15th of August and October 1st—45 days—compel the coming Normal-school entrants who have no experience at all (and very soon they will every one be in that class) to take service in the rural schools. How can this be done? Very simply. But the Department must adopt "a definite rule," to have all teachers' midsummer examination papers read and reports published by August 1st. This gives two weeks to decide on Normal-school classes, and allocate the students for the coming Normal-school year. Then send each county inspector a list of all the Normal-school entrants in his inspectorate, and let him place them in his rural schools, not to take charge of them, but to act as assistant or pupil-teachers. There is no likelihood of any county having more than an average of twenty or thirty of these successful Normal-school entrants, and, if so, adjoining inspectors who had few could take some. These Normal-school entrants would not receive any pay, and would have to pay their board, which would be cheap in rural sections. The inspectors need have no more trouble than the placing of these students in their best schools, and moving them about as they see fit, as supply teachers, in the month and a half which they have them under their control. If there were any schools not open for lack of teachers, the best of these students might be set to work and paid, until a qualified teacher was available—until October 1st.

It will be seen now that these students will have at least thirty days' teaching experience in rural schools. They can be set to work at actual teaching, and by October 1st should have taught at least fifty half-hour lessons. Let this be the minimum, and let the inspector and regular teacher certify to this fact. But they may have taught 100 lessons or more in that time. At all events, they have seen, felt, heard, and have been in touch with living, actual, rural-school life. School-organization, discipline, ventilation, keeping registers, and all, are met with at once. This affords actual rural-school practice. During the month of September, let the Normal School Masters tour the Province, visiting schools, seeing their students, meeting the people, lecturing at Teachers' Associations, and making themselves generally useful to the schools of the Province. On October the first let there be a gathering-in of all the Normal-school faculties and students to their respective schools, and begin their training. From October 1st to June 15th is eight and one-half months' session—ample for the course. They could then work to greater advantage.

In this eight-months' session the Normal Schools could do better work than is possible now—better, because they will have students who can appreciate the training, and who have a practical point of view of their own. Students will do much better, not only in observation work, but in practical work. They will have more confidence in themselves. Besides, it might be possible, in this month and a half, to weed out some of the "impossibles," for there are always some. The Normal-school teachers concerned could visit those

students that are reported to be very weak or unfit, and see for themselves, and assume the responsibility of rejecting such students at once, rather than being compelled to do so at Christmas vacation or the end of the year, for, if not done at any time, the profession is injured and the schools suffer; and, if it has to be done, the earlier it is done, the better and the easier.

The merits of the course I outline are self-evident. The expense is nil. The whole matter is one of administration, and it should appeal to the Education Department as simple, rational, practical, and feasible. It is not imposing extra work on county inspectors. As for the expense to the students, that will be repaid tenfold by the experience gained in teaching. As for the schools, their regular work will not be interfered with; expenses and trouble will not occur. The schools simply will have their regular teacher plus a student-teacher to help him for a month and a half free of expense. The interaction between inspectors and Normal-school masters will be mutually helpful. In the case of inexperienced students for faculties of education, I would have them spend the month of September in observation in town and city public schools and High Schools. There is no difficulty in arranging this, but such experience should precede attendance, and is, of course, good later, too.

It should be remembered that our schools are one, our aims are one, we are one people, and we wish to do as Scotland did—all rise together. Let us, as a Province, join hand in hand, with one object of mutual improvement and advancement. Let all our people be educated. We want no high class, we want no low class, but, like the product of the old Scotch school system, we want all the people to be elevated together. Then will our civilization be knit together by those virtuous forces of national life that bind forever. The school is the national nursery, where opinions are sown which in private life afterwards issue forth to the world, and become its public opinion. Nations are gathered out of these nurseries, and they (the teachers) who hold the leading-strings of the children may even exercise a greater power than those who wield the reins of government. Let me quote Jules Simon's *Le Devoir*: "Civic virtues, unless they have their origin and consecration in private and domestic virtues, are but the virtues of the theatre. He who has not a loving heart for his child cannot pretend to have any true love for humanity."

R. STOTHERS.
Ottawa, Jan. 23rd, 1909.

A Refutation of Dr. Osler's "Before Forty" Theory.

The accompanying illustration, showing portraits of the Nobel prize-winners, is a rather striking refutation of the theory, which has been gaining unreasonable ground during recent years, that the work of the world is being done by the young. Of the five, only one, Dr. Rutherford, long regarded as a prodigy, is

under forty years of age. Numberless other examples of men of both the past and the present, might be given to show that the best work is not a monopoly of youth. The musicians alone—and music might be deemed an especial concomitant of youth—present an interesting array of statistics. Bach wrote his masterpiece when he was 48 years of age. Handel wrote the "Messiah" when he was 56; Haydn the "Creation" when he was 65; Wagner was writing the "Meistersinger" in the period between 49 and 51, inclusive. Bach was 65 when he died, Handel 74, Haydn 77, and Wagner 69. Beethoven wrote his masterpiece between 35 and 38, and was 56 at the time of his death. With the exception of Brahms, the other great composers died very young. Weber reached his acme between the period of 30 and 33; he died when only 39. Mozart reached the culmination at 31 years of age, and died at 35. Schubert died at 31, and it was in the same year that he produced his unparalleled symphony. Mendelssohn died at 38, but was at the highest point of his ascent at 37. Schumann died at 46, and reached a plane that he could not surpass when he was 35. Brahms is the only one who lived long and did not surpass what he had done when he was 35 years old. At his death he was 63.

Something About Our Women's Institutes.

II.

Again the open pages lie before me of the old report of the Women's Institutes, about which we had our little chat a fortnight ago, and from them I will venture to cull a few more practical utterances upon practical topics.

To begin with, one W. I. President, upon the subject of the co-operation of town and country ladies, says: "If you have a subject which you think pertains exclusively to life in town, give it to some right clever country woman, instead of taking it for granted that she knows nothing about it, and I shall be surprised if she does not astonish you with an excellent paper. . . . Every possible effort should be made to promote the free exchange of thoughts and opinions. In other words, make your meetings so interesting, profitable and enjoyable that no one can afford to stay away."

Another President pleads for more sociability. "An interchange of experiences, failures and successes. In this way we may bring out ideas, and set the ball rolling; even a little 'gossip' will do no harm. Not only may our meetings be a resort for getting recipes to cater for our homes, but let us have intellectual treats, a good reading, or a comic story, for I believe we do not laugh half enough to keep ourselves young and in good spirits and good health." The motto of this Institute is "Loyalty, Sociability and Progress"—a good one, is it not?

Mrs. Cameron, of Port Elgin, gave an excellent paper upon the subject of "The Entertainment of the Guest on the Farm." Amongst other practical words of advice, she says: "Do not make surprise visits; they are

always surprises, but rarely pleasant ones to anyone concerned. Some housekeepers, in daily fear of surprise visitors—if they have some upon their list of friends—keep their work at a high tension in anticipation." "Elizabeth, in Her German Garden," is quoted as saying that "She never enjoys her guests until after dinner, when her 'soul wakes up,' and the cares of the house are off her shoulders." Upon this, Mrs. Cameron pleads for the privacy of the kitchen being respected by the guests, adding: "Although I dearly love watching people cooking, when sent into the parlor I always go, for that is the part of wisdom." Then, how many a hostess in town or country will agree with the strictures upon

THE SPOILED CHILD

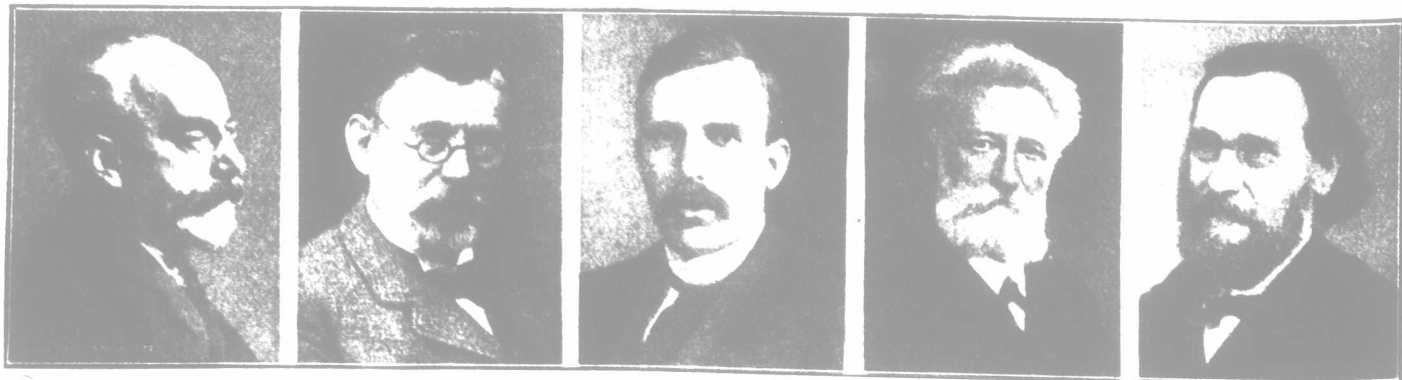
as a guest? "The worst thing that can happen to you," continues the writer of this paper, "the very worst, indeed, is to have a spoiled child and his devoted slave of a mother stay with you for a few weeks. He eats green fruit, regardless of advice, and is sick and peevish. If anyone is in the hammock or porch-seats, he cannot be happy until he has tried every one of them. He interrupts all conversation with his desire for notice and praise. He is a nightmare at table, where his cold milk, hot water, tea-and-sugar mixture, is either too hot or too cold, too sweet or too much, or he asks for articles of food not on the table." Who does not know such a child, and who does not commiserate its mother, even though she has no one to blame but herself?

I have taken to-day's quotations almost at random, leaving for another time several equally admirable ones upon one or more of the varied subjects which were under discussion at the especial annual meeting of which we are speaking. But from one most remarkable paper, the result of careful research, and abounding in facts and figures, from the pen of one of Canada's most well-known lady physicians, Dr. Helen MacMurchy, I would desire to quote more in detail. I will take first her closing words, "What will Ontario do about this?" as a very sufficient reason why the attention of the women of Canada should be earnestly called to an evil which is gaining ground more and more amongst the homes of our fair land. Dr. MacMurchy's subject was that of

"PATENT MEDICINES."

She begins it by asking, "What do people take medicine for?" and then gives some well-authenticated facts to prove the danger of the prevailing habit of self-treatment by the use of remedies of the constituent parts of which a total ignorance prevails, but which are almost without exception, not only useless, but positively dangerous to the human system.

Her first instance is of an old lady, the widow of an English officer, "who disliked doctors," but was "in the habit of taking every night nine compound rhubarb pills, several mixtures, four tablespoonfuls of senna, three teaspoonfuls of cascara, and a quantity of magnesia." No wonder she died, and no wonder it was considered necessary to hold an inquest over her remains!



The Nobel Prizewinners.

(1) Prof. Gabriel Lippmann, of the University of Paris, prize for Physics. (2) Dr. Paul Ehrlich, Berlin, half the prize for Medicine. (3) Prof. Ernest Rutherford, Manchester, Eng., prize for Chemistry. (4) Prof. Rudolf Eucken, Jena, prize for Literature. (5) Prof. Theodor Mommsen, Bonn, half the prize for Medicine.