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THE EDUCATIONAL RECORD

OF THE
PROVINCE OF QUEBEC.

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Articles : Original and Selected.

COMPOSITION IN OUR SCHOOLS.

Every now and then there comes a wave of dissatisfaction over what may be called the outer educational world, bearing on its crest the charge that things are not all right within, and disturbing the equanimity of solicitous parents, pathetic preachers, open hearted philanthropists and newspaper editors. At one time the charge is urged against the spelling of the ordinary pupil, at another his mode of expressing himself when he is called upon to speak, at another the manner of answering examination questions or his powers of calculation. Nor does it require much of an impetus on the part of the accuser to exalt the bugaboo into a general accusation against our school system, spreading distrust and disaffection where co-operation and respect are so necessary.

This time the cry is against the methods of teaching composition, or rather against the neglect of the proper methods of training our boys and girls to express themselves, when they write a letter, in good English. In opposition to the statement of the secretary who has lately discovered so many teachers incapable of writing an ordinary application for a position in decent form, it would be childish to urge the plea—"What can you expect since you pay so little," nor even to point out the great difficulty there is in acquiring the art of composition by instancing the reporter or the minister, who after spending a lifetime in the making of sentences, can often be detected in their uneven rhetoric. What we do reprobate, however, in the critics

of our school system is their ignorance of what is being done in our schools, either in the matter of composition or the other branches. The writer, who says that composition is not taught in our schools, because so-and-so has told him that he has read letters written by teachers themselves which were discreditable in form, and then proceeds to advocate the process of abstract writing as an excellent training in this connection, simply reveals the unlimited extent of his own ignorance; for not only is abstract writing practised in our schools, but an annual test is made of the pupil's proficiency in reproducing what has been read once or twice in his hearing. Last year the examiner of the paper on English composition reports, "The art of reproducing a piece of composition, read over once or twice to the pupil, is an excellent exercise in composition, and most of the pupils stood the test well this year!" And yet, after all that is being done by our more industrious teachers, they are treated with such rhodomontade as the following:—

"What is the matter with our teachers of English? The matter with our teachers of English is: *They have not the English in themselves.* They have not themselves that readiness in conversation and composition which it is their duty to cultivate in their pupils. They have not themselves the skill to seize the essential thought in a long essay. They have not the reading habit. They have not the genuine preference for the great masters of English. The matter with our teachers of English is they have not the English in themselves. What is the remedy? I can think of only one remedy. It is this: Let the teacher become a fellow reader with his pupil. When he throws away the grammar with its pettiness and the condensed text-book with its indigestibility, let him throw with them the infallibility of the teacher. Get rid for ever of that most false of all false ideas associated with the school-room—that idea that the teacher knows it all. Remember that the platform is but six or eight inches higher than the floor, the teacher is but a step above his pupil. We know but in part. Except ye become as little children, ye cannot enter into the kingdom of scholarship."

Such logic is the taking of the part for the whole, the substituting of the novice for the teacher of experience, with a vengeance. There are teachers and teachers, as an article we have borrowed from the *Educational Journal*, sets forth in another place, and it is a shame that the defects of the one should be made grounds of decrying and discouragement in the case of the other. It is a short-sighted policy on the part of the educational enthusiast to seek to make his charge good, by

including a whole profession without discrimination in his accusation. As it is not our object to answer recrimination by recrimination, but by offering a suggestion that may be useful, we would recommend that our teachers, in continuing abstract writing, adopt the method, also, of "Composite Composition," as it is elucidated in the following article from the *Popular Educator*:

A teacher is often deterred from assigning to younger children many subjects upon which they could inform themselves with great profit, because they are unfitted to produce anything adequately comprehensive. To delve for information and to secure that information as their own by finding for it a proper expression from their own vocabularies are two habits which children need to be taught from the first to form and practise. "I know, but I can't tell," should meet with no quarter from teachers or parents. Should a teacher assign the subject "Trees" to a class of low grade in the grammar school, probably not one composition would be satisfying in scope. A wiser teacher would sub-divide his subject "Trees" into twenty or thirty heads, as:

- a. The parts of a tree and their forms.
- b. The organs of a tree and their uses.
- c. How trees grow.
- d. The food of trees.
- e. The shapes of trees.
- f. The kinds of trees.
- g. The uses of trees.
- h. The varieties peculiar to our country or section, or state.
- i. Trees of the different zones.
- j. Trees which furnish wood for fuel or building purposes, etc.
- k. *Et Cetera*.

and so elicit a fund of information from his class upon a subject of which they ought not to be ignorant. Such an arrangement produces a pleasant Friday afternoon exercise, and each pupil will take pride in the quality and quantity of information for which he or she is responsible.

A common cause of unsatisfactory and discreditable work in the composition line is the absence from the child's mind of a good ideal production. He cannot originate a well-defined pattern. Moreover he does not always acquire one from the reading of a composition, written by some child of his own age and printed in his text-book. As I write I am reminded of those letters from children printed in some of our periodicals, *St. Nicholas* for one. Children might learn a great deal in the

lines of letter-writing and composition from those letters, if some one would take the pains to teach them how to make both adverse and favorable criticism upon them.

The idea of a composite composition, to my mind, possesses several advantages as an educational method. First, it is a means of *deducing* ideas from pupils; second, it is a means toward *inculcating* information; third, it makes an interesting occupation for pupils; fourth, it serves to develop in the minds of pupils a *practical* comprehension of the mechanism of a composition; and fifth, it enables the teacher to assign comprehensive subjects to younger minds.

To secure such a production, I would suggest this method of procedure. Let the teacher assign a subject upon which the pupils can become informed by observation, experimenting, inquiry, or reference to books. At a specified date, let the pupils hand the teachers neatly executed papers, containing intelligible statements of one or more facts pertaining to the assigned subject, the verity of which they can substantiate. Then let the teacher classify these fragments, and, adding, here and there, as her contribution, touches for continuity's sake, arrange them into a composition on the general subject. Work carelessly presented, or badly expressed, or worthless, can be rejected by the teacher, and thus a pride in acceptable contributions will be fostered. When the composition is read before the class, the pupils will be keenly awake to see whether their contributions have been used anywhere, and they will be constrained to listen and will unconsciously learn much they will not forget. If the teacher put an outline upon the blackboard, and, after sub-heads, indicate by initials credit for facts, the pupils will realize more truly just how they have done a part of the pleasing whole. In that way all who have accomplished acceptable work will be recognized; repetitions of facts must occur and only those best expressed will receive a place in the composition. After some practice, a committee from the class under the direction of the teacher, can be entrusted with the preparation of the composite productions. This is excellent drill for the pupils.

In higher grades, the composite composition plan can be adopted with good results. But here the teacher would better hold her pupils responsible for the presentation of a subject or some topic under one. Older pupils need training in conciseness of expression, and in the excluding of all matter of an extraneous nature from their paragraphs. The compilers will soon learn the necessity of "sticking to the text," and rotation in office will bring the lesson home to all.

TEACHERS AND TEACHERS.

There are capable and incapable, efficient and inefficient, good and bad, in every profession and occupation, but it may well be doubted whether any other employment presents such contrasts in the matter of competence and general fitness as are to be found in the ranks of the teaching profession, and especially among Public School teachers. Almost side by side, in the country and village districts, and with but trifling differences in the matter of salary, may be found at the teacher's desk men and women of high character and ability, and other men and women, often mere boys and girls, who are utterly incompetent or otherwise unworthy to be entrusted with the serious responsibilities which are inseparable from the teacher's high calling. The former are doing work for boys and girls which will be gratefully remembered as long as life lasts, and will redound to the benefit of the community, or of other communities, long after the individuals shall have gone the way of all flesh. The latter are not only wasting the most precious opportunities for earning the life-long gratitude of their pupils, but are in many cases doing the most serious injury one human being can do to another, viz., injuring the character, and so lowering the type of the future manhood or womanhood. What more serious accusation could one man or woman bring against another than that which the parent of whom Mr. Wilkinson, of Toronto, spoke, brought against the teacher whom he had entrusted with the training of his child.

Under the circumstances, the wonder is that the profession in Canada is able to retain the services of so many teachers of high character and competence. A greater wonder, and a sad pity, is that so little discrimination is made between teachers and teachers by parents and trustees and all others who take an interest in school progress.

As we have often had occasion to point out, a most serious responsibility is thrown upon trustee boards under our system. They, and they alone, have it in their power to make effective inquiry into the moral and religious character of the man or the woman to whose hands is to be entrusted the largest opportunities of influencing for all time to come the principles and habits of the future men and women of a whole neighborhood. In view of this fact, so obvious and so full of the deepest significance, two things are most wonderful. The first is that trustees are so often seemingly almost indifferent to that which should be regarded as the very first essential, an absolute *sine qua non*, in the choice of a teacher—that he or she be a man or woman of

the very highest type, not only intellectually, but morally and spiritually. How often it is the case that this seems to be a matter of secondary importance if not of absolute indifference to the school board in search of a teacher. What is called a "good moral character" will of course be insisted on. But too often this seems to mean simply that the teacher shall be honest and respectable, in the sense of not being addicted to any known vices. Subject to this very loose condition, the question is too often merely one of the smallest possible salary, and a certain minimum of scholarship. The second wonder is of the same kind. It is that parents, who may be supposed to love their children above all money considerations and to desire intensely their highest welfare, are so often careless in their choice of trustees and disposed to approve those who are capable of taking so low a view of their duties and responsibilities. The result is that often, to save a very few dollars, or it may be cents, individually, parents suffer their children to be deprived of the influence of a teacher whose work would have been an inestimable blessing to them in all their after lives, and not to them alone, but to all with whom they may have to do throughout the course of those lives.

To some, possibly to many, such views as these may seem to be very much exaggerated. Those who have seriously reflected upon the potency of the subtle influences which operate day by day and hour by hour, during the plastic period of childhood and youth, in forming that most precious and imperishable thing which we call "character," will see that it is simply impossible to overestimate the importance of having our children subjected, during this period, to the very best influences and placed amidst the very best environments which can possibly be secured. The difference between securing one teacher and another—represented sometimes by a paltry fifty or one hundred dollars—may mean the difference to many a child between a comparatively useless and worthless life, and one dominated by such aims and principles as will make it a blessing to many. Hundreds of noble-minded and eminently useful men and women gratefully attribute the first awakening of high aims and ennobling impulses in their hearts to the influence of a true, though it may have been a very quiet and unobtrusive teacher. If it is pleasing for one who has reached maturity and usefulness in life to thus gratefully recognize his indebtedness for what is best in him to the school-master of his boyhood, what reward could be more grateful and precious to the heart of the teacher himself than in his later years to receive such tributes from those who have profited by their training and influences.

Editorial Notes and Comments.

The salary question is by no means a local one, for we seldom take up an educational journal without seeing some reference to the matter. There has been a good deal said on the subject in Quebec, and yet outside of the cities and larger villages, we seem to come no nearer a solution of the difficulty. The present obstacle to the necessary improvement in this respect is claimed to be the condition of the finances of the province; but we can hardly think that such an argument would be recognized by our rulers as a valid one, were any other undertaking to press upon them as a furtherance of party favour or aggrandisement. As a contemporary says, and the EDUCATIONAL RECORD has often said the same thing in other words: Better salaries for our teachers is a vital question affecting both the teacher and the school. It is from the fulness of the teacher's culture that the best teaching comes, therefore we want broader culture. But meagre salaries and constant labor puts a limitation upon our efforts toward self-improvement. The true teacher is always a student aiming toward an ideal goal, and in time will surmount the difficulties that lie in her way, although accomplished at a sacrifice never realized beyond the active participants. This is wrong, and calls for redress. She should not have "to live laborious days and scorn delights," but should receive a compensation that will enable her to live as befits a member of a liberal profession and to pursue the means of culture, without which she will retrograde. That her chosen profession may be nobly served, she needs occasional relief from the drill and routine work of the school-room to be devoted to study and travel. She must keep in touch with the educational evolutions of the age, at least so far as to avail herself of its best tendencies, and the great motor for achieving this is "*better salaries.*"

—Another phase of this question is the necessity for prompt payment of the salaries as they are at the present moment. The small amount many of our teachers receive is little short of a disgrace to the communities in which these poorly paid teachers are engaged. But is it not much more of a disgrace that their small salaries should not be regularly paid. Dr. Payne, the distinguished educationist, says on this score: "Teachers should be paid promptly at the close of each month. Their salaries are usually meagre, but little more than sufficient to pay current expenses, and it is cruelty scarcely pardonable to delay the payment of what is needed for almost daily necessities." The reference is, no doubt, made particularly to irregularities

in his own country where salaries are comparatively large ; but it loses none of its force when applied to the condition of affairs in some of the districts of our own province. In many of these districts *the salaries of our teachers are not paid promptly*, and it was only last month that one of our correspondents showed how difficult it was to move some of our secretary-treasurers in this connection, even when acting under the protection of the superintendent. Nor is the expense of suing the commissioners for arrearages the only drawback. Teachers are never anxious to break with those who may give them a better appointment, and it is on this account that we hear so little of this abuse in the public prints. The purpose of the present reference to this matter is made with the hope that this reproach against some of our school boards will be speedily removed. The salaries, in our opinion, should be paid regularly, and unless a change in this direction takes place, the boards guilty of the irregularity should be made known.

—There is no complaint seemingly so hard to kill, and yet which few men who can afford to educate their children give so little heed to, as the sentiment on the part of some of our great employers of labour that literary study breeds contempt for manual labour. “We do not believe,” says a school paper, “there is the slightest foundation for such a theory. In all our experience with schools and teachers we have never seen or heard a thing that would tend toward any such silly sentiment. To be sure, girls and boys who get a good education do not, as a rule, go to work at manual labour, but it is not because they have contempt for it or despise it, or look on it as dishonorable, but because, up to this time, the demand for their kind of education is enough to make brain work pay better, and these boys and girls, with the full consent of their hard-working parents, go into the business that pays best for the capital they have to invest. It is not a question of sentiment: it is a question of business. We believe the time is coming when the professions will be so crowded, and the avenues for advancement of brain workers will become so crowded that the wages will become more nearly equal to the wages of the skilled artisan; even now it is true for some trades and occupations. Many of the Homestead iron workers receive better pay than do the superintendents and principals of schools in Michigan villages.”

—Compulsory education involves some results which can hardly be satisfactory to the parents of ne'er-do-well boys, especially should it lead to the organization in our cities of what may be called the Domesday School—the school that separates

the chaff of youthful citizenship from the wheat. The movement in favor of establishing separate schools for the boy-rowdies of a large city, before their offences have become so trying to the policeman as to warrant their being placed in the reformatory, is to be met with in some of the larger towns in the United States, and is recommended as a wise step. One mayor, in his annual message to the city council, recommends the opening of such a school for boys between the ages of fourteen and eighteen, who are not attending school of any kind, and who are to be found loafing around the streets, committing vicious acts and fitting themselves for the state prison. The superintendent of the place concurs in the recommendation, while a writer to one of the papers says of the proposed experiment. "If compulsory education is of any value, it is in just this line of preventing crime and vice by keeping truant boys off the streets. If it scares those boys into seeking useful labor of some kind, it will be just as well as if it kept them in school. The school of the street, which makes, first idlers, then vicious rowdies, and lastly criminals, ought to be broken up. Such truants, when forced to go to school, are not desirable pupils in the ordinary schools. An ungraded department in charge of a competent teacher is needed for them. But we believe that it will be found that there are other pupils who ought to be placed in such an ungraded department, because they are troublesome in department or backward in studies, or both."

—One can hardly believe the *Boston Transcript* in its description of the Commercial Department that has been opened in the Boston High School—an illustration of the natural method run crazy. It says: "Yes, the boys have entered into the experiment with the greatest enthusiasm and zeal. In fact, they would spend all their time here if they were allowed to do so. They have so far exhibited the most commendable prudence in their operations. This morning, for instance, a number of them thought certain provisions a purchase at the price quoted at the opening of the market; but evidently the rest thought so too, for not one of the holders of those commodities would sell, so the bank had to supply the would-be buyers under an agreement by which it engages to sell stocks, bonds and provisions at the market price to those intending purchasers who cannot get what they want from their fellows. They also keep a sharp eye to their interests. For instance, I had a holder of some shares of C., B. and Q. stock approach me to day with the published statement that the road had just declared a

dividend of $1\frac{1}{4}$ per cent., and invite me to pay the amount due on the stock he held. But until the books are balanced, and the condition of each boy's business is ascertained, no one can be absolutely sure of exactly what the young financiers have been up to, as trading among themselves has been pretty lively, and is encouraged as much as possible by the instructor. Doubtless, the day of settlement will bring to light a good many curious and unexpected denouements. Whether it will reveal the existence of the combinations, deals and attempts at cornering the market which are so usual in ordinary business is one of those things which, in the words of Lord Dundreary, "no fellah can be expected to know anything about." If the purpose of education be to develop all that is best in children, such an education is certainly not being given in the Boston High School. We have seen the commercial school in our own province conducted on the natural method, and were delighted with it; but to make use of such an innovation as a forerunner of the Stock Exchange in its worst phases in the lives of men, is to introduce a folly in our school-work and call it wisdom.

—We regret to see that the Rev. Mr. Williamson, of the Eliock School, Montreal, still continues to say evil things of our educational system. Mr. Williamson's standpoint is a narrow one, and we can readily understand the annoyance which is his in seeing some of his best boys pass away from his school to the university before he thinks them fit to do so. But that annoyance is felt by every teacher when he sees his highest class pass into the higher grade of another department, and the annoyance, being common, should lead him as a public-spirited citizen not to decry the system under which such a seeming grievance exists, for in what part of the world would he find himself as a teacher exempt from such a grievance. The raising of the standard, as he has found, does not obviate the annoyance, and if he were only to find a broader standpoint, than the mere schoolmaster's worry at losing his boys too soon, he would see that the remedy is not in raising the standard but in fixing it. Any one who knows the necessities of our country academies and their capabilities would never think of saying that the standard for the A.A. Examination is too low; but he would none the less be inclined to ask why should not the A.A. Examination be taken as the fixed matriculation examination for all our colleges. We cannot enter into a full discussion of this question, for there are strong prejudices in favour of an elastic matriculation standard which must be respected, as well as in favour of supplementals; yet we think we are likely to approach a solution of the

difficulty much more readily by a disinterested examination of the interests that lie in the way of reform, than by a denunciation of a system of education which, let us say what we like about it, has grown with the necessities of the province. It is all very well to say such and such a thing does not exist in Great Britain, in Germany or in the United States, and therefore ought to be condemned wherever it does exist. But everybody knows nowadays how to test such logic. The Montreal man who says that Montreal should have such and such a thing because Toronto has it, or the man who maintains that what is good for Montreal is good for Quebec, perhaps a great deal too good for it, is apt to be laughed at in these times. And Mr. Williamson should know that a condition of affairs is not to be condemned, simply because it is not the condition of affairs in some other country of which he has possibly more matured information than of the province of Quebec. Mr. Williamson's quarrel, if he only would allow himself to see far enough, is not with the A. A. Examination, but with the matriculation examinations. He ought to labour to have them fixed, before he can expect to have their standard raised, and to understand how this may be accomplished he has only to follow the late controversy between Mr. Seath and Principal Grant, in connection with the matriculation and its supplementals of that province.

Current Events.

In presence of the new method of awarding the grants to the affiliated colleges, there comes into view the necessity for a common matriculation examination definitely fixed upon by the University authorities. A motion has been projected in favour of the reconsideration of the grants to colleges by Prof. Kneeland, but whether the question of a common matriculation test will be raised in this connection has yet to be seen. The amount of the grants to the Universities and Colleges for the past year is \$9,435, the amount to Academies, \$5,760, and to Model Schools, \$3,670. The total amount paid for appliances, \$1,155. Were it possible to double the latter, our schools would greatly feel the benefit of it, more so than if the ordinary grants were increased.

—The discussion over the matriculation standard and the supplemental matriculation continues in Ontario. Mr. Seath, one of the High School Inspectors, maintains that the raising of the percentage required of matriculants would be a blessing

to all the colleges, but it would perhaps be more of a blessing to these institutions, were the standard to be fixed, and the supplementals done away with altogether. As a Professor of McGill once remarked, there was one virtue about the A. A. examinations which he thought highly of, and that was, there was no supplemental connected with it. If Mr. Seath would only carry his argument against supplementals to its righteous conclusion, he would perhaps find himself advocating their abolition altogether. When a young man or woman is not fit to enter college, his best place is the school, and no college worthy the name should overlap in its elementaries the work of the school. What are numbers compared to efficiency?

—The total number of students attending the twenty German universities during the last half-year was 28,515. Of these 8,916 were studying Medicine; 7,202 Law; 4,261 Protestant Theology; 1,301 Catholic Theology; and 6,845 a branch of Arts and Science. Berlin comes first with 4,611 students, Munich next with 3,551, Leipzig next with 3,242. Of the rest Halle is first with 1,483, and Rostock last with 368. The whole teaching staff numbered 2,445.

—In England, as in America, women are elbowing men out of the work of teaching. The London *Schoolmaster* says that—“On the first of January, 1870, of every hundred teachers of each sex and class, 48 certificated teachers, 60 assistant teachers, and 57 pupil teachers were women; these proportions have increased in 1892 to 60 women certificated teachers, 77 women assistant teachers, and 77 women pupil teachers out of every 100 of each grade. The number of girl pupil teachers in 1870 was 7,273; they now number 21,771, an increase of 199 per cent. The boy pupil teachers on the other hand, who numbered 5,569 in 1870, have increased to 6,360, or only about 14 per cent.

—Mr. T. P. Morgan, of the United States, has just given a million dollars towards the support of Col. Auchmuty's trade schools, and someone remarks that the immense social, economic, and educational advantage of trade schools is only just beginning to dawn on the minds of the people; especially is this so in the case of the benevolent wealthy, whose bequests and gifts until recently never reached the masses for their educational benefit. Would it not be well if the immense social, economic, and educational advantages of improved elementary schools, were to dawn upon the minds of some of our millionaires of Quebec, and that the dawning should lead to a donation of a million or so in their behalf?

—President Eliot, of Harvard, is never inclined to utter only the things that please. Speaking of the intermediate schools of his own country, he fearlessly says: "We are all wrong in supposing we have the best school system in the world. There is not a country in the North of Europe that has not a better system. Immigrants who come to our shores from abroad will be found to have received far better school training in what are denominated "the common branches," than the average of the rural population of this country. In our democratic schools we close the gate to the scholar in all interesting studies after the age of thirteen. Not a chance for science or literature unless one can go to the high school."

—The numbers in the Tabular Statement relating to Compton Ladies' College should read for Algebra,—28 passed and 5 failed. In connection with Frelighsburg Model School, Norman P. Stinehour should have been recorded as having passed in Grade III. Academy.

—The teachers of Michigan are as dilatory as some others we might mention nearer home. "Two weeks ago," says the teacher's paper of that State, "we asked for information necessary to make up a Teachers' Directory. We asked for speedy reply that we may send out the Directory early in October. Only one-half of the schools have reported. We cheerfully go to the trouble of compiling these statistics publishing the Directory, mailing it free to each teacher named in it, and it looks to us as if it were not asking too much of those in charge of such schools to reply promptly." We hesitate to make the hint broader.

—At the N. B. Provincial Institute, Mr. W. B. Jonah speaking of fault-finding in regard to text-books, told the following story: A man working with an adze cut himself very badly and at once indulged in some very uncomplimentary remarks regarding the tool. When it was examined it was found to be one of the very best instruments of its kind, and that the fault was in no way due to it, but to the want of skill on the part of the user. Teachers can draw their own inference. A bad reaper has always a bad hook.

—For the information of those who may be interested in the purchase of books for the school library we quote the following from the *Educational Journal* of Toronto.

"Provision is made in Canada for the admission of books (not exceeding two copies of any one work) for public libraries, free of duty. Some of the collectors in New Brunswick have refused to recognize school libraries as public libraries, just on what

grounds it does not appear. If any library is public it is certainly the school library, because it reaches all the children and through them all the people of the district. The money to purchase the books, too, is raised largely from the same people who read them, which increases the public interest. It would certainly be a great boon to the promoters of school libraries to be able to purchase at will. It would not only cheapen the books, but insure a better selection. As it is now, the buyer has often to be content not with what he desires, but with what the bookseller has in stock. It would be well for the Chief Superintendent to take cognizance of this matter at once and ascertain from the Minister of Customs whether or not school libraries are to be regarded as public libraries."

Jacques Inandi, a young Piedmontese shepherd, has lately been puzzling some of the leading French scientists by his marvellous powers of rapid mental calculation. He has been tested not only at the Sarbonne and the Institute, but also by the Minister of Education and his rectors. So struck were the latter in what they witnessed that Inandi has been authorized to exhibit his powers in certain establishments of public instruction, "in order," says the *Paris*, "to inspire the students with a taste for mental calculation, too long neglected in the classical schools."

—The experiment of free text-books is being tried in Toronto, and by another year we will probably be able to come to some decision how the plan is likely to work in our country districts. The plan is said to diminish the expense of books as a whole, since several pupils in succession can use the same text, and makes uniformity easier as well as the adoption of the best texts. In the rural districts the experiment may yet be tried, where it would afford the most relief perhaps to parents struggling with life while bringing up a large family. The changes in text-books and their expense certainly involve burdens which the very poor find very grievous indeed. As a contemporary says, "It is not impossible that the growth of district school libraries, of which the prospects are now encouraging, may pave the way for free text-books by demonstrating how easy it is, even in district schools, to supervise and properly care for a school library."

—The long expected scheme for the better regulation of salaries in Prussian secondary schools has at last seen the light, and teachers are rejoicing over the prospect of a slight improvement in their positions. Salaries will, in future, increase according to a fixed scale, which will be the same for all institutions alike. Hitherto much injustice has been done in this respect.

The maximum salary will also be slightly raised (4,500 marks) though the hope that it would reach the sum paid to the judges of first instance has not been fulfilled. Another disappointment is, that the much coveted qualification of 900 marks is still to depend upon so-called merit, rather than upon length of service. But the scheme has to receive the sanction of the house, and may, therefore, be amended.

—The City Council of St. Paul, Minn., has made a bid for notoriety in progression backwards, by taking a slice of \$43,000 from the salaries of the teachers, and by the abolition of the kindergarten system. Principals have their salaries reduced from \$2,000 to \$1,500. The salary of no teacher receiving less than \$80.00 per month is to be affected. This action is taken in spite of the energetic protest of the School Board.

—We regret to hear of the continued ill-health of the Hon. G. W. Ross, Minister of Education for Ontario. He has left for Europe and expects to be away for six months or so. As the *Journal* announces, he intends to combine business with pleasure, by examining into the operation of the schools in England and Scotland, under the new free Education Act. He hopes also to have opportunities for studying educational institutions and operations in Germany and France, with a view to observing what is new and useful in school methods in those countries. We join all the friends of the Minister in wishing him a safe return with renewed health and strength.

—A model of ocean currents is to be exhibited at the World's Fair which will possess great practical value. This model, which is a huge scientific tank, is made to represent the surface of the earth spread out on an area of about thirty feet square, the ocean and seas being shown by actual water. Small streams of water are ejected through pipes under the model so that the whole body of water moves exactly as the ocean currents move. The direction of the currents is shown distinctly by a white powder on the surface of the water. Near the model will be placed a large map giving the fullest details of the force, volume and direction of the various ocean currents.

—The University of Chicago is taking hold of the University Extension movement with vigor, and has sent Mr. Henderson, heretofore Secretary of the American University Extension movement, to Europe in the interest of farther investigation of the best method of proceeding in the matter. Recognizing that if intellectual life and activity is stimulated, the learner will want to know more, this university will begin where others are

in danger of stopping—at the end of the popular lecture feature, and take up the correspondence teaching feature.

—A committee, headed by Rev. Dr. Lyman Abbott, have been urging the Mayor of Brooklyn to appoint ladies to some of the vacancies on the School Board. They claim that as there are more lady teachers in the school than men, there should be women on the Board also. The Mayor gave his visitors no encouragement to believe he would adopt their suggestion.

—Two hundred and seventy-five thousand boys and girls returned to school in New York city last month. Accommodations for 8,000 or 10,000 of this number had been provided since last year. Two new schools are opened this year, at a cost of \$160,000 each for the buildings alone. Five other buildings are in process of construction, three of which will be ready this year.

—The “athletic craze” reached one of its crest waves recently in a fight between Sullivan and Corbett, in New Orleans. The history of this “athletic craze” will be an interesting one for our descendants to read; it will be hard for them to believe the accounts of the lunacy that seemed to rage among intelligent men from 1880 to 1900—for it hardly seems possible it will last longer. Those professors in Columbia College that greeted their victorious students so effusively, on their return from a rowing match, we believe, now see that the old plan of encouraging hard study of books in college was far wiser. This “athletic craze” notes a degeneracy. We are copying old Rome before her downfall. The love of shows, the admiration of physical effort and endurance, the desire to see human beings and animals strain every nerve even to that of ruin, was what marked the great Roman empire for a century. She did not go down then, but her moral props were then being knocked away one by one. And mark you, it is moral muscle and not meat muscle that has won and will win the day. We counsel every teacher to discourage the struggling together that now takes place when base ball is played. Have a game played decently, joyfully, happily, caring but little who beats so long as a good time is had.

—At a late meeting of the New York Association of Yale University Alumni, Mr. Chauncey M. Depew took occasion to express himself in answer to Andrew Carnegie’s criticism on college education, as follows:

“The materialist, like my friend Mr. Carnegie, attacks a college education because in his experience graduates have not won the fortunes which have been accumulated by those who started early with a common school equipment. The failures

in life work among university men are infinitesimal in proportion to those among men who never had university advantages. In my class of 100 there were three dead failures and one tramp, but the rest all have been successes and 20 per cent. of them distinguished in their vocations. Two of them are Judges of the Supreme Court of the United States. Recent statistics have demonstrated that, though college men constitute only 1 per cent. of the voters, they hold 58 per cent. of the best offices in the republic, and with less data, but probably with equal truth, a careful student has estimated that a common school education adds 50 per cent. to the productive power of the laborer, an academical education 100 per cent. and a college education 300 per cent." This is doubtless not wholly palatable to the men who decry college education, but it is truth, and that is better.

—The spread of Asiatic cholera in Europe is causing alarm in America, and very justly, for an epidemic may begin at any moment through the landing of goods or passengers from an infected city of Europe. Good ventilation, good drainage and cleanly habits are the best preventatives of this and other infectious diseases. If these be carefully attended to, the "visitation of Providence," as some persons choose to call these epidemics, would be less frequent. It behooves the teachers to give increasing attention in their schools to matter of cleanliness. A good example is one of the best means to secure personal neatness among pupils. Every pupil should be taught to assist in keeping the school room and surroundings neat and clean. Scraps of paper, crumbs of bread, parings of fruit should not be allowed to remain for a moment on the floor or about the yard. Cultivate the spirit among pupils that it is disgraceful to be untidy, or dwell amid untidy surroundings. We once heard a teacher giving a lesson on patriotism to a disorderly school, in a dirty school room. Patriotism should begin nearer home.

Ed. News.

Literature, Historical Notes, etc.

A Columbus Relic.—On the night of the second of August, 1498, the little fleet of Christopher Columbus, the discoverer of America, he being then upon his third voyage, lay at anchor just off the southwest point of the island of Trinidad, off the mainland of South America, which he had seen that day for the first time. "Being on board of his ship," says Washington Irving in his history of the great navigator, "late at night, kept

awake by painful illness and an anxious and watchful spirit, he heard a terrible roaring from the south, and beheld the sea heaped up, as it were, into a great ridge or hill, the height of the ship, covered with foam and rolling toward him with a tremendous uproar. As this famous surge approached, rendered terrible in appearance by the obscurity of the night, he trembled for the safety of his vessels. His own ship was suddenly lifted up to such a height that he dreaded lest it should be overturned or cast upon the rocks, while another of the ships was torn violently from her anchorage, leaving her anchor behind her. The crews were for a time in great consternation, fearing they should be swallowed up, but the mountainous surge passed on, and gradually subsided, after a violent contest with the counter current of the strait. This sudden rush of water, it is supposed, was caused by the swelling of one of the rivers which flow into the Gulf of Paria, and which were as yet unknown to Columbus. The anchor thus lost on the night of August 2, 1498, nearly four hundred years ago, from one of the ships of Columbus, off the southwest extremity of the island of Trinidad (Point Arenal, as Columbus named the spot, *vide* Irving) has recently been recovered by Senor Argostino, the gentleman who now owns the point of land in question. It has the rare merit of being the oldest relic extant of the great navigator and of the discovery of America. As would be expected from the age of this relic, it is an anchor in the simplest form of expression. The shaft is round and eight feet nine inches in length. At the head of the shaft is a round ring nearly a foot in diameter to which the cable was fastened. The flukes have a spread of about five feet. The total weight is eleven hundred pounds. This anchor was dug up by Senor Argostino in his garden from a depth of six feet at the distance of three hundred and twenty-seven feet from the nearest beach of the sea. His first supposition was that he had stumbled upon a relic of the Phœnicians or of some other of the ancient nations who have been supposed by many to have visited the coasts of America thousands of years ago. But an examination of local facts and authorities soon convinced him that a portion of his garden now occupied the very post at which the ships of Columbus lay at anchor on the night of August 2, 1498. The land is constantly rising from the sea along this entire coast, as has been shown by Humboldt, Findlay and scores of others who have written upon this subject, and the rate of this rising is known to have been quite sufficient to turn in four hundred years the anchorage of the great fleet into the garden of a private citizen. There is not a particle of doubt,

therefore, at the end of the rigid inquiry that has been made that the anchor recently found by Senor Argostino is really and truly the lost anchor of Columbus.

—*Notes on the History of Arithmetic. Its Symbols of Operation.* The genius of arithmetic requires brevity of expression. This remark is as true of its symbols of operation as it is of its symbols of number. Mathematicians early understood this. The later Greeks and the Hindoos indicated addition by mere juxtaposition, and traces of this custom are still left in our arithmetic where 22 stands for 2 tens + 2 units, and $3\frac{1}{2}$ for $3 + \frac{1}{2}$. In the Indian arithmetic of Bhaskara, a dot indicates subtraction and the other operations are symbolized by abbreviations. The early Italians used the initial *p* for plus and *m* for minus. The modern signs for addition and subtraction occur, for the first time, three years before the discovery of America. They are found in the *Mercantile Arithmetic* of Johann Widman. They are, however, not used by him as symbols of operation, but apparently merely as marks of excess or deficiency. He uses them without explanation and seems to take for granted that his readers would be familiar with them. The next oldest book extant in which the signs for plus and minus are found is that of Chrisoffer Rudolff (1524), the instructor of the better known Michael Stifel. Stifel long received the credit of having invented these symbols. But as Stifel admits that he took a large part of his work from Rudolff, and as the latter uses these symbols in his own book, it may be asserted with a good degree of confidence that Stifel took these signs also from his teacher. Stifel's principal mathematical work was the *Arithmetica Integra*, published at Nuremberg in 1544, containing a preface by the reformer Melancthon. This work is chiefly noteworthy for two things: It called general attention to the German practice of using the signs plus (+) and minus (—); and in the second place, his book was the first in which there are traces of the use of these signs as symbols of operation, and not merely as abbreviations for surplus or deficiency. Why these particular signs were adopted can only be a matter of conjecture. Dr. Ritchie suggested that perhaps + was used because it consists of two marks joined together, just as two numbers are joined together in addition; and that — denotes subtraction because that is what is left after one of the marks is removed. Others have supposed that the + is a corruption of P (or p) the initial of plus; still others that it is the Latin conjunction *et*. It was the opinion of De Morgan that the — was first in use, and that it was formed by the elongation of the dot (.), the Hindoo sign for subtraction,

and, in his opinion, the early printed form of the symbol suggests that from this sign the plus (+) was formed by superadding a small cross for distinction. The most recent explanation of these signs is a conjecture that they were originally *warehouse marks*. In Widman's arithmetic they occur almost exclusively in practical mercantile questions. Goods were sold in chests which when full were expected to hold a certain established weight. Any excess or deficiency was indicated by + or—; and there are some slight reasons for thinking that these marks were chalked on the chests as they came into the warehouses. Usually the weight of the chest may be supposed to have been deficient. This would then be taken as the standard case, and the minus sign (—) as its symbol; from this the plus (+) was then formed by adding the vertical bar to distinguish the two symbols. A theory like the above is, by the nature of the case, very difficult to establish to a certainty, but it must be admitted to be the most plausible that has yet been advanced for the origin of our symbols for addition and subtraction. The symbol of multiplication is St. Andrew's cross. It was first used by two Englishmen in 1631—William Oughtred and Thomas Harriot. The former employed it in his *Key of Mathematics*, a text-book on Arithmetic. What led to the adoption of this particular form for the symbol is unknown. Two other signs for multiplication were once proposed: the dot (·) by Descartes and the curve (∩) by Leibnitz. Both of these, although backed by great names, failed to obtain general currency. Three ways of indicating division are in use: the dash, the colon, and the more common sign which is a combination of the two. The first was due to the Arabs, who wrote the quantities to be divided in the form of a fraction with a line drawn between them. Dr. John Pell, of Breda, the friend of Newton, invented the now current sign (÷) and first used it in 1630. The colon or symbol of ratio seems to be a modification of the common sign of division, but who first omitted the dash, it now seems impossible to tell. It occurs in a work by Clairant, published in 1760. The use of exponents to mark the power, has become general since the time of Descartes. His making extensive use of them have led to the mistaken notion that he was the inventor. They were, however, employed by De la Roche as early as 1520. The radical sign (√) is a corruption of the initial letter of the word *radix*, root. The root of a number was formerly indicated by writing the letter *r* before it, and this letter was gradually changed to the form √. This sign was first employed by Stifel, who introduced also the signs for *plus* and *minus* as indicated

above. The remaining symbols of arithmetic (exclusive of the symbols of number) are not symbols of operation. Nor is it easy to comprehend them under a single term. It has been found convenient, therefore, to treat them in this place in connection with the signs of operation. Of the three so-called symbols of aggregation the *vinculum* was introduced by Vieta in 1591, and the *brackets* and *parenthesis* were first used by Albert Girard in 1629. The double colon (::) used to denote *proportion*, or the equality of two ratios, was introduced by Oughtred in 1631, and was brought into common use by Wallis in 1686. There seems to be little use in retaining a separate symbol to express the *equality* of two ratios, and confusion and misunderstanding would be avoided for beginners, if it were replaced by the sign (=). The signs of *inequality* seem to be modifications of that of equality. The want of parallelism in the lines neatly symbolizes the want of equality in the quantities. They were introduced by Harriot in 1631. The symbol for *equality* (=) was at one time used to denote subtraction. On the other hand, equality has at different times been symbolized by various other symbols. The current sign (=) was introduced by Robert Recorde in 1540. He says he selected that particular symbol, because *than two parallel straight lines no two things can be more equal*. It has, however, been pointed out in the *Archaeological Review*, for 1879, that the same symbol is not an uncommon abbreviation for the word *est*, in medieval manuscripts. This seems to point to a much more probable origin. In summing up the above, it appears that the printers' art has put us in possession of tolerably full and reliable information, as to the origin and introduction of the six symbols of operation. All of them belong to the period of modern history and are a product of the revival of learning. One each, of the signs of operation, was furnished by France, England, and the Netherlands, and three by Germany alone. Of the other symbols named, all were introduced by Englishmen, with the exception of the *vinculum*, which is due to Vieta, a Frenchman, and the brackets and marks of parenthesis, which were invented by the Dutch mathematician Girard.

—*Apropos* this composition scare which the Manitoba Secretary has given us, teachers are not unused to the varying styles of the polite letter writers who address them on the subject of their children's rights and wrongs. Here is a recent specimen addressed to a teacher who had sent home a child on account of a dirty neck:—"Madam,—I don't understand a woman in the position you are placed in allowing your tongue

to run at such a rate as it does, telling my little son Willie Woodhead that his neck had not been washed for a month. You tell a lie. His neck is perfectly clean. It is like your face, in due respect, a little too much tanned with the sun, without the pimples. Mrs. Woodhead."

—*A Frenchman on the English Language.*—In the course of an interview with a representative of the *Montreal Daily Witness*, Father Chiniquy, once an eminent French-Canadian priest, said:—"Everywhere in the United States the children of French-Canadians, as soon as they acquire the English language at school, give up the use of the French except to speak to their mothers. By this process the French must rapidly disappear. It is the same here. A little girl came to me this morning, sent by a parent who had heard me preach and had promised to come and see me. She spoke to me in English for some time, and when I said to her, 'Mais, ne pouvez-vous pas parler français?' she replied, 'O, mon Dieu, est-ce que je parle Anglais?' There is reason for it. I read recently an article in a magazine about 'English the universal language,' but the writer did not know the true reason. I am in the midst of it, and I know. It is because they can express themselves with greater ease in English than in French." "I suppose," said the interviewer, "you mean those of them who hear more English than French?" "Not at all," replied M. Chiniquy; "I also can express myself with greater ease in English. When I write a book—and I have written many—I write it in English and then translate it into French. Your expression is more direct; your syntax is more simple; and the sounds of your language more forcible." The old gentleman sprang to his feet, the interviewer says, as he had done more than once during the conversation, and said, "Listen"; and then, with a voice calculated to make the distant fire brigade prick their ears, he shouted, "Fire!" "There is some sound," he said. "What can we say in French? 'Feu.' It is lost. You can say 'Ready!' again, in a most sonorous shout; in French it is 'Pret'—there is no sound. 'All aboard'" (the American equivalent of "Take your seats, please"). "With us it is 'Embarquez,' and you cannot hear it at ten feet. Yes, Sir, the English is bound to become the universal language."

Practical Hints and Examination Papers.

OBSERVATION LESSONS.

THE PROPERTIES OF THINGS AND THEIR RESEMBLANCES AND DIFFERENCES.

The following experiments, included in a first lesson in organic chemistry, given by Dr. R. G. Eccles to a class of young men and women under the auspices of the King's County Pharmaceutical Association, are equally available in the class-room. The subject of the lesson was "Resemblances and Differences between Alcohol and Water." Among the resemblances named off-hand were molar (or mass) mobility, molecular mobility, transparency, volume, weight and color, the last being a negative resemblance, neither having color. The Latin terms need not be used with children. Their appropriate ideas can be conveyed in Anglo-Saxon. The lesson proceeded as follows:

Take a very little alcohol in a test tube and hold it over the flame. Move it about, so as to heat the glass uniformly and prevent breakage. If you have taken too much alcohol there is danger that it will boil over and burn you. A drop or two is sufficient. If it takes fire, let it burn out.

Does it evaporate?

Does it condense in the cool end of the tube? (If the tube is, too small, hold a cold body over it to catch the condensation.)

Empty your tubes and try the same experiment with water—only a drop or two.

What two resemblances have you observed between alcohol and water?

1. Both will evaporate.
2. Both will condense.

Dip a piece of red test paper first into alcohol, then into water. Is there any change?

Repeat the experiment with blue test paper. What do you note? Neither changes the colors of the papers.

Pour half a dram of alcohol into your test tube. Hold it over the flame. Do not hold it *in* the flame, or you will smoke your glass. Do not let the fluid boil over, or we shall have a fire. Does it boil?

Empty your test tube and try the same experiment with water. State another resemblance.

Look through the water bottle at a printed page. Do the same with the alcohol bottle. State another resemblance, and a difference.

1. Both magnify the print.
2. They do not magnify equally.

Pour a little water into a bowl. Be sure your fingers are perfectly dry, or this bit of potassium will burn you. Stand off from the bowl, and drop the metal into the water. How does it behave?

1. It sputters and burns with a purple flame.

Drop in a bit of red test paper. State the change you observe.

Red litmus is now changed to blue.

Empty and dry your bowl, and repeat the experiment with alcohol. Be careful that the metal does not fly out upon you. State result.

2. It burns, but not rapidly.

State a resemblance and a difference between alcohol and water.

1. Both will burn potassium.

2. The water burns it more quickly than the alcohol.

Yes. The metal is not burned, however, as wood is burned, but as iron is burned in rusting. We call this process oxidation. See how this piece of potassium has melted in the air. Air, alcohol, and water, all have oxidizing power.

See if you can wet the back of your hand with alcohol. Can you with water? Do you note a resemblance or a difference?

Pour exactly two cubic centimetres (half a dram) of alcohol into a graduated test tube. Hold over the flame until it is nearly ready to boil. Keep your flame low. Do not worry about your tube after it is once warm. The danger of breakage is when you first apply heat to the glass. What does the alcohol do just before boiling?

It rises higher in the glass.

Notice how much higher, because we are going to try the same experiment with water and see if it expands as much. Do so now. Make two statements, always remembering to note the resemblance first, if there is one.

1. Both expand before boiling.

2. The alcohol expands more than the water.

Taste both water and alcohol. State your observation.

They do not taste alike.

Smell them both, etc.

Hang up your scales. Make them balance by adding weight to the lighter beam. Pour half a dram of alcohol into one beam and exactly the same measure of water into the other. You stated some time ago that both these substances have weight. Now state a difference.

Water weighs more than alcohol, bulk for bulk.

The special weight of a substance is its weight as compared with water. We call the specific gravity of water one. That of alcohol, then, must be—

Less than one.

Make a spill of your filter paper. Dip the end into the alcohol. Light the alcohol upon the paper, being careful not to light the paper. What happens?

When the alcohol burns out, the paper ignites.

Repeat your experiment, using measure for measure of alcohol and water. State result.

The paper does not take fire.

The old way of telling proof spirit was to get gunpowder with a sample and apply a flame. If the gunpowder burned the spirit was up to or above proof. Nowadays we test by weighing or using what are called alcoholometers. If the paper or gunpowder burns it shows that the liquid is nearly three-fourths alcohol, if not purer still.

(We have changed the doctor's terms and explanations somewhat, to adapt them to young pupils. The teacher may find further adaptation necessary. A single set of apparatus, handled chiefly by the teacher, is not so telling as individual sets in the hands of the pupils, but in some of these experiments it has the merit of greater safety. Groups of twelve children can make the foregoing observations satisfactorily. Few of the experiments are suitable for exhibition before a large class.)

The object of Dr. Eccles in framing this lesson was identical with that which should be kept in view by the teacher who makes a series of it. His aim is: First, to secure that the pupil's fundamental knowledge shall be gained at first hand, through the evidence of his own senses, and not taken on faith; second, to train them to habits of inductive reasoning.

The doctor began his lesson with an introduction which it will be well for the teacher to place at the end of the course:

"All of our knowledge is made up of resemblances and differences. The difference in intelligence between you and the brutes is simply that you are capable of perceiving more resemblances and differences than they are. This is why you cannot know one thing alone. You must know it by its likeness or unlikeness to something else."

Correspondence, etc.

To the Editor of the EDUCATIONAL RECORD:—

I am a reader of the SCHOOL JOURNAL and I read with great interest what the EDUCATIONAL RECORD and it says about methods in teaching, and I wish I had the opportunity to try some of them that appeal to my common sense, and tally with some of my own experiences, too. But what can I do? Our course of study is all laid out, and I am expected to follow it exactly. I am to go as far as a certain page in this book, and have the children work so many problems in that book. My children are required to learn just so many definitions, whether they understand them or not. If I bring my children up to these requirements I am called a successful teacher. I cannot do this and follow your way of teaching. I must teach, and I wish to remain in this vicinity because it is near home. I am always stirred up when I read THE SCHOOL JOURNAL, because I am between two fires. I should like to be a better teacher, but I do not see how I can fit your ways into the work laid down for me. Neither the parents nor the trustees would believe I was doing the right thing if I did.

J. C. C.

The above correspondent received the following reply from the editor of the *Journal*, which is so full of good advice that we reproduce it for the information of our readers. "You entirely mistake the object of this paper in advocating natural methods, and in giving illustrative school-room lessons. It is not to be supposed for one moment that these lessons are to be followed verbatim, or even closely; certain failure will result if teachers attempt to reproduce these lessons in their school-rooms, surrounded as the children are by wholly different environments from those which must be presupposed in the illustrative lessons. As a public speaker illustrates a principle by a "case in point," so does THE JOURNAL illustrate pedagogical principles by these school-room lessons; do not say "model lessons." Nothing of the sort is claimed for them. Your idea that the methods advocated are to be employed to the exclusion of your allotted year's work in the course of study is a great mistake. Nothing that is held out as a help to teachers *could be* a help, if it put the teacher in the dilemma in which you believe you are placed. The object of the school-room methods, suggestions, and illustrative lessons contained in THE JOURNAL is to assist just such teachers as you are, in reaching the prescribed year's work. They are meant to be *helpful* in the very work you are doing. Granted that there is a certain goal that you are to reach, is there any special virtue in reaching that by the longest way, the most uninteresting way, and the way that both you and the children have found dry and uninviting? The school-room and school work ought to be pleasant and enjoyable to the children if carried on in accordance with the laws of mind which the best educational thinkers are endeavoring to search out and present to the great army of teachers. Too large a proportion of these teachers are following in the old, difficult, uninteresting grooves, because they do not know of any easier ones, or have not sufficient ambition to rise higher in their work, to study the daily evidences of the mental development of the children under their care. To illustrate: When the idea of assisting children in the study of geography through the introduction of pictures was first proposed by the principal to the graded school to his teachers, in a teachers' meeting, there was a general uprising against it. "Why, I have no *time* to show the children pictures," said one teacher after another; "I can but just manage to get my grade work done now." "My children must *learn* what a peninsula is in words. I can't teach them by a picture; they will not be *examined* by pictures, but they will have to give the exact book definition." Little by little the principal led these teachers to see that the very time occupied in the use of pictures was a gain in the end by giving the children material for mental pictures that, once impressed upon the memory, would remain there forever. There would never again be any doubt in the child's mind as to whether a peninsula was water or land, with *pictures* of peninsulas before their *mental* vision. To-day, there are no more assiduous collectors of pictures for school purposes, in all the country,

than these same teachers, whose incredulity voiced itself at first in emphatic protest."

To the Editor of the EDUCATIONAL RECORD:—

DEAR SIR,—A celebrated author has asserted that an acquaintance with language lies at the foundation of all education. In order to create a taste for refined literature, a complete knowledge of language is the primary step. The reason why English grammar is considered a "dry study" is because the study of the classics is so neglected. No one can become thoroughly acquainted with our language without a knowledge of the Latin and Greek language. Classical scholars are always admirers of choice specimens of literature. No work is better calculated to inspire a fondness for literature than Homer's Iliad. The same may be said of many other Greek and Latin authors. What are the Third, Fourth and Fifth Readers used in most of our schools? They are collections of fragments of "baby talk." Not one of these books is a homogeneous creation. How many of our teachers or pupils have ever read Pope's Essay on Man, Scott's Lady of the Lake, Thomson's Seasons, or Hawthorne? During the first year at school, when the child's mind is at its most receptive stage, when impressions are made never to be eradicated, how important it is that the best literature should engage his attention. We need something in our books that will feed the soul of the child while he is learning the mechanical part of education. The child should learn something else than merely to *vocalize* what he sees in print.

Too much importance is attached to the *mechanical* part of education in many parts of our country. Too little attention is given to that part which gives pleasurable emotions. I insist that the choicest specimens of American and English literature and translations of some Greek and Latin authors should be presented to the child's mind in the school-room, instead of some things in the school readers, to which I have alluded. A change in the reading matter in our schools is imperatively demanded. The child can learn to read from the classics as well as from the Primary Readers. The child should have something more than a collection of "scraps" to occupy his thoughts. I repeat that which I have said before, that an acquaintance with languages is the first and greatest object in the education of our youth.

Yours sincerely, H. D. HONEY.

Books Received and Reviewed.

A COMPLETE ARITHMETIC, by Malcolm MacVicar, Ph.D., LL.D., late of Toronto and formerly Principal of the Potsdam Normal School, and published by the Messrs. Taintor Brothers & Co., 20 Astor Place, New York. We have had some experience of this book in Canada, and recommend it with confidence to our teachers. This is a new edition issued in improved form for the schools in the United States, where Dr. MacVicar has again taken up his abode. We augur for it the success which has attended the issue from the beginning.

A COURSE OF ZOOLOGY, designed for Secondary Education, by Messrs. C. De Montmahon and H. Beauregard, translated and adopted by Dr. W. H. Greene, and published by the Messrs. J. B. Lippincott Company, Philadelphia. In the preface to this book there is contained the boast that there is no country in which so high a place is assigned to the natural and physical sciences, as a means of education, as in France. Whatever foundation there may be to the boast, the elementary science text-books on scientific subjects, published in France, have a flavour of the natural method about them which is always a recommendation. We look upon this book as one that would cover the field of our physiology and hygiene in the younger classes, and at the same time be the medium of instruction in the structure and classification of the lower animals. The book is beautifully illustrated.

YOUNG PEOPLE'S PHYSIOLOGY, by the American Book Company, Chicago. This is a new edition of the Pathfinder Series No. 2, which is so familiar to the pupils of our schools. We expect to see further changes in the book, so as to bring it more immediately under the caption of a text-book on Physiology. The book wears the familiar look about it and still professes to be a medium for the teaching of physiology and hygiene *with special reference to narcotics*. The prominence given to the use or abuse of alcohol, opium and tobacco, which has been held as an objection to the book as a text-book on physiology, has in no way been subdued.

FIRST LATIN BOOK, for the use of High Schools, by J. Henderson, M.A., Principal of St. Catharines Collegiate Institute, and Professor J. Fletcher, M.A., Queen's University, Kingston, and published by the Messrs. Copp, Clark Company, Toronto. This book has been authorized by the Department of Education for Ontario; but we doubt very much whether the imprint will make it much of a text-book. Had no other Latin grammar ever been published, the compilers might have had some credit for originality. But following too much the devices of their own pedagogic hearts, which they have warrant for only in following out the old rut, they have failed to give anything to the teacher that may render his task of preparing boys in this subject easier and the pupil's pathway more lucid. Of the writing of Latin grammars there is no end, and it is a pity that Prof. Fletcher should have jeopardised his reputation by the issue of a text-book which can have nothing in it but the making of the ten per cent. profit which the publishers give.

THE BIBLE AND ENGLISH PROSE STYLE, Selections and Comments, edited with an introduction by Professor Albert S. Cook, of Yale University, published by the Messrs. D. C. Heath & Co., Boston, U.S.A. An excellent little book showing the development of the English language, and one which the young student will duly appreciate. The selections are gems, which show how matured the mind of the compiler is, and how well fitted he is to prepare such a volume for the study of English, pure and undefiled.

HINTS FOR LANGUAGE LESSONS, a Handbook for Teachers, by John A. McClabe, M.A., LL.D., of the Normal School, Ottawa, and published by the Messrs. Ginn & Co., Boston, U.S. These hints are scintillations from the maturing experience of a thorough teacher, and as such will be of the greatest service to the young teacher. The suggestions are excellent.

ENGLISH WORDS, and Elementary Study of Derivations, by Professor Charles F. Johnson, of Trinity College, Hartford, and published by the Messrs. Harper & Brothers, Franklin Square, New York. The neglect of derivation in our schools is one of the complaints against them which is at present fairly well founded. The above book, in our opinion, comes to us at a very opportune season, and we trust that our teachers—the principals of our academics, at least—will provide themselves with a copy of it. Through its influence, we feel assured that the reproach will be removed. The object of the work is to call attention to the literary values of words, and their history, and by interesting hints to arouse the sympathy of all in the development of the English language.

ELEMENTS OF PHYSICS, by C. E. Fessenden, Principal of the Collegiate Institute, Peterboro, Ontario, and published by the Messrs. MacMillan & Co., London, England. We have certainly seen few books that have such an air of simplicity about them, as this little volume has. Its very look is a recommendation, and when we examine more carefully its pages and chapters, we feel convinced that it is sure to be a favourite as a text-book of elementary science.

THE BEGINNER'S GREEK BOOK, by Professor J. W. White, Ph.D., of Harvard University, and published by the Messrs. Ginn & Company, Boston. This is a very complete text-book, and one that is fittingly dedicated to the distinguished Greek scholar, Professor William Goodwin. There is an originality in the arrangement which we believe will lead to its introduction into the collegiate schools of the continent. Its scope is extensive, and a pupil who has undertaken the course within its compass, will have no trouble in coping with any Greek text that may be placed in his hands, either in school or college.

ELEMENTARY CLASSICS, published by Messrs. MacMillan & Co., of London. We have received four additions to this excellent series of elementary classics. They are *Euripides, Medea*; *Cæsar's Invasion of Britain*; *Livy, Book V.*; and *Livy, selections from Books V. and VI.* These works are all edited by ripe scholars, men capable of presenting the classics in an inviting manner to young minds. Besides having a conveniently arranged vocabulary, they are provided with copious and lucid notes. As to the typographical appearance of the books they cannot be too highly recommended.

The following books have been received and will be reviewed at our first opportunity:—**IRVING'S SKETCH BOOK**, **SELECTIONS FROM WOODWORTH, LES FRÈRES COLOMBE AND LA FÉE**, published by Messrs.

W. J. Gage & Company, of Toronto; ALGEBRA FOR BEGINNERS, HISTORY READERS, STANDARD V., PROGRESSIVE MATHEMATICAL EXERCISES, SECOND SERIES, TENNYSON'S THE PRINCESS, published by Messrs. MacMillan & Company, of London, Eng.; THE COMPLETE MUSIC READER, MEIKLEJOHN'S ENGLISH GRAMMAR, published by Messrs. D. C. Heath & Company, of Boston; KERR'S BOOK-KEEPING, published by J. & A. MacMillan, St. John, N.B.; and OUTLINES OF PSYCHOLOGY, LOGIC AND THE HISTORY OF EDUCATION, by J. B. Hall, Ph.D., Provincial Normal School, Truro, N.S.

Official Department.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, under date 6th August, 1892, to appoint a school commissioner for the municipality of Rivière au Canard, county Gaspé, and five school commissioners for the new municipality of St. Mathieu, (de Caxton), county St. Maurice.

18th August.—To appoint a school commissioner for the municipality of Ste Agnes of Ditchfield, county Beauce.

20th August.—To appoint a school commissioner for the municipality of Chicoutimi parish, same county; one for Ste. Françoise, county Temiscouata; and a school trustee for Grenville No. 2, county Argenteuil.

26th August.—To appoint two school commissioners for the municipality of Pointe aux Esquimaux, county Saguenay; five for St. Michel No. 7, county Yamaska; and five for Causapscaal, county Matane.

To appoint the Abbé Arsène Dubuc, member of the Board of Roman Catholic School Commissioners for Montreal *vice* the late Chanoine L. D. A. Maréchal, vicar general of the diocese of Montreal.

His Honor the Lieutenant-Governor in council has been pleased under date 26th of August instant (1892), to detach from the municipality of Chester North, in the county of Arthabaska, lots Nos. 159, 161 and 162, of the cadastre of the parish of Saint Norbert, and to annex them to this parish for school purposes, from and after the first of July next (1893).

2nd Sept.—To appoint a school commissioner for the municipality of St. Damien de Buckland, county Bellechasse.

8th Sept.—To appoint Messrs. George Patterson and Wm. Stanley, school commissioners for Gaspé Bay South, county Gaspé.

9th Sept.—To appoint a school trustee for the municipality of Grenville No. 1, county Argenteuil.

His Honor the Lieutenant-Governor in council has been pleased to

appoint John W. McQuat, B. A., of Lachute, in the county of Argenteuil, inspector of Protestant schools for the district comprising the counties of Hochelaga, Argenteuil, Soulanges, Vaudreuil, Joliette, Montcalm, L'Assomption, Chambly, Jacques Cartier, Deux Montagnes and Terrebonne.

14th Sept.—To appoint a school commissioner for the municipality of Sainte Adèle, county Terrebonne.

17th Sept.—To appoint a school commissioner for the municipality of Douglastown, county Gaspé.

22nd Sept.—To appoint a school commissioner for the municipality of Ste. Anastasie de Nelson, county Megantic, also one for the municipality of St. Lazare, co. Vaudreuil.

27th Sept.—His Honor the Lieutenant-Governor in council has been pleased to order, whereas the dissentient school trustees of the municipality of Bolton West, in the county of Brome, have allowed one year to pass without having a school in their municipality, or jointly with other trustees in a neighboring municipality, and have not put the education law in force, and have taken no measures to establish schools according to law; that the corporation of the said dissentient school trustees for the said municipality of Bolton West, in the said county of Brome, be declared dissolved within the delay determined by law.

30th Sept.—To appoint Mr. Sam. Barton, school commissioner for the municipality of South Lowe, county Ottawa, *vice* Mr. Wm. Brookes, whose term of office has expired.

His Honor the Lieutenant-Governor, has been pleased, by order in council, dated the 23rd day of September last (1892), to change the name of the school municipality of Settrington, county of Charlevoix, erected by proclamation of the 18th of July, 1845, to that of "Saint Hilarion."

DIRECTORY OF SUPERIOR SCHOOLS, 1892-93.

Aylmer.—Mr. John J. Procter; Miss Lizzie Austin; Miss M. McLean.

Bedford.—Mr. J. A. Macmaster; Miss A. E. Macmaster; Miss Alma Snyder.

Beebe Plain.—Mr. Wm. A. Ryan; Miss Bullock.

Bethier.—Mr. Max Liebich; Mr. P. M. Newton; Mr. Wm. Gunn; Mr. C. E. Dutton.

Bolton Centre.—Miss Bertha C. Hall; Miss Cora Mooney.

Bryson.—Miss A. G. Wadleigh; Miss C. Dey.

Bury.—Miss Emma J. Paintin; Mrs. Cook.

Clarenceville.—Mr. Wm. D. Armitage; Miss Mary Bush; Miss Mina Green.

Cooticook.—Mr. G. L. Masten; Miss A. A. Wadleigh; Miss N. P. Bliss; Miss L. J. VanVliet; Miss S. A. Mason.

Como.—Miss Minnie L. Armitage.

Compton (Ladies' College).—Miss A. B. Cochrane; Miss F. M. D. Young; Mrs. A. M. Brouse; Miss L. H. Murphy.

Cookshire.—Mr. J. H. Keller; Miss Effie Hill; Miss Maud Ayerst; Miss Alice Taylor.

Cote St. Antoine.—Mr. J. A. Nicholson, B.A.; Mr. J. Ringland; Miss P. Steacy; Miss A. Smith; Miss A. Y. Ramsay; Miss C. D. Kerr; Miss Moore; Miss Walker.

- Cowansville*.—Mr. Edmund S. Rivard, B.A.; Miss Florence Moss; Miss L. Ruiter.
- Danville*.—Mr. W. T. Briggs, B.A.; Miss Ellison Mackay; Miss K. Trenholme; Miss Alice Mahaffy.
- Dunham*.—Miss Bella Grant; Miss Alice Selby.
- Farnham*.—Miss Katie G. Cole; Miss Emma Rix.
- Fort Coulonge*.—Miss Annie Thomson.
- Frelighsburg*.—Mr. A. J. Bedee; Mrs. Bedee.
- Gould*.—Miss Persis J. Lothrop; Miss Annie E. McDonald.
- Granby*.—Mr. H. W. Townsend, B.A.; Mr. James T. McKrae; Mrs. Kempton; Miss Mary Gill.
- Hatley*.—Mr. F. J. d'A. Bacon; Miss C. A. Bacon.
- Hemmingford*.—Mr. D. M. Gilmour; Miss Ella Spearman.
- Hull*.—Mr. A. D. McQuarrie; Miss C. Bulman; Miss L. Woods; Miss M. Clauson.
- Huntingdon*.—Mr. C. S. Holiday, B.A.; Miss Catherine Nolan; Miss C. Wills; Miss Janet McLean; Miss Bella Ewart; Miss Anna Dickson.
- Iuverness*.—Mr. Levi Moore, B.A.; Mr. J. A. Butler; Miss Gertie Brouard.
- Knocuton*.—Mr. A. L. Gilman; Miss Helen G. Wood; Miss Mary E. Taylor; Rev. W. P. Chambers.
- Lachine*.—Mr. A. B. Wardrop; Miss M. Millan.
- Lachute*.—Mr. N. T. Truell; Miss Doig; Miss Helen Paton; Miss McGibbon; Miss Maggie Barron.
- Lacolle*.—Miss M. Robina Graham; Miss Ida Featherston.
- Leeds*.—Mr. David McHarg; Mrs. Robison.
- Lennoxville*.—Miss Marion Overing; Miss Florence Bown; Miss Henrietta Balfour; Miss J. McFadden.
- Magog*.—Mr. O. M. Derby; Mrs. M. A. Young.
- Mansonville*.—Mr. Horner M. Jaquays, B.A.; Miss Hayes.
- Marbleton*.—Miss Maria A. Phillips; Miss Rena Mitchell.
- Mystic*.—Mr. N. P. Steinehour; Miss Nellie G. Sully.
- New Richmond*.—Miss A. A. Stenning; Miss D. Harvey.
- Ormstown*.—Miss Ruth E. Libby; Miss Agnes Blackett; Miss Wilhelmin Carruthers.
- Paspébiac*.—Miss M. R. Caulfield.
- Portage du Fort*.—Miss Luttrell; Miss M. J. Carey.
- Quebec (Girls)*.—Miss E. Macdonald; Miss J. A. Ferguson; Miss M. Wilkinson; Miss K. Ahern; Miss E. J. Smith; Miss C. E. Rondeau.
- Rawdon*.—Mr. Chas. W. Ford.
- Richmond*.—Miss E. Mina Smith; Miss Annie Smith; Miss Jessie Haggart.
- Shawville*.—Miss Cora F. Dunkerley; Miss Grace McKecknie; Miss Mary Whelan.
- Sherbrooke (Boys)*.—Mr. Arch. McArthur, B.A.; Miss M. J. Mitchell; Mrs. R. G. Berry; Miss A. W. Hawley; Miss E. Low; Miss B. A. Lothrop.
- Sherbrooke (Girls)*.—Miss Blanche L. Smith; Miss Henrietta Sherriffs.
- Sorel*.—Miss May G. Johnson; Mrs. Procter.
- Stanbridge East*.—Mr. Geo. D. Fuller; Miss Jessie Corey.
- Scotstown*.—Miss L. A. McCaskill; Miss M. A. Dennis.
- St. Andrews*.—Mr. A. E. Rivard; Miss Mary Burwash.
- Stanstead College*.—Mr. A. W. Bannister, M.A.
- St. Francis College*.—Rev. C. A. Tanner; Mr. R. Ellenwood, B.A.; Mr. G. F. Rogers, B.A.; Mr. R. N. Webber, C.M., M.D.; Rev. H. Craig, B.A.; Mr. Howard Lyster; Mr. M. Hamilton; Miss Jean F. Cairnie; Miss K. Goodfellow; Mdlle. M. O. Vaudry.
- St. Johns*.—Mr. Arthur B. Wood, B.A.; Miss M. A. VanVliet; Miss Carrie Nicolls.
- St. Lambert*.—Mr. James Mackay; Miss Mary Grant; Miss Christina Cameron.
- St. Sylvestre*.—Miss Charlotte Woodside.
- Sutton*.—Mr. J. W. Alexander, B.A.; Miss Mabel Wallbridge; Miss Maud Flannery.
- Three Rivers*.—Mr. Ed. M. Campbell; Miss Agnes M. Hunter; Miss M. McCutcheon.
- Uxverton*.—Miss Shepherd.
- Waterloo*.—Mr. Jas. Mabon, B.A.; Miss Jennie Parmelee; Miss Jennefried Solomon; Miss Agnes Symington; Miss Addé Wells; Mrs. H. L. Libby.
- Waterville*.—Miss Elizabeth Hepburn; Miss Edith E. Miller; Miss Margaret McIntosh.
- Windsor Mills*.—Miss T. Jane Reid; Miss Eliza Armstrong.