

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

- Coloured covers/
Couverture de couleur
- Covers damaged/
Couverture endommagée
- Covers restored and/or laminated/
Couverture restaurée et/ou pelliculée
- Cover title missing/
Le titre de couverture manque
- Coloured maps/
Cartes géographiques en couleur
- Coloured ink (i.e. other than blue or black)/
Encre de couleur (i.e. autre que bleue ou noire)
- Coloured plates and/or illustrations/
Planches et/ou illustrations en couleur
- Bound with other material/
Relié avec d'autres documents
- Tight binding may cause shadows or distortion along interior margin/
La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure
- Blank leaves added during restoration may appear within the text. Whenever possible, these have been omitted from filming/
Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.

- Coloured pages/
Pages de couleur
- Pages damaged/
Pages endommagées
- Pages restored and/or laminated/
Pages restaurées et/ou pelliculées
- Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées
- Pages detached/
Pages détachées
- Showthrough/
Transparence
- Quality of print varies/
Qualité inégale de l'impression
- Continuous pagination/
Pagination continue
- Includes index(es)/
Comprend un (des) index

Title on header taken from: /
Le titre de l'en-tête provient:

- Title page of issue/
Page de titre de la livraison
- Caption of issue/
Titre de départ de la livraison
- Masthead/
Générique (périodiques) de la livraison

Additional comments: /
Commentaires supplémentaires:

This item is filmed at the reduction ratio checked below /
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	14X	18X	22X	26X	30X
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12X	16X	20X	24X	28X	32X

THE
EDUCATIONAL RECORD

OF THE
PROVINCE OF QUEBEC.

No. 5.

MAY, 1895.

VOL. XV.

Articles: Original and Selected.

**THE BEST METHOD OF TEACHING PATRIOTISM IN
THE PUBLIC SCHOOLS.**

BY MISS BERTHA A. CAMERON, OF NOVA SCOTIA.

In view of the fact that the future of our country depends on the boys and girls now sitting in our public schools, it must be plain that the subject under consideration is of vast importance and worthy of earnest thought and zealous work. Let us regard it as a high and sacred office to kindle the patriotic fire in the hearts of the children among whom may arise those destined to great service for the elevation of their country.

The first essential to the successful teaching of patriotism is for the teacher to be thoroughly imbued with that love of country which inspires to truest devotion.

“Thy soul must overflow if thou another soul wouldst reach.”

In addition to such incidental teaching as there are constantly occurring opportunities for giving, a certain amount of time should be devoted to regular instruction in this subject. In the registration of time given to each branch, we find a column headed “Moral and Patriotic Duties.” Well are they joined. No one can be a true patriot without being moral; no one can reach a high moral standard without being patriotic. In my own department we have one lesson a week, but the amount of time given must be governed by the peculiar circum-

stances of each school. And I would suggest that each teacher write an outline of a course of oral lessons adapted to the pupils in his or her department. Some may feel that the curriculum is crowded, and that we have hard work to accomplish all that is required. But let us remember that if we neglect to implant strong moral and patriotic principles, all other education only better equips the pupil to be an evil to his country instead of a blessing.

And it is with gratitude that we reflect that we are not dependent on a *blind* devotion to the land in which we live. We belong to an empire whose proud boast is that "the sun never sets on its dominions;" an empire which, in all that makes a nation truly great, ranks first in the world. We own allegiance to a sovereign who is admired and revered all over the globe, both as a Queen and as a woman. And "Canada, eldest daughter of the empire, is the empire's completest type." Our country has all the elements which invite admiration and inspire love. When we see the strength there is in even a blind, ignorant devotion to country, as witnessed in some parts of the old world, what may we not hope for Canada when all her people are fully awakened to see some of her glory and greatness. Ours be the task to array her in her fairest robes, to magnify and extol her grandeur, to place her in all her heaven-born beauty before the eyes of the youth of our land, to beget in them that intense, never dying love which will make them not only willing to die for her, but what is of more value, willing to live and labor for her best interests.

For the purpose of instilling patriotic sentiment, one of the best means is to give lessons on the resources of our country. These will show that we have a country of which we can justly be proud, a country which we ought to prize. Admiration will be awakened, and admiration will ripen into love and devotion. Look at this "Canada of ours" stretching from ocean to ocean radiant with beauty, teeming with wealth. Do we want beauty? Here we find it in mountain and plain, river and lake. Snow-capped hills tower to the skies, prairies like great rolling oceans stretch for miles. There is nothing grand or beautiful in natural scenery that cannot be found in our Dominion. Do we want wealth? Take just a few items from last year's statistics. The value of the exports from our forests alone was over twenty-six million dollars. Then consider that we have about twenty-five million acres of woodland and forest. Is that of so little value as to be beneath our notice? Of fish we exported nearly nine million dollars' worth, while the value of

our mining exports was over five millions. The exports of agricultural products amounted to over twenty-two million dollars, and from animals nearly thirty-two million dollars. Look at her great wheat lands, her fur regions, her public works, her shipping. But it is unnecessary in this paper to mention in detail all her resources. The thoughtful teacher will easily find ample material for lessons. Draw attention to the undeveloped wealth in field and forest, in the ground and under the sea. Through these lessons always give the impression that this great wealthy country is ours, that every boy and girl has a part in it, and has something to do in making it better and more valuable. Every school room should be furnished with a cabinet. Encourage the pupils to collect botanical and mineralogical specimens of our own land. Some time during the winter months probably every teacher will give lessons on the minerals of Nova Scotia. Do not stop with the description, properties and uses of the minerals, but locate them as nearly as possible, and give the approximate quantity and value mined last year.

Teach patriotism also through our history, and the biographies of brave and noble characters who have devoted themselves to their country. We have our battle fields which mark the triumphs of right over wrong, spots sacred to the memory of those who spilt their blood for their country. Tell of the brave deeds which have helped to lift our land to a higher plane. We have men of whom we are proud, men who with hearts aflame with true patriotism have labored for freedom, education and advancement. Tell the children the stories of their lives. Children are always interested in people, and I have noticed that they like a story of something which really happened, much better than mere fiction. Our early history is replete with tales of heroism and patriotic self-sacrifice. Later, where can we find anything in history more noble than the voluntary removal of the United Empire Loyalists from the rebel colonies? Can we not speak with pride of the action of Canada during the war of 1812? But not only in battle have we had our heroes. Other patriots have we, no less great, who have not wielded the sword, but who, in times of peace, have loved and served their country with equal devotion. Not only through the ear but also through the eye must we appeal to the emotions and sympathies of the children. They are always greatly influenced by their surroundings, and pictures make strong impressions. Therefore I would have in every school-room a portrait of our Queen, and portraits of those noted for their devotion to their country.

Third,—Give lessons on our government, beginning with the government of our own town. Try to interest the pupils in all public affairs. True patriotism lays the axe at the root of all selfishness. Lead them to see that none of us lives to himself, but that each must consider what is the highest good for all. Make use of current events. The new school-house will be opened in January. Who built it? For whom? What is the duty of each one toward it? etc., etc. Soon there will be an election of officers in this town. What officers are to be chosen? What is the general duty of each? Why are they needed? etc., etc. Try to overcome any feeling of indifference which may manifest itself. Make the pupils see that each one should have an interest in everything regarding the public welfare and that each one should feel jealous for the honour and good name of our town, our own province, our own Dominion, the whole British empire. Impress the fact that every individual is responsible to a greater or less degree for the existing state of things, and if anything is below the proper standard, it is mean and cowardly to sit down and croak over it, comparing it unfavorably with some other country; that the true way is to rise in our strength and do all in our power to make things better. We have sometimes heard the remark made by strangers, "Parrsboro has a beautiful situation, but the people seem lacking in public enterprise." Let us strive to nourish such a public spirit in our own town that any such statement will fall for want of even a grain of truth for support.

Fourth,—Let the pupils memorize stanzas of patriotic poetry in the lower grades, and in the high school, extracts from patriotic speeches of great statesmen. This will be found a valuable help in awakening enthusiasm. We want the patriotic sentiment to be a joyful, living, stirring thing. A few weeks ago I read something in a magazine to the effect that Canada had no poets; that there were some pretty *versifiers*. Though not presuming to be a judge of poetry or a critic, yet I affirm with confidence that we have poets. For poems suitable for memorizing, I would like to direct your attention to two small volumes, "Canadian Poems and Lays," and "Later Canadian Poems." In them will be found pieces of pure, fine, rousing patriotism, and some most exquisite gems descriptive of Canadian scenery. Less than a dollar will purchase both of these books, so they are within the reach of every teacher. Before I learned better by experience, I used to allow a part of Friday afternoon for recitation of poetry, or more properly rhymes, allowing the pupils to make their own selections. I no longer do so. Now

I select the piece and teach it to the whole school in concert. This makes a good lesson on patriotism through all lower and middle grades by selecting such a piece as "Canada to England," an anonymous poem in one of the above mentioned collections, or Prof. Roberts' "Canada."

Fifth.—Teach patriotic songs. Every one knows something of the influence of music. There is no more rapid or more sure way of spreading any sentiment than through the voice of song. Numbers of instances immediately flash through our memories. What army ever marched to victory without music? What great movement ever gathered its followers without its own peculiar songs? Song will find a lodging place in the hearts of both old and young when other methods fail. Nothing more quickly touches the sympathies, nothing makes more lasting impressions. Gather up songs in praise of our country, songs commemorating great victories in battle, songs in honor of our flag. And we will find that the children will not forget

"What the song has fastened surely as with a golden nail."

We take it for granted that our national anthem is sung in every school. We have a book entitled "National and Vacation Songs" which is very good though limited in quantity and variety. But it contains several fine songs suited to the school room, such as "The Maple Leaf," "Fair Canada," "My Own Canadian Home," and others. As far as I know, we have very few good patriotic songs for primary grades. We need something attractive and simple in language and melody that the children will take to readily with the same kind of delight as they do their simple Sunday-school hymns. But until we get this let us make the best use of what we have. In connection with patriotic songs and recitations, it would be a good plan occasionally to have an afternoon devoted to patriotism. Gather up what has been learned on the subject during the past months and make out a programme. The teacher might get up a special review lesson, the older pupils have short essays on some of our heroes, while the younger ones could have appropriate recitations, the whole interspersed with rousing patriotic songs.

Sixth.—Make much of public holidays. We have not so many of them but that we can afford to celebrate those we have. Just before a holiday is a good time to spend a few minutes talking about it. Explain what the day commemorates, and why we should mark it by something different from other days. Just as celebrations of birthday anniversaries draw all the members of the family together to their joy, so does a national

holiday form a great bond of union, and bring us all nearer in a common brotherhood; and this feeling of brotherhood we want to foster: brothers in one great nation, true children of the great motherland.

Seventh,—Honor the flag. Fling it out to the breeze on every public holiday, and on all occasions for special rejoicing. Let it float half-mast for a common sorrow. Hundreds of noble lives have been laid down to do homage to that piece of bunting, our own old English flag, and to save it from dishonor. Shall we not hold it in reverent love? Show that the flag represents not only our Queen, our government, our people, but all the great and good deeds done beneath the protection of its colors. In addition to a large flag to be hoisted outside of the building, every room should have a British ensign with the Dominion coat of arms on it. The Union Jack itself is a fine subject for a lesson. There is a great deal of interesting matter in connection with its history. When and how did it originate? Why is it so called? How is it modified to suit the Dominion of Canada? What emblems represent the different provinces? What is its meaning and its value to us? Why should we be proud of it and love it, etc., etc.

In the above I have aimed at being suggestive rather than exhaustive in any one point. A ready-made lesson is of little value to any teacher compared with one on which individual time and energy have been expended. In the teaching of patriotism, as in any other subject, one must have an unwavering conviction of its value, and a definite idea of what to teach; after that a live teacher will find ways and means of accomplishing the object. If I have succeeded in giving any new ideas, or helped to inspire any teacher with fresh enthusiasm in the teaching of patriotism, I shall be satisfied. With faith in our God and faith in our country, let us labor—

“So in the long hereafter, this Canada shall be
The *worthy* heir of British power and British liberty.”

THE STUDY OF FLOWERS.

Summer brings us abundant material for nature study and with it the new impulse of enthusiasm which always accompanies the new life of the spring. Flowers are everywhere about, in varying procession. Their beauty awaits our earnest seeking and their teaching answers to our reverent questioning.

Happy the teacher who lived with the flowers in her child-

hood, who knew the haunts of the frail anemone and the fragrant violet, and welcomed the first bloodroot and hepatica, or later rejoiced in the beauty of the wild rose hedges, and waited for the coming of the brilliant cardinal flower. We love the flowers that our child hands have held. These speak to us as none others can. A wealth of association endears them to us. Because we rejoice in them beyond all others, let us fill the hands of the children with flowers, and bind them together with beautiful thoughts.

But while we encourage the children to seek and find the spring treasures and to know them in their homes, let us guard against any ruthless destruction of their beauty. In the neighborhood of towns and cities many flowers have become extinct, because they have been gathered in so great numbers that no seed has ripened. Can we not learn to "love the woodrose and leave it on its stalk?" We know how instinctive is the desire of possession, and how quickly the little fingers clasp the tender stem, only to throw the flower aside to wither as another becomes more attractive. Left in its place, the flower might have delighted other eyes, or borne fruit which would insure a multitude of blossoms another summer. Wordsworth has immortalized for us the "goldon daffodils" which he saw dancing in the sunlight. He speaks of them as seen again and again by "that inward eye, which is the bliss of solitude." Can we not help the children to realize that they are more truly possessors of the beauty in which they delight when they carry away its picture in their thought, than when they ruthlessly destroy the life which is beyond their power to give?

Now a word to the city teachers, whose children are shut away from fields and brooks and woods. What can we do for them? Their need is great. They have so little share in the generous gifts of Mother Earth. They are shut out from their own inheritance. And with this loss comes one greater than we realize. Robbed of the flowers in their child-life, they will miss always the "beautiful pictures which hang on memory's walls" in our richer lives. Poem and story suggest to us brook and field and wood; no answering memory responds, when these children spell out the words so full of meaning to us.

I have seen the grimy hands which pale-faced children reach out, as I have passed "alley or tenement row" in the city, and have heard the "Missis, please give me a flower," until my heart ached for the starved children, whose eyes have never looked upon a meadow rich in daisies and buttercups. Shall we say that nature study is not for these, because the material is not

close at hand? or shall we strive all the harder to place this bread of life within their reach? *It is worth* the striving, even if for once only the maimed and starved and blackened little life have a glimpse of the beautiful, which for the time being crowds out the foul and ugly. We cannot carry all our children to the fields, but we can carry a bit of the fields to them. Within a Saturday's journey are the meadows where the violets grow. We can gather enough, once, to "go round," and can bring home entire plants which will blossom in the school-room. We can prevail upon our country friends to send us boxes of daisies or clover—hardy blossoms that love to endure. And we can nurture the dandelion that forces its way between the stones, and take the children to look upon the apple tree in blossom in the rare back yard. The growing plant in the window, watched and watered by the children, will add an element of life and sweetness to the school. We cannot spare it. The children's lives are poor without it. We shall not grudge the effort which adds so much to their narrowed experience.

I have used time and pen and paper in this plea for the city children, because this study is so often barred out of their work. Suggestions as to method are useless if the entire work is omitted. But now a word for those whose work is begun.

Do not forget that the study of plants is first and most a study of life. The form, number, and size of petals are secondary matters. We must look first for the "excuse for being." Listen attentively to the children's "why's" and "what-for's." Let them teach you.

Why does the willow catkin wear its close cap? Why are the hepatica's leaves so furry? Why does the violet have its thick rootstock? Why does the maple have so many seeds? Where do they go? What are the wings for? Why are flowers fragrant? Where does the pollen come from? What is it for?

Lead to further questioning, instead of answering directly. Why do we wear furs? When? What can the furs do for the delicate bud? How are the spring blossoms enabled to appear so early? Whence comes their nourishment? What is the use of the bud scales? of the rootstock? What work is done by the hepatica leaves, after the blossom has ripened?

Encourage a *continued* study of plant-life. The child should, when possible, see the plant in its environment, should learn whether it loves shade or sun, wet or dry grounds, whether its fruit is borne early or late, and how it is distributed. The apple, pear, cherry, and plum trees afford good opportunities for extended observation. The beautiful blossoms are typical, many

of their characteristics being repeated again and again in the other members of the rose family; and they serve as good illustrations of the maturing fruit. The children can easily find in the fruit its relation to the blossom. The strawberry, cinquefoil, and rose may be studied in like manner.

Do not forget that the observation is made keener by every comparison. After one flower has been studied, compare it in detail with another which is similar, and again with one which is different. In such comparisons the pupil constantly reviews and impresses truths learned before, while he is relieved of the drudgery of formal review. When taking up the study of a new plant, lead the pupils to see and to express all they can of themselves before you lead them to a new thought. This will help to encourage free and independent work.

Do not fail to associate with the observation the poem and story which lead to fuller appreciation of the beauty and greater reverence for its Author. The lessons have not fulfilled their mission unless the children, through them, are led to "look through Nature up to Nature's God."—SARAH L. ARNOLD, in *School Journal*.

Editorial Notes and Comments.

Our contemporaries the *Educational News* and the *Educational Journal* have become exercised over the so-called progress of the present time, which seems to be but the pendulum movement of the ages. Some advocates, says the latter, of an education elixir and cure-all thrust their banner to the front, embroidered with flowers and spangled with butterflies, and bearing the inscriptions: "Freedom to the Child," "Let Knowledge Come With Interest." This sounds well to the child, and to the child-like adult. Let us consider these questions: What do we mean by freedom to the child? What its quality, its scope, its end? Shall this interest be left to its own spontaneity? How long shall it be run in any one direction? When shall the will of the instructor, who has passed through childhood and youth and realizes the demands of life, be brought to bear? Shall nobody choose for the child at all, any time? What shall be the aim, the purpose running through all school life? Shall nothing be persistently taught for its own sake, largely dissociated from anything else? Shall geography, history, language and drawing group around arithmetic, then all in

turn group around another of their number, and thus the game of "Ring-Around-the-Rosy" continue with kaleidoscopic change until weariness overcomes and the sun goes down? Tell us, O tell us, who work in the dust and grind of the mill, what and how, how much, how long, under what inspiration, to what end we are to teach? And a confusion of tongues sought to answer, but there was no certain sound.

—We have had our text-book excitement in this province, and whether the Text-book Committee had it in mind to imitate some of the communities on the other side of the line that have for some time been attempting to publish their own text-books or not, the following experience may be a warning to those who are willing to incur the charge of helping themselves while honestly trying to help the community. "It cannot be expected that we would have any better success," says a contemporary, "in publishing school-books than California has had where it has proved a very costly and unsatisfactory experiment. The Superintendent says in his report that if California had invested at eight per cent. the money spent in the manufacture of school books, the state could buy with the annual income all the books used in the schools and furnish them free to the pupils, and get better books. In a neighbouring state where expenses of publication are from fifty to seventy-five per cent. lower than here, the experiment has been equally unsatisfactory." There is little or nothing in the text-book business, unless to the publishers, many of our prominent educationists are beginning to say.

—Colonel Parker, the educationist, is out on the untrained teacher, and his words have reached out to educationists all the way, let us hope, from Chicago to Quebec. The question is often put, says the principal of Cook County Normal School, Is there not great danger in allowing teachers to experiment upon children? Not a tithe of the danger there is in allowing supervisors to prescribe methods and rigidly enforce the literal following of a Course of Study. The most awful experiment is to put a girl fresh from the high school or a cram examination, without a scintilla of the art of teaching, or a faint suspicion of it, in charge of fifty immortal souls; and next to that, even more awful if possible, to put a college graduate, chock full of conceit and little else, at the head of a school. Thousands of schools are now in charge of principals who have not the faintest idea how to direct and teach teachers. There must needs be experiments, but let us have those experiments which are prompted by an all-controlling desire to do good rather than

the experiments of ignorance. The strongest influence of a teacher is not his teaching in itself, but in his attitude towards knowledge and its relation to education. If the teacher is everlastingly in love with knowledge, if this love speaks in his eyes and charms in his manner, little else is needed to make his pupils lovers of knowledge. If the teacher is thoughtfully studying the needs of each of his pupils, and striving to apply the best conditions for the highest self effort, he is not an experimenter in the common acceptance of the term: the difference is world wide between an investigation in the sense of studying a profession and an experiment which implies the destruction of material used.

—Let the teachers of our academies and model schools read to their pupils the words of Chauncey Depew in his late address before a western university :

“It has been my lot in the peculiar position which I have occupied for over a quarter of a century of counsel and advisor for a great corporation and its creditors, and of the many successful men in business who have surrounded them, to know how men who have been denied in their youth the opportunities for education feel when they are possessed of fortunes and the world seems at their feet. Then they painfully recognize their limitations; then they know their weakness; then they understand that there are things which money cannot buy, and that there are gratifications and triumphs which no fortune can secure. The one lament of all those men has been, ‘Oh, if I had been educated! I would sacrifice all that I have to attain the opportunities of the college; to be able to sustain not only conversation and discussion with the educated men with whom I come in contact, but competent also to enjoy what I see is a delight to them beyond anything which I know.’”

—There are many general principles which are easy to understand and a writer in one of our magazines thus enunciates one of them which no school commissioner in the province should ever lose sight of. “Were I a school commissioner,” says this gentleman, “or an overseer of a college, I would ransack heaven and earth, if possible, to find teachers with some originality of intellect, and with that force and virility of character which impress themselves upon the plastic minds and hearts of young people; and having found them, I should trouble myself very little about courses and text-books and laboratory implements. I venture to state this as a general proposition. Wherever teaching has been recognized as peculiarly successful, whether in schools or universities, the

success has been due to the ability of the instructor, and not to the excellence of the system under which, or to the richness of the appliances through which, he worked."

—Make a combine and you can accomplish anything in this world: fail to do so and you may as well look out at once for a position as a humble hewer of wood or drawer of water. The Superintendent of Salem could not make of his commissioners a combine or would not; and in resigning he very frankly told the descendants of Endicott, and of others foreign born, that they gave the chief executive officer of their schools very little responsibility: that he could not examine candidates for teaching nor determine the qualifications for certificates for graduation; indeed, that the questions which only the educational expert should be expected to consider, they preferred to settle themselves. The *School Journal* in discussing the subject says somewhat sensibly, "We believe in the people, and we care not if their immediate representatives sit upon the driver's seat. But we submit that it is as far away from business common sense as it is possible to get, for these same representatives, if innocent of the mettle of their steeds, to attempt the driving, while the real executive officials sit upon the back seats quietly overlooking."

Current Events.

—There are some people in New Brunswick who want a Minister of Education, on the plea that every spending department should be held directly responsible to the House of Assembly for explanations. The *Fredericton Gleaner* seems to see a prospect of retrenchment in the movement, but how many of our spending departments have instituted any reform of this kind even when they are directly responsible to parliament. Many who read our article, says the above journal, advocating the appointment of a minister or secretary for agriculture have called our attention to the fact that the important department of education is not represented by any responsible head in the government of the country. Something like one quarter of the annual revenue of the province is expended through this department, and yet there is no official having a seat on the floors of the house who can explain the educational policy of the government, and be held responsible by the people for his official acts. There used to be a real grievance which is liable to recur at any moment, in the matter of frequent change of

text-books without any apparent reason. A chief superintendent who had to go back to the people for re-election every four years, and had besides at each session of the house to give an account of and defend his official acts would be careful not to impose unnecessary burdens upon the people. There is a breeze in our own province just now over changes of text-books, but we have not heard that it is likely to lead to the appointment of a Minister of Education.

—The Women's School Alliance, an organization formed in 1891 with the object of advancing the interests of the public schools, is doing an excellent work for Milwaukee. It does not meddle with matters of a strictly professional nature, such as methods of teaching and school administration, as societies of this kind usually do, and seems to have full confidence in Supt. Peckham's ability to direct the inner affairs of the schools. The Alliance has interested itself particularly in the hygienic wants of the children, and has already accomplished a great deal in this direction. Some time ago it called the attention of the school board to the need of improving the plumbing in several buildings. At its last meeting it made several additional suggestions, which, being of great interest, are given here in part as follows:

"Dust-laden, unclean floors are productive of throat and lung diseases in children, and are also the propagators of contagious diseases. In Minneapolis, Minn., in Walton, Mass., and in France, improved methods in sweeping and in cleaning school-houses have already been introduced.

"Resolved, That the present method of dry sweeping, together with the use of the feather duster in our school-houses be abolished, and in place thereof be substituted a thorough daily sweeping, after the floors have been well sprinkled with dampened sawdust, and that a damp cloth be used for dusting.

"Be it further resolved, That for purposes of cleanliness and disinfection, a monthly washing of all floors in all school-houses with a solution of chloride of lime be instituted. It is suggested that rope, or other suitable mats (not wire), be placed in front of the door of each school-room.

"As the physical comfort and well-being of the children of our public schools deserve consideration, it is urgently suggested that all new school-houses be furnished with adjustable seats and desks."

—From early in the spring to late in the fall there is a succession of fairs in the different parts of France, some of which, as the gingerbread fairs of Paris, are celebrated. These fairs

..somewhat resemble our American circus with its attending side shows. A large number of caravan waggons serve to carry the families of the owners of the booths from place to place, other waggons carry tents for performances of various kinds, and in addition to the sale of trinkets and eatables, the dime museum features are not forgotten. In many cases the fairs are held without the walls of the city or towns, as then the eatables are not subjected to the municipal tax (octroi). In this nomadic kind of life the question of the education of the children of these people was a serious problem which was not solved until about three years ago, when Miss Bonnefois founded a travelling school for the children of the forains, as their parents are called. There are at present two of the schools for Paris and its immediate neighborhood. Huge caravan waggons are used. These waggons are eighteen feet long and ten feet wide. The light filters through the green linen sides, for the improvised school-houses have no windows. Blackboards, maps, and all the usual paraphernalia of the school-room are provided. The children range from about eight to fourteen years and the hours of instruction are from eight to ten in the morning and from two to four in the afternoon. The schools follow a fixed itinerary from spring to fall, while in the winter they remain stationary. As the children would be apt to be transferred from one to another, the method of instruction in the schools is identical, so that a student may have a lesson in the school at Grenelle in the morning and recite his or her lesson at St. Denis in the afternoon. The parents of the children recognize the advantages of education and are disposed to help the schools as much as their very limited resources will permit.

—Apropos of Lord Randolph Churchill, an incident may be related which is interesting as showing his pluck and vigor. It relates to the noble Lord's early Parliamentary life. He was determined to make an impression upon the House of Commons, but some of his friends doubted the wisdom of his resolution. He said little, but he left London and took up his quarters at an inn in Rutlandshire. Here he spent his days and nights for a period of six weeks, with only an occasional trip to "town" for a day, in writing and delivering speeches. He practically went into training upon every subject of debate. The landlady could hear her lodger hour after hour, day after day, walking about his room delivering speeches, now loud and angry, now soft and persuasive. Perfected by practice, Lord Randolph Churchill left for town, seized the opportunity, made a big speech, and henceforth became a man to be reckoned with.

Only to his intimate friends did he ever refer to his rural training in Parliamentary oratory, which was of such splendid service to him.—*Tid-Bits*.

—Among those whose names should be honored for their generosity is Dr. Daniel K. Pearson, of Chicago, who has recently pledged \$500,000 to Whitman College, in Washington state. This is but one of a long list of large gifts to colleges, the following being some of them: Beloit College, \$100,000; Lake Forest College, \$100,000; Knox College, \$100,000; Chicago Theological Seminary, \$50,000; Presbyterian Seminary, \$50,000; Presbyterian Hospital, \$60,000; Young Men's Christian Association, \$30,000; Women's Board of Foreign Missions, \$20,000; Yankton College, \$50,000, and other deserving institutions to the extent of \$400,000 more.

—The Chicago *Daily News* has for several years offered annual prizes for the best stories by pupils of the public schools; as a consequence the editor has received and read thousands of manuscripts written by boys and girls. He calls attention to the great improvement in the "copy" this year, owing to the adoption in the schools of vertical penmanship. Business men who are not enslaved to prejudice seem also to approve the new style of writing, which is gaining ground rapidly in the United States.

—One of Boston's bright school teachers had a boy come into her class from the next lower grade who had the worst reputation of any boy in school. His behavior was so tricky and disobedient that he had always been put into a seat directly in front of the teacher's desk, where he could conveniently be watched.

His reputation had preceded him, but the new teacher had her own ideas as to how recalcitrant boys should be treated. On the very first day she said: Now, Thomas they tell me you are a bad boy and need to be watched. I like your looks and I am going to trust you. Your seat will be at the back of the room, end seat, the fourth row from the wall

That was all she said. Thomas went to his seat dumb-founded. He had never in his life been put upon his honor before, and the new experience overcame him. From the very first he proved one of the best and most industrious pupils in the school; and not long ago his teacher gave him a good-conduct prize of a jack-knife.

Yesterday she was going down one of the streets not far from the school when suddenly she noticed Thomas among a small crowd of street gamins. He saw her, too, and immediately took

off his hat, and called out, his face beaming with a glad grin: "Hello, Miss E——, nice day."

The other boys laughed at him.

"Well," said he, "she's the best friend I ever had, and I am going to take my hat off every time I see her.—*Boston Herald*.

—The death of Miss Frances Mary Buss, which occurred lately, has been the occasion of many eulogies in which her life work is passed in review. In her administration of the North London Collegiate School for girls, she showed great executive ability, while her broad scholarship, positive convictions and wide experience in the world of affairs made her a most efficient leader and counsellor in all movements affecting the higher education of women, the interest to which her life was devoted.

—Less than two months ago a truth-loving woman took charge of a school notorious for its rudeness and untruth. The other day a boy came to her of his own accord and confessed to the breaking of a window glass, saying, "I am not going to sneak." That boy was among the oldest in falsehood at the beginning of the term. In so short a time it has become a matter of pride and honor with those pupils to speak the truth.

—The Nashua, N. H., board of education has decided in favor of the introduction of vivisection in the high school of that city. It is hoped that public sentiment will compel the board to reconsider its action. There is no need for vivisection in any school. Children must learn to look upon all life as sacred. There may be some defence for vivisection in the experimental station of a medical college, but even there it should be reserved for the discovery of something new, and *never* used for mere demonstration. Let the National Educational Association make an emphatic protest against vivisection in the schools.—*School Journal*.

—Mr. W. A. Smith, founder of the Boys' Brigade, who recently visited Canada, says he was particularly pleased with the spirit of the boys in Canada and their officers. They not only showed all the enthusiasm and martial order which last year astonished Gen. Lord Wolesley when he reviewed the Boys' Brigade at home, but in their bearing and attention to details exhibited a full appreciation of the purpose of the organization. It was plain that the movement is to grow in Canada and this Mr. Smith regards as one of the most cheering signs of the times in the colony. The Earl of Aberdeen and Lady Aberdeen, he said, were genuinely interested. Their enthusiasm was catching, and throughout the country he had

found a disposition to help the boys and do everything possible to increase the enrolment. This would be accomplished in several places by the establishment of well-appointed gymnasiums and providing large halls, suitable for drilling purposes during inclement weather.

Literature, Historical Notes, etc.

In this age of ours wherein lives the man who is always discovering for himself something that has been discovered perhaps when the centuries were young, the following story or sketch ought not to be without its effect upon the schoolmaster who is ever being awakened to enunciate some pedagogic principle with the stare of astonishment in his eyes over his own perspicacity.

"A long time ago," said the old school-master of my acquaintance one day in my presence, "I used to be much smarter than I am now."

"Did they put you on exhibition?" I asked with mild sarcasm.

"I put myself on exhibition as you have done many times," retorted the school-master. "I remember that I was just twenty years old when I made my great mathematical discovery. I had been studying the various properties of right-angled triangles, and it occurred to me that I would see how many of those triangles there were whose sides were all whole numbers."

"Like the carpenter's 3, 4, 5," I suggested.

"Exactly. Well, I discovered that lines 5, 12, and 13 long would make a right angled triangle; then that 8, 15, and 17 would do the same. Other numbers rapidly followed and by the end of the week I had these tables:

3	4	5	4	3	5
5	12	13	6	8	10
7	24	25	8	15	17
9	40	41	10	24	26
11	60	61	12	35	37
13	84	85	14	48	50
15	112	113	16	63	65
17	144	145	18	80	82
19	180	181	20	99	101

Before I had completed these tables I was struck with the fact that if the base was an odd number the perpendicular was one less than the hypotenuse, while it was two less if the base was an even number."

"That is not always the case," said I, "There are the triangles, 28, 45, and 53; and 20, 21, and 49, for example.

"I had not yet rounded up those mavericks," said the schoolmaster, who sometimes indulges in an approach to slang. "Well, it did not take me very long to formulate these two rules: When the base is an odd number, square it, divide by two, add and subtract $\frac{1}{2}$ for the other two sides.

"When the base is an even number, divide by two, square the quotient, then plus or minus one will give the other two sides.

"My next move was to see if any of the arithmetics, algebras or geometries had this discovery of mine. I could not find it, nor could I find that any one had ever heard of this peculiarity of right-angled triangles before."

"And I suppose visions of mathematical degrees and honors disturbed your very dreams," said I; "of course you did not suffer the world to remain in ignorance of your great discovery."

"No, I obtained permission from the county superintendent to show the other teachers that they had not properly appreciated me. I was studiously modest in my preliminary remarks to the institute, but I made them all acknowledge, before I revealed my discovery, that they had never heard of any such a thing. I did not want some old liar to tell me that he had known that ever since childhood, when I knew that no one else had ever been smart enough to find it out. The other teachers did not enthuse over it the way I thought they ought to; but I felt they were a little jealous, and besides, they did not discover it. After they were dismissed an old grey-haired antiquity came up to me and invited me to take dinner with him. 'I have some curious books I should like to show you,' said he. I retold the story of my discovery, and he seemed so interested that I never enjoyed a dinner more in my life. But after dinner he showed me the work of some miserable mathematical crank of the last century, and there was my great discovery referred, half to Plato and the other half to Pythagoras. That old wretch, Euclid, had a rule of his own that I had never heard of, and a miserable old Baron Maseres, who had been dead fifty years, had discovered a magnificent rule that took all the shine out of mine."

"Of any two numbers, take twice their product, the sum of their squares and the difference of their squares," quoted I.

"That is it. And do you wonder that I had an attack of indigestion that I did not get over for a week? But I never knew how I got through with that afternoon at the institute. It seemed to me that everyone there must have read that

horrible book at noon time, and when I was asked to name the principal products of Iowa, I said, 'Plato and Pythagoras.'

'THE MOST STUPENDOUS CALAMITY SINCE THE DELUGE: The eruption of Krakatoa in 1893, and the destruction of perhaps 200,000 human beings in the islands of Java and Sumatra, has been told us by piecemeal as men afterward discerned the signs of destruction. We now have an account from an eye-witness, who himself escaped death, being the sole survivor, so far as he is aware, of a village of 60,000 souls. John Theodore van Gestel is the name of this eye-witness. He had been a resident of New York city for ten years, a constructor of electric plants and railroads, and was the first European engineer to begin work on the Suez Canal. He describes what he calls "the most terrific disaster in the history of civilized man," in the April *Cosmopolitan*.

The trouble began, we are told, in the island of Java, May 13, 1893. A violent earthquake began, followed by the eruption of Krakatoa, which for a hundred years had been quiescent. At the request of the Dutch Government, he made observation within something more than a half-mile of the edge of the crater. Returning to Batavia, by steamer, he took up his residence in the city of Anjer, on the strait of Sunda, west of Batavia. He lived in a villa a mile back of the city up the mountain slope, and commanding a view of the sea. Krakatoa was thirty miles away and had already been active for three months. Van Gestel's narrative then proceeds as follows :

It was Sunday morning (August 12, 1893). I was sitting on the veranda of my house smoking a cigar and taking my morning cup of tea. The scene was a perfect one. Across the roofs of the native houses I could see the fishing smacks lying in the bay at anchor, the fishermen themselves being on shore at rest, as they did not work that day. The birds were singing in the grove at my back, and a moment before I heard one of the servants moving around in the cottage. As my gaze rested on the masts of the little boat, of which there were several score in sight, I became suddenly aware of the fact that they were all moving in one direction.

I ran out of the house, back, up higher, to where I could command a better view, and looked out far into the sea. Instantly a great glare of fire right in the midst of the water caught my eyes, and all the way across the bay and the strait, and in a straight line of flame to the very island of Krakatoa itself the bottom of the sea seemed to have cracked open so that the subterranean fires were belching forth. On either side of

this wall of flames, down into this subaqueous chasm, the waters of the strait were pouring with a hissing sound, which seemed at every moment as if the flames would be extinguished; but they were not. There were twin cataracts, and between the two cataracts rose a great cracking wall of fire, hemmed in by clouds of steam of the same cottony appearance which I have spoken of before. It was in this abyss that the fishing-boats were disappearing even as I looked, whirling down the hissing precipice, the roar of which was already calling out excited crowds in the city of Anjer at my feet.

The sight was such an extraordinary one that it took away the power of reason, and without attempting in any way to explain to myself what it was, I turned and beckoned to some one, any human being, to a servant we will say, to come and see it. Then in a moment, while my eyes were turned, came an immense deafening explosion which was greater than any we had heard as yet proceeding from Krakatoa. It stunned me, and it was a minute or two before I realized that, when once more I turned my eyes toward the bay, I could see nothing. Darkness had instantly shrouded the world. Through this darkness, which was punctuated by distant cries and groans, the falling of heavy bodies, and the cracking disruption of masses of brick and timber, most of all, the roaring and crashing of breakers on the ocean, were audible. The city of Anjer, with all its sixty-thousand people in and about it, had been blotted out, and if any living being save myself remained, I did not find it out then. One of those deafening explosions followed another, as some new submerged area was suddenly heaved up by the volcanic fire below, and the sea admitted to the hollow depths where the fire had raged in vain for centuries.

This awful surge of the maddened ocean as it rushed landward terrified me. I feared I would be engulfed. Mechanically, I ran back up the mountain-side. My subsequent observations convinced me that at the first explosion the ocean had burst a new crater under Krakatoa. At the second explosion, the big island, Dwers-in-de-Weg, had been split in two, so that a great strait separated what were the two halves. The island of Legundi, northwest of Krakatoa, disappearing at the same time, and all the west of Java, for fifteen or twenty miles, was wrenched loose. Many new islands were formed in that throe, which afterwards disappeared. A map which I made not long afterward shows the change of the configuration of that part of the world.

I waded on inland in a dazed condition, which seemed to last

for hours. The high road from Anjer to the city of Serang was white, and smooth, and easy to follow, and I felt my way along it in the darkness. Soon after I began this singular journey, I met the native postman coming down the mountain toward Anjer with his two-wheeled mail-cart. This carrier's vehicle was an iron box on an axle, running on two wheels, pulled by four horses. I told the man what had happened, and tried to get him to turn back, but he would not. I reached the city of Serang about four or five o'clock that afternoon, after having made one stop at a house on the way.

This residence loomed up on the side of the road, offering me apparently, a welcome refuge. I rushed in thinking to find a relief from the intense heat under the shelter of its roof, but through the tiles of the flooring little blue flames were flickering as I entered, and the house itself seemed like a furnace. The subterranean fires were at work even there, on the side of the mountain. Under the mass of flooring or masonry, I could not distinguish which, I saw the body of a woman in native garments. I rushed out horrified from this burning tomb. It was the residence, I learned afterward, of Controller Frankel, an officer of the Government ranking immediately after the Governor himself.

I staggered blindly on my way. When I reached Serang, I was taken into the garrison and nursed for two days. I was supposed to be a lunatic. I started up in my sleep a half-dozen times in the first night, uttering cries of terror. I was soothed by drugs, and enabled on the third day to go to Batavia. Even then, the extent of the calamity was not known in Serang. At Batavia I took the steamer for Singapore."

On a subsequent return to Batavia Mr. Van Gestel learned further details concerning the force of the explosion and of the tidal wave. In Lombok the wave had thrown a Dutch man-of-war and two barks of two or three hundred tons each one hundred and fifty feet up in the mountain-side among the trees. The city of Anjer had been submerged under one hundred feet of water. As for an accurate solution of the causes of the event, he thinks it would be folly to expect that human intelligence will ever reach it.

Practical Hints and Examination Papers.

This department is generally devoted to paragraphs to help the teacher in his or her work. In view of the inauguration of the movement in favor of an improved system of training teachers, we think it would be well for our educationists to look at the following queries.

1. What should be the lowest age at which a person should be permitted to undertake a course of professional work?

2. What should be the requirements for scholarship to enter on such a course?

3. Should scholarships be determined by an examination, or should a high school diploma be accepted as evidence; if the latter, should a four years' course be required?

4. What should be the duration of the training school course?

5. What proportion of this time should be devoted to studying principles and methods of education? What proportion to the practice of teaching?

6. To what extent should psychology be studied and in what way?

7. Along what lines should the observation of children be pursued?

8. What measurements of children should be made, and what apparatus should be required for the purpose?

9. In what way should principles of education be derived from psychology and allied sciences?

10. How far and in what way should the history of education be studied? In what way may the history of education be made of practical use to teachers?

11. In what way should the training in teaching the subjects of the common school curriculum be pursued?

(a) By writing outlines of lessons?

(b) By giving lessons to fellow pupil teachers?

(c) By the study of books or periodicals devoted to methods of teaching?

(d) By lectures?

12. In a model school, should there be a model teacher placed over each class? Or, should there be a model teacher placed over every two classes? Or, should the pupil teachers be held responsible for the teaching of all classes, under the direction of a critic teacher?

13. What is the most fruitful plan of observing the work of model teachers?

14. What is the most fruitful plan of criticising the practice work of pupil teachers?

15. Should the criticism be made by the teachers of methodology, or by critic teachers appointed specially for the purpose, or by the model teachers?

16. Should the imparting of knowledge, other than psychology,

principles, methods, and history of education, form any part of the work of a normal or training school?

17. How should a pupil teacher's efficiency be tested in a training school?

18. On what grounds should the diploma of a training school be issued?

A COMBINATION EXERCISE.—*Spelling, Language and Ethics*: Is any teacher, says a writer in the *School Journal*, at her wits end to know how to combine her studies in order to get them all in?

The following plan has helped me to solve the problem, for it includes spelling, language and ethics. Previous to dictation, I drill on the spelling of the more difficult words, sometimes allowing the most difficult of all to remain on the board, for I think it better to copy a word than spell it incorrectly. Allowing the pupils to end the stories as they please furnishes an opportunity for originality; and morals self taught are always the most effective. The exercises are short, that they may not infringe on time allotted to other studies.

Dictation.—When Willie came to school this morning he saw a piece of orange peel on the sidewalk. He stopped and pushed it off into the gutter.

Now you may write and tell me what you think his reason was for pushing it off.

Frank's father gave him a five-cent piece Wednesday morning. On his way to school Frank spent a cent for candy. The lady made a mistake and gave him back five pennies.

What do you think Frank did?

Maud was on her way to the store for her mamma. Just ahead of her she saw a little girl drop a cent. Maud ran and picked it up.

Write what you think Maud did with it.

Herbert and Fred were snowballing with their playmates after school. Fred tried to hit a post, but the snowball went through a bay-window instead.

Now what do you think he did about it?

Mary had the mumps and had to stay home from school a week. While she was sick, Jennie picked a bunch of violets and carried to her.

What do you think Mary thought when she saw Jennie come in with the flowers?

Mabel did not know how to do one example in arithmetic, and Alice had a perfect slate. By turning her head a little, Mabel could see Alice's slate.

What do you think she did?

—*English as She is Spoke*.—"Papa, our teacher said to-day, 'I don't want no boy to go out of the yard this recess;' was that right, papa?"

Was it, teachers? This little boy came from a cultured home where he had heard only correct language, and this sentence grated on an ear that had been unconsciously trained by hearing good language every day.

In passing two teachers on the street not long ago, I overheard this caution: "Now, you know this is all between you and I." If future progress ever puts a phonograph into the school-room there will be some surprising revelations of the independent English spoken by many of our teachers in their every-day work. They know better—O, yes! Give them the grammar scalpel and they will tear that sentence to shreds and find the error at once. It is not their knowledge of grammar that is lacking, but a habit of careless speaking is the trouble that grows stronger every day it goes unchallenged. And how is the habit to be broken? The teacher is alone with her children and she is the autocrat in language there as in everything else. It would be a brave teacher or heroic friend who would dare, unasked, to correct her out of school. And so it goes on.

Once upon a time, in visiting a school, I saw a little Japanese box against the wall, looking wonderfully like a child's "bank." While I was wondering as to the *what* and the *why* of it, there was a sudden pause in the conversation, a laugh, a blush, and one teacher deposited a penny in the mysterious little box. It all came out then. A half dozen teachers in one building had agreed to pay a forfeit for every incorrect expression made when together, and I happened to be a witness of one deposit. What was done with the amount collected? Yes; I asked that, and my only answer was, "O, a treat, of course," and they looked so happy about it that it seemed almost like offering a premium on bad English.

But would not some concerted plan like that be a good thing in every school building?

—"Why do you not teach science by experiment?" is often asked, and the usual answer is "Because I have no apparatus." It is surprising how many devices can be made at small expense. Prof. John F. Woodhull has done a good service to science by showing the teachers how they can use the material lying at their very doors, in a little book entitled "Home-Made Apparatus." This book is well illustrated and from beginning to end is replete with hints of practical use in the school room. Prof. Woodhull's experiments relate to three of the most important sciences—chemistry, physics and physiology. The directions for making the apparatus and performing the experiments are brief and clear, and no one ought to have any trouble in carrying them out. Both teacher and pupils will take more pride in their work if they make the apparatus themselves. This book might profitably be in every school. [E. L. Kellogg & Co., New York and Chicago. To teachers, 45 cents, post-paid.]

—*The Sponge*.—A sponge when alive is a colony of animals. At first, an object appears like a small yellow egg swimming in the water. This contains the real eggs. It fastens itself to some hard substance. Here the tiny animals increase in number till they look like a mass of jelly. The large openings in the sides are inlets for food to the colony.

Look at the sponge on your desk. The jelly is all gone. It is a skeleton of the mass. Observe the openings in the sides. These are canals to carry the food to all parts of the mass. Very tiny animals and plants in the water furnish the sponge with food. There are little canals to carry the food to all parts of the body. What it does not need is thrown out of the large holes on the top. Divers go down to the bed of the ocean to get sponges. The sponges are put into large tanks of shallow water. There they decay, the jelly falling off. The skeleton is left. This is washed and dried in the sun. The best sponges are found in the Mediterranean Sea.

Questions to be answered in complete sentences from the foregoing information lesson.

1. What is the sponge ?
2. What does a sponge look like in its earliest stages ?
3. Where does the sponge live ?
4. To what does it fasten itself ?
5. What is its food ?
6. Where are its mouths ?
7. Of what use are the large holes on the top ?
8. How do divers get sponges ?
9. What is done to a sponge before we can use it ?
10. To what sea would you go to get the best sponges ?

—Kitty sat out under the sweet-apple tree in the golden October noontime, crying real salt tears into her Primary Arithmetic.

"Now what's the matter, Kittyleen?" asked big brother Tom, coming out with his Greek Grammar under his arm. "I suppose you were eating sweet apples and studying, and I came out to do so, too, and here you are crying."

"It's—this—dreadful—multiplication-table!" sobbed Kitty. "I can't never learn it, never!"

"Hard?" asked Tom.

"Oh, it's awful! Harder than anything in your college books, I know. It's the eights this afternoon, and I can't learn 'em, anyhow."

"Don't you know how much eight times one is?" asked Tom, picking up a sweet apple and beginning to eat it.

"Yes, of course. Eight times one is eight. I can say up to five times eight all right."

"Can you? Well, that's encouraging, I'm sure. Let's hear you."

Kitty rattled it off like a book, "Five times eight is forty"—and there she stopped.

"Oh, go right on!" said Tom. "Six times eight is forty-eight."

"I can't," said Kitty. "I can't learn the rest. I've tried and tried, and it's no use."

"Do you learn so hard?" asked Tom. "Now hear this, and then repeat it after me as well as you can." And Tom repeated a verse of a popular college song.

Kitty laughed, and repeated the nonsense word for word.

"Why, you *can* learn!"

"But that has a jingle to it. It isn't like the dry multiplication-table."

"Let's put a jingle into that, then.

'Six times eight was always late,
Hurried up, and was forty-eight;
Seven times eight was cross as two sticks,
Had a nap and was fifty-six;
Eight times eight fell onto the floor,
I picked it up and 'twas sixty-four;
Nine times eight,—it wouldn't do,
I turned it over and 'twas seventy-two.'

"Did you make that all up, now?" asked Kitty, in wonderment.

"Why, yes;" laughed Tom.

"Oh, it's splendid! Let's see, how is it?" And she went straight through it with very little help. "Ten times eight is eighty. That one's easy enough to remember."

"And now," said Tom, when she had the jingle well learned, "say the table aloud and the jingle in your mind as you go along."

Kitty tried that, and a very few times made it a success. With the ringing of the first bell she was ready to start for school, with those "dreadful eights" all perfect.

"You're the best Tom in the whole world!" she said, with a good-by kiss. "And I don't believe there's another boy in college that could make such nice poetry."

Tom laughed as he opened his Greek grammar.

(The above may not be pedagogical, but it is wonderfully suggestive to teachers in finding simple ways to assist the memory.—Ed. *School Journal*.)

SCHOOL-BOY WISDOM.—*Curious information from copy-books.*—The following is a collection of genuine answers given by boys to questions set them in school examinations. The compiler has included none which could not be satisfactorily verified—the greater part, indeed, being gleaned from examination papers corrected by himself.

English Grammar.

Question—Give an example of an abstract noun.

Answer—Dirt.

English Literature.

Question—With what periodical is the name of Addison associated?

Answer—The *Saturday Review*.

Question—Who were the greatest poets of the Elizabethan age?

Answer—Whittier and Browning.

Questions (on the "Lady of the Lake")—Explain "Silvan," "Braes," "Dispensation."

Answer—Silvan means something that is merely an imitation of something else. It is a good instance of metaphor. Braes is a Scottish

air-dance. Dispensation is a decree of the Pope's allowing any one to do something illegal.

Question—What is the difference between a drama and an epic poem ?

Answers—A drama is a writing written in verse, and is generally put in a play. A epic poem is a poem which has no rhim called blank verse. Difference between a drama and a epic is that a drama is a play, and is generally very exciting, and many great adventures, and deeds in it, while an epic poem is a sort of play, or perhaps just meant for reading, and is full of love and pathos.

Question—Name the principal writings of Goldsmith.

Answer—Goldsmith wrote Cato, Juius Saezar.

Question—What are the principal features of Macaulay's style ?

Answers—Macaulay was very fond of using big words, and had a large vocabulary. Macaulay's style is one of the best in the world ; he wrote plays, poems, proze and also a Novelest. Macaulay's style was very finished ; indeed, although not like that of Pope he seemed to write a great deal on nature. Anything he took ahold of he seemed to put new life into it, although of a very quiet disposition himself his works were entirly different.

English History.

Miscellaneous answers :

Jane Gray was a youth of about sixteen.

Wyclif was the first man who sailed on the Papal Sea.

The Armada was a great flea sent over to England from Spain.

Sir Walter Raleigh was a man that discovered a colony and he was a very great man because he founded two things which we use pretty much, he invented, potatoes and tobacco.

Bible History.

Question—Who was Hannah ?

Answer—The well-known author of the lyrical ballad Magnificat.

Geometry.

Question—Define a circle ?

Answer—A circle is a straight line drawn parallely round a point.

French.

Question—Write down the days of the week.

Answer—Lundi, Wednesdi, Thori, Frigar, Lundi.

Meanings of words :

Espiegleries—disemployments.

La poitrine—the poetess.

La bête fauve—the little favorite.

Le tourbillon—the town.

Correspondence, etc.

COURTEOUS NOTES TO PARENTS.

From a Primary Principal to her Friend.

GRAYTOWN, Oct. 28, 1894.

MY DEAR MISS WINTERS,—

Which of the immortals was it who said, "Trifles make perfection; but perfection is no trifle?" One of those trifles which make or mar perfection occurred this afternoon, and this evening I am going to free my mind to you. I wish we could sit down and "talk it over" as we used last year when any question came up.

To-day I sat at my desk writing much later than usual, that all the reports might be in on time. As I put away the last sheet, the clock outside struck six and I went hurriedly down to the cloak room. There I saw the wraps of one of my new teachers, a bright young girl, who had had excellent training; but is now getting her first real experience. She has done wonderfully well, too. I put on my hat and then stopped at her door to bid her good-night and to advise her to go home, as she would need both strength and enthusiasm next spring and must not use it all the first month.

As I glanced in at the door, she sat there at her desk, her head on her arms, sobbing as if her heart would break. Perhaps it is needless to say that I did not go home just then, although it was six, or that we settled down for a long talk. I'm not going to bore you with a long account of our conversation. These are the facts in brief:

She had been very much troubled by one boy's attendance. He had had five tardinesses and eight absences during the month, and the day before I suggested that she write to Mrs. Murphy and ask her to see that he was more regular hereafter. She had sent the note and this noon had received a reply, such a reply as only Mrs. Murphy (who stands as the personification of an aroused mother) could write. You or I would have laughed; but Nell,—well, she thought her month's work a failure?

In her desire to be very decided Nell had almost forgotten to be courteous, and, when I saw the note she sent, I was not at all surprised at the reply she had received. I saw both notes, as Mrs. Murphy had obligingly written her answer on the other side of Nell's. Here they are as nearly as I can remember.

MRS. MURPHY,—

GRAYTOWN, Oct. 27, 1894.

Dick was tardy again this noon. This is the fifth time this month. He has been absent eight times beside. If he is going to stay in this room he must be here on time every day. He isn't smart enough to stay out half the time and keep up with his class.

Truly yours, E. N. BROWN.

MISS BROWN,—

I got your note. I send Dick when I don't need him to home. He is just as smart and able to keep up as any boy in your room. He was alright last year. If he don't keep up now it's cause you don't show him right. Why don't you write to Mrs. Jones bout her boy's being late, out riding round with

her half the afternoon yesterday? You needn't send me no more notes[^] You just tend to teaching Dick when he is there. MARY MURPHY.

Now, from Mrs. Murphy's standpoint, her note was a fair reply to Miss Brown's. The first, to her mind was a challenge. She took it as an implied insult to her boy's ability, entirely overlooking the main point, of the effect his irregular attendance would have on his work and she answered accordingly.

I felt very sorry both for Nell and for Mrs. Murphy, and blamed myself that I had not asked to see the note before it was sent. However, Nell went home comforted and I came home to meditate on the question of notes in general. This is the conclusion I have reached at the present time.

At our next teacher's meeting we will discuss the subject of "Notes to Parents" and after suggestions and discussion I shall assign some imaginary cases to each of these girls to write up. You know they always give me young girls for assistants and I am very glad they do.

Do you want my points?

First, especially if you have something unpleasant to say use pretty paper, ink and your best hand-writing. Money put into a pretty box of stationery for school use, is money well-spent. A note nicely written on pretty note-paper impresses Mrs. Murphy more favorably at the outset than one scribbled with a lead pencil on a sheet of quarter cap, the corner turned down and the address on the fold in lieu of an envelope.

Then begin your letter just as you would one to any lady with whom you are slightly acquainted,—Dear Mrs.—. To be sure the 'Dear' is only a form; but it is a commonly accepted one and why should you omit it in this case when you admit its use in others? It makes your letter sound unnecessarily formal and cold.

Then as to the body of your letter,—make it just as pleasant, just as courteous, as you can. It will be just as effective, generally more so. If Nell had written:—

DEAR MRS. MURPHY,—

I have been hoping you would call at the school, as I wish to have a little talk with you about Dick. We would like to have you see what we are doing and the children are always very much encouraged and helped by the parents' interest.

I am very anxious that Dick should do well this year. He is a bright, capable boy, and will have no difficulty in accomplishing the work if he is regular and punctual in attendance.

Can you not help him in this respect? He has already been absent eight times and tardy five.

I sometimes think that no one but the teacher can realize how much every half day's work means. We try to make every hour precious and do not want our boys and girls to lose any of them if they can be helped.

Cordially yours, NELLIE A. BROWN.

wouldn't she have received a different answer?

If a pleasant note does not prove a help sometimes other means have to be resorted to, I admit; but I am firmly convinced that.

more will be gained by a courteous one than by a curt demand. What do you think? I expect my girls will say "but that seems like being politic," and if they do I shall refer them to Webster that they may discover that politic means "wise, prudent, sagacious" as well as "artful, cunning." I do not wish to give up that word as used in its "good sense" yet-a-while.

If you have any suggestions that might be added to mine, let me have them as soon as convenient. How is the work going on in the new field? Have you grown to feel at home in it yet? Write me all about it. And now, good night.

Very sincerely your friend, FIDELIA KING.

[The EDUCATIONAL RECORD does not reach the parents of the province, hence we ask the co-operation of the local newspaper in disseminating such an experience as the above.]

PRACTICAL GEOMETRY FIRST.

To the Editor EDUCATIONAL RECORD :

DEAR SIR,—There are very few pupils in the first grade of our Academies who like Euclid and as a natural consequence that subject is regarded as the driest of all appointed for that grade and is not unfrequently a positive failure.

This year I have tried the introduction of Practical Geometry in all grades, in order that the pupils may become familiar with some of the figures of Euclid. All that is required is a pair of compasses and a ruler for each pupil, and black-board compasses for the teacher. I began by giving practical explanations of Euclid's definition of lines, angles, triangles, the square, circle and trapezium and caused my pupils to work the figures step by step on their papers as I put them on the black-board.

After this we bisected straight lines, arcs and angles, constructed squares and triangles, etc. All this practical work has had the effect of interesting every pupil in proving by actual measurement the correctness of his work, and I have no doubt that when the time comes to study the subject theoretically, the drudgery of learning off like a parrot the fact that "If one straight line meet two straight lines so as to make the two interior angles on the same side of it together less than two right angles, these two straight lines shall at length meet on that side on which are the two angles which taken together are less than two right angles" will disappear.

Farnham, P.Q.

ERNEST SMITH.

Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to Dr. J. M. Harper, Box 305, Quebec, P.Q.]

Among the most welcome of our exchanges, *The School Journal* (weekly) and the *Teachers' Institute* (monthly), both published by

Messrs. E. L. Kellogg & Co., New York and Chicago, are teachers' papers, *par excellence*. The teacher who reads either will not be ignorant of what is going on in the educational world. *Education*, a monthly magazine published by Messrs. Kasson and Palmer, Boston, has many interesting features for May. The value of much of its contents makes it worthy of a place in the teacher's library. The *Canada Educational Monthly* keeps up its good record. *Intelligence*, published at Chicago, by E. O. Vaile, always contains matter of some interest. The editor seems to keep the improvement of English spelling in view, by the frequent use of such words as "thru," "brot," "thot." *The Monist*, Dr. Paul Carus' quarterly, published by the Open Court Publishing Co., Chicago, has among other good things in its April number, "The World's Parliament of Religion," by the Hon. C. C. Bonney; "A Piece of Patchwork," by Prof. C. Lloyd Morgan; "Bonnet's Theory of Evolution," by Prof. C. O. Whitman. Dr. Carus' name is a guarantee of the *Monist's* editorial matter. In the April *Atlantic*, published by Messrs. Houghton, Mifflin & Co., Boston, among the articles that will be read with the greatest interest are, "Flower-lore of New England Children," by Alice Morse Earle, the reading of which calls up many pleasant memories of childhood's days; "The Expressive Power of English Sounds," by Albert H. Tolman; "Macbeth," by John Foster Kirk, and Chapters IV. to VI. of Gilbert Parker's delightful story "The Seats of the Mighty." The article of special educational interest is one on "The Basis of our Educational System," by James Jay Greenough. The *Cyclopedic Review of Current History* is a quarterly whose merits we have often brought to our teachers' attention. The latest number is a most concise account of all that has taken place of interest during the last quarter of 1894. Among the subjects treated in a fuller manner are The Yellow War (between Japan and China), The Armenian Outrages, The European Situation, Dr. Parkhurst's Reform Crusade, and many others. As we have often said, *Current History* is well worth a binding and a place on the shelves of the school library. (*Current History* is published by Messrs. Garretson, Cox & Co., Buffalo, N.Y., at \$1.50 a year).

The *Atlantic Monthly* for May. "The Seats of the Mighty," a novel by Gilbert Parker, a Canadian writer who is making a name for himself by his good work, is a splendid story and is now running in the *Atlantic*. The hero is a man about whom we all ought to know something, Captain Robert Stobo, and the scene, so far, is in our old city of Quebec. The gallant captain's history is by no means a dull one and does not lose interest in Gilbert Parker's telling of it. Percival Lowell has the first paper of a series on the planet Mars in the May number, and George Birkbeck Hill has another interesting "Talk over Autographs." There are also two historical papers, "The Political Depravity of the Fathers," by John Bach McMaster, and "Dr. Rush and General Washington," by Paul Leicester Ford, and a

well written article on Leconte de Lisle, by Prof. Paul T. Lafleur. The Contributors' Club furnishes its usual interesting quota to the number.

WEBSTER'S SPEECH on Bunker Hill Monument and BURKE on Conciliation with America, both edited by A. J. George, A.M., and published by Messrs. D. C. Heath & Co., Boston. These little volumes are the latest additions to Heath's English Classics, in which series are to be found, among others, Wordsworth's Prelude, Coleridge's Principles of Criticism, Select Speeches of Burke and Webster, with others in preparation. The texts are good and the notes all that could be desired. This series of literature ought to do much towards introducing good reading into our schools.

HOME MADE APPARATUS, by John F. Woodhull and published by Messrs. E. L. Kellogg & Co., New York. This most complete little manual answers in a surprising way the question, "How can I teach science by experiment without apparatus?" The apparatus such as Prof. Woodhull describes can be made at very small expense, though it is none the less serviceable on that account. The book consists of experiments relating to chemistry, physics and physiology, and all the descriptions of method are fully illustrated with easily understood figures. (To teachers, 45 cents, postpaid.)

Every teacher should have at hand the CATALOGUE AND ANNOUNCEMENTS for 1895 of Messrs. Ginn & Co., Boston. The catalogue, which is most complete, may be had on application to Messrs. Ginn & Co., gentlemen who are doing a splendid work in the way of issuing good text-books for teacher and pupil and who are deserving of every encouragement.

FIRST LESSONS IN CHEMISTRY, by G. P. Phenix and published by Messrs. D. C. Heath & Co., Boston, is an elementary text-book got up in pamphlet form and hence is exceedingly cheap. The experiments, which are carefully described and illustrated by means of figures, form a suitable introduction to the study of chemistry.

THE DEBRISAY ANALYTICAL LATIN METHOD, by C. T. DeBrisay, B.A., Toronto, Ont. Some months ago we noticed in the RECORD the first part of this Latin method; Parts II. and III. have been issued since then and Part IV. is to follow shortly. These parts are only issued to those taking the course, and probably most of those interested in the system will have by this time looked into the Introduction and will have decided whether it is what they require or not. Among the more noticeable features of the new parts are these. In Part II. the study of the verb is begun and is pursued in the same analytical way that characterises the method. The third declension which Mr. DeBrisay takes up last is treated of in Part III., while at the same time a clearer insight into the construction and use of the verb is given to the student. Translation, on the importance of which great stress is laid, becomes fuller and freer and leads gradually to a clear conception of the language as a language rather than as a grammar.