

THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

VOL. XII. No. 4.

ST. JOHN, N. B., SEPTEMBER, 1898.

WHOLE NUMBER, 136.

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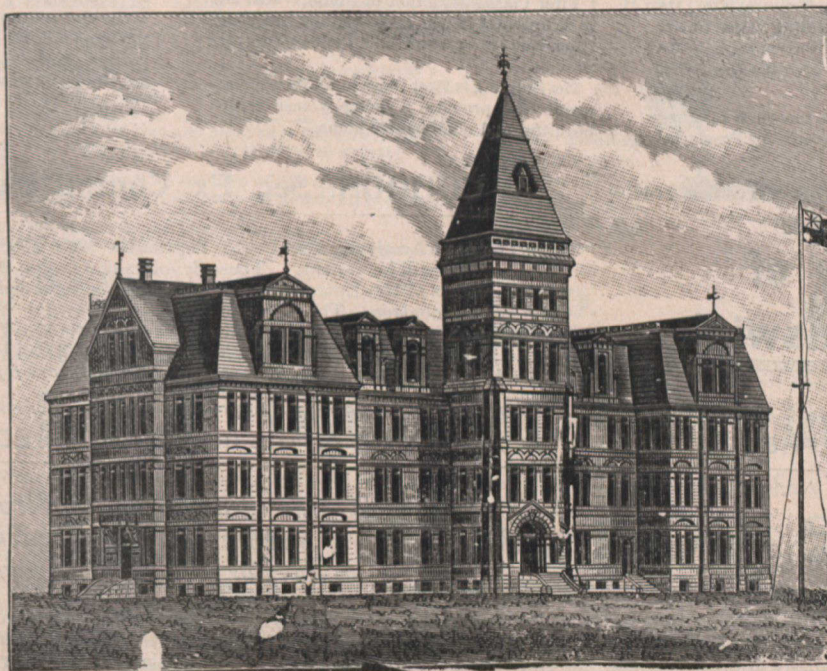
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Among the subjects to come before the Convention are: "The Study of Plants," lesson by G. U. Hay, Ph.B., of St. John, N. B.; "The Human Soul in Education," paper by J. A. Ready, B.A.; "Natural Science in Its Relation to the Education of To-day and the Future," paper by W. A. Hickman, Esq., Pictou, N. S.; "Kindergarten Work," paper and lesson by Miss Sayre, of Charlottetown; "Some Aspects of Modern Education," address by G. U. Hay, Ph.B.; "Teaching from a Physiological Standpoint," paper by Dr. Ross, of Alberton.

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The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

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NEW ADVERTISEMENTS—

P. E. Island Teachers, Attention! (p. 49)—Publishers' Syndicate (p. 70)—A. & W. MacKinlay (p. 50)—T. C. Allen (p. 50)—Morrin College (p. 68)—Webster's International Dictionary (p. 68)—The Currie Business University (p. 68).

ANSWERS to questions received too late for this number will appear in October.

THE Yarmouth *Telegram* reports that out of a class of thirty-one entering the academy of that city only one wished to take up the study of Latin.

THE P. E. I. Educational Association will meet at Charlottetown during the first week of October, and there promises to be a large attendance. The programme will be found elsewhere.

THE value of the REVIEW as an advertising medium may be clearly seen by an inspection of its columns. Our wide-awake teachers will scan this month's advertisements with more than usual interest.

ALL our schools, both public and private, and nearly all our colleges have begun the work of another year. The REVIEW hopes to be a greater help to its fellow-workers this year than ever before, and wishes them abundant success in all their plans for their own improvement and for the improvement of their schools

THE August and September numbers of the *New Brunswick Magazine* are excellent in matter and appearance, and it continues to make good the expectations that were formed of it on the first number.

THE Fall Exhibitions at St. John and Halifax this month will give many teachers and schools an opportunity, at a low rate, to visit these cities and learn something of the resources and products of the provinces by the sea, with the additional charm of a journey when the scenery is at its best.

THE recent session of the Albert County, N. B., Teachers' Institute was an ideal one in many respects. Its practical character and the stimulus it gave to teachers in beginning their work for the year made it a model for local institutes. A full report of the proceedings will appear in the October REVIEW.

NUMBER three of the EDUCATIONAL REVIEW Series of Supplementary Readers Canadian History will appear early in October. Those who have not convinced themselves of the value of these leaflets as aids to teaching history should do so at once by sending for Nos. I, II and III, of nearly 100 pages of reading matter on some of the most interesting portions of our history.

ON another page will be found a brief synopsis of the proceedings of the Dominion Educational Association. A volume containing a full report of the proceedings will be published later, together with the papers read and the main points of the discussions thereon. This will form a valuable document of what was the most notable convention of Canadian teachers yet held. The excellence of the papers read, the business-like methods which characterized all its proceedings, the hearty welcome that was extended by the citizens of Halifax to the visitors, will always remain as pleasant recollections of the third meeting of the Dominion Association.

THE September number of the *Canadian Magazine* is at hand. The contents offer even more variety than usual, and there are several excellent stories, in addition to the solid articles. These embrace the following: The St. Lawrence Route and the Manitoba Grain Trade, by Edward Farrer; Canada's International Status, by Sir Charles Hibbert Tupper; The Members of the First Dominion Parliament (with portraits and autographs), by Sir John G. Bourinot; A Review of R. G. Haliburton's Scientific Discoveries, by Norman Patterson; Great Britain and Russia, by Chas. Frederick Hamilton. The whole number is beautifully illustrated and printed.

THE Copp, Clark Company, Toronto, have in press, and will publish in October or November, a book on "Love," written by the Hon. J. W. Longley, attorney general of Nova Scotia. It will deal with the spurious character of much that passes as love between men and women, of the causes of unhappy marriages, and will unfold the character of true love which not only ensures happiness between the individuals, but is in itself an act of religion. Love will also be dealt with as the supreme factor in securing the highest social equality and the most perfect system of human government. The book will no doubt be widely read, as the writer is not only a man of affairs, but is noted for his literary taste and his philosophic treatment of social and educational questions.

DR. J. R. INCH, Chief Superintendent of Education for New Brunswick, calls our attention to a statement in the August REVIEW, founded on some remarks made at the Provincial Educational Institute at St. John, in which he is represented as saying that "the use of copy books was not obligatory, nor was the teacher prevented from teaching any system, vertical or otherwise." Dr. Inch states—and we are glad to give his views the same prominence as the statement made in the August REVIEW—that in regard to the use of copy books not being obligatory, he intended to state that blank books might be used by pupils in copying the head lines from the prescribed copy books. Further, that in regard to permission being given to teachers to teach any system, vertical or otherwise, he had no authority to make such a statement, and that he does not think that he did so.

Supt. Stetson's Speech.

Some capital has been made regarding the remarks alleged to have been made by Supt. Stetson, of Maine, at the Dominion Association. It has been asserted that he stated that the pupils in the public schools of to-day could neither read, write, nor cipher acceptably. Supt. Stetson was generally understood to say that great stress should be placed upon the three R's, advocating extreme thoroughness in the teaching of these subjects, as it was most important that they, above all others, should be well known.

If the Maine curriculum be explained, it will be found quite as comprehensive as those of the most progressive localities. In that state it is true there are many drawbacks not met with in others, more particularly in the rural districts. About ninety per cent of the teachers are as yet untrained. The time during which the schools are operated is not more than two-

thirds as long as in Canada. There is little expert supervision in the towns, and practically none at all in the country districts. The old style of putting the boarding of the teacher up at auction still obtains in some places. Supt. Stetson is manfully and energetically striving to remedy some of these defects, and is rapidly gaining a reputation as a most progressive educationist. It may be reassuring to some critics in these provinces to be told that about two-thirds of the time in the public schools is still devoted to imparting instruction in the three R's, and that while there are many pupils who leave the schools each year with far from satisfactory attainments in these branches, yet on the average the knowledge of them is better than it has ever been before. When the attainments of all the pupils in any school become the same, then a similar satisfactory state may be expected of a group. Perfection will never be reached in any school, and there will always be horrible examples and approximations to them. The unthinking will continue at present, as at all times, to judge the schools from them. Those who are willing to pay for the best talent usually obtain it, while those who continue to expect skilled service at the price of unskilled remain unsatisfied.

Minister vs. Superintendent.

It is reported that the Province of British Columbia is about to create the port-folio of Minister of Education. In all Canada to-day there is but one province having a Minister of Education, namely, Ontario, and that province has been fortunate, not only in the man, but in his long term of office. Dr. Ross possesses singular qualifications for the office he fills, and it is probable that had he aspired to it, he would have, under any circumstances, filled the highest place in the educational field in his province, but it is not by any means probable that future superintendents will bring the same qualities to bear upon the work of this department. Thus it is that even in Ontario there is a large and influential enrolment opposed to subjecting education to the fluctuations of party government.

Permanence from the primary school to the chief superintendency is the watchword of progressive education, and this has been, and is still, recognized in the old world and the new. Education is hedged off from politics by councils of instruction and boards of education, which contain in all cases a permanent element, and in some cases are composed entirely of a body of men and women apart from the direct representatives of the people, even though the cost for education is one of the largest items of expenditure.

In the most civilized countries of Europe permanence in teachers and school officers is more recognized than in the newer countries of America, but it is a lesson that we are learning somewhat slowly, but none the less surely; and even in the United States a strong and successful movement has begun to divorce education from politics, and until this is done entirely teaching will never reach the dignity of a profession. Short tenure of office in one locality, and the regarding of the work of teaching as a stepping-stone to something else, is the bane of educational work in Canada; and if this be true of teachers, how much more so would it hold regarding those who sit at the helm. A steady, consistent and progressive administration is necessary in educational affairs above all others.

TALKS WITH TEACHERS.

(Continued from August REVIEW.)

In no sense are they (Teachers' Associations) supposed to be to be unions for the purpose of coercing the ratepayers into paying higher salaries, but by this agency it is hoped that a more just appreciation of the work of the teacher will be had, and to this end all the trustees and parents should be invited and induced to belong.

Meetings should be held at intervals of a month in different parts of the parish, and in addition to the subject of child study, such topics as regularity of attendance, interest of parents, importance of forming habits and character, and the co-operation of parents to that end should be discussed. Professional etiquette and courtesy should also be a feature of the discussions; and this, if properly undertaken, will do more to raise salaries than any other means.

Public meetings should be held at intervals in different parts of each parish, and the same means taken to keep alive an active interest in education, that at the present time is being taken to awaken interest in Sunday schools, temperance, agriculture, etc. "In union there is strength." If the country teachers unite they will begin to appreciate their power and not until then. One of the greatest drawbacks of the teachers, compared with other professions, is that they have no union among them. Doctors and lawyers, by strict organization, can influence legislation in any reasonable direction. Why should not the teachers do likewise? They can if they go about it in the proper way, and they will be only on the right road when they begin to induce the politicians to take notice of them. If the teachers in any province are united and enjoy the confidence, as they must, of their employers they can influence legislation in every legitimate way. And there are many desirable ends to be accomplished—

superannuation, minimum salaries, compulsory education, and others might be mentioned.

The towns have not set the example of union, so let the country districts begin the work. It is somewhat remarkable that a city of the size of St. John has no Teachers' Association—no reading room, no library, and no organization whatever, notwithstanding some very strenuous efforts in that direction. We thus hear, without any united protest from the teachers, of deduction of pay for days lost by sickness, and other restrictive measures. A gentleman remarked some time ago that "if the teachers of St. John were thoroughly united they could largely influence civic politics." And so they could with the influences at their command.

What is true of St. John is, in so far as I know true of Fredericton, Moncton, St. Stephen, Woodstock and other towns of the province.

I noticed in the hands of a pupil in the State of Maine some time ago a small card having on one side in large print:

"Stand and sit erect.
Move promptly and quietly.
Speak distinctly and gently.
Study more than text-books.
Master what you study.
Be courteous and thoughtful.
Be diligent and trustworthy.
Make the most of the best in you."

On the reverse side, in smaller print, the following:

..... Me., 189:...

Will you read or repeat what is on the reverse side of this card once each day? Will you make an earnest effort to do the things there mentioned better than you did them last term? I am sure that you will be greatly benefitted if you try to improve in these several ways. I am equally certain that you will always remember with pleasure every effort you make to do more and live better than you did yesterday. These requests and suggestions are made by your Superintendent.

.....
And your teacher.

All good teachers look upon the formation of habits as the most essential part of their work but many fail to impress them systematically. This little card brings directly to the attention of the pupils in a simple form many of the most important habits necessary to his own conduct as well as to the government of the school. With a little care and without additional work to the teacher it insures system and affords a text for constant reference to position, carriage, study, thoroughness, courtesy, thoughtfulness, diligence and trustworthiness. The last admonition will not be understood by pupils without enlargement on the part of the teacher.

In N. B. many teachers in attempting to adopt the course of instruction to the prescribed arithmetic in the first three grades find a difficulty in the enlargement of the work made necessary. The same result will be attained in a more satisfactory form if the old course be followed and in most cases teachers are doing this, viz.: Grade I., the four rules up to ten; Grade II., the same up to one hundred; Grade III., the same up to one thousand. The text can be used just as well with this object in view as by following to the letter the pages to correspond to the wording of the course.

I am informed on very good authority that it has been resolved in N. B. to abolish the Easter Monday and Tuesday holidays heretofore granted in some of the towns and cities. Also that hereafter the length of the summer vacation for Grammar and Superior schools will be fixed at six or eight weeks as the Annual Meeting decides.

As was previously announced, Labor Day will no longer be observed as a school holiday. No doubt official announcements will soon be made of these changes and perhaps others.

Teachers should not be too active in striving to promote an extension of holidays. It must be borne in mind that there is another side to the question—that of the mother of a large family who does not go to the country and who prays for the opening of school.

It is now apparent that Saturday is a poor selection for school meeting day especially in districts adjacent to cities and towns. Many ratepayers whom it would be desirable to have present in the interests of the schools, tend market or other business in town that can not be attended to on any other day. Monday would be a better day, or permission could be granted to hold evening meetings.

THE HAWAIIAN ISLANDS, eight in number, over which the United States has recently established a protectorate, are situated in the northern central Pacific about 2,066 miles from California and 4,838 miles from China. Of these Hawaii is the largest, being about twice as large as all the others together. The capital is Honolulu, situated on Oahu, which is next to Hawaii in size. The total area of the islands is 6,640 square miles. Their population in 1896 was 109,020, including natives, Japanese, Chinese, Portuguese, Polynesians, Norwegians, French, Germans, British and Americans.

The islands produce sugar, molasses, coffee, fruits, nuts, hides and rice. The greater part of the field labor is done by native Hawaiians. The islands were discovered by the Spaniards in 1542, visited by Captain Cook in 1778, and first by American missionaries in 1820.

[For the REVIEW.]

Moral Training in Schools.

BY J. E. WELLS, M.A., LL.D., TORONTO.

There are, no doubt, many among the readers of THE EDUCATIONAL REVIEW who can well remember when universal education, as we now have it, was a dream. They can recall the time when the idea was first being promulgated, and with what sturdy resistance it was met. Many old bachelors, childless husbands and wives, citizens whose children were grown up, others whose property was larger than the average, etc., could see nothing but injustice and oppression in a law which would cause them to be taxed afresh in order to provide schooling for other people's children. But there were, on the other hand, many public-spirited citizens, as well as many philanthropists and enthusiasts, who had great faith in the power of general education to effect a great uplifting of the masses, saving the next generation from the vice and crime which were so baneful a source of the degradation of the ignorant many. Their views, as we all know, at length prevailed. To-day, not only has every child in almost all parts of Canada and the United States free access to a public school of a more or less efficient kind, but in most cases parents and others responsible for children's up-bringing are subject to the pains and penalties of violated law, if they fail, without very forcible reasons, to give those children a certain minimum of education.

To what extent has this universal public-school education met the expectations of those who were so earnest in securing the adoption of free-schools? That a vast amount of good has resulted, and is resulting in various directions—an amount sufficient to repay ten-fold all work and expense connected with it—few will now care to dispute. Intelligence, brain power, rudimentary knowledge and culture, have been widely diffused over the land; the general level of the masses has been raised; the doors to self-support, usefulness, and even fortune, have been in tens of thousands of cases thrown open. As a result the men and women of the day are, whatever their still existing defects, on the average far better equipped, so far as means of acquiring the comforts and the higher enjoyments of life is concerned, than were their forefathers of two or three generations ago.

But how about the great moral elevation which was so confidently looked for by the early promoters of the movement for universal education? Not many years since a very distinct feeling of disappointment, with the results shown in this respect, was felt and voiced by many. It was freely admitted that the expected general moral elevation had not been wrought through the

schools. Many were, and still are, almost ready to complain that the moral effect has been the direct opposite. They will admit, perhaps, that the coarser kinds of vice may not prevail to the same extent among those whose intelligence has been raised and tastes refined, to some extent, by some years of study in the public schools. In the cases of some of the more fortunate, years of contact with teachers of really high intellectual and moral type has left deep and lasting impressions for good upon the forming character. But even these results are, it is argued, rather incidental than otherwise; while, on the other hand, the natural and legitimate effect of the increased keenness of perception and the strengthened intellect, not bringing necessarily any accompanying increase of moral thoughtfulness or any development of conscience, is increased power for evil as for good, as other causes may determine. In a word, it is maintained—and what thoughtful observer can gainsay it?—that the training, pure and simple, given in the ordinary routine of the public school, is just as available in making one cleverer as a forger or a burglar, as in any honest commercial or professional pursuit.

Why, one might ask in all seriousness, should it be expected to be otherwise? What is there in the nature of the regular school regime to bring about a different result? Taking our schools, in many respects excellent, in Ontario, the school hours, and, in too many cases, long instalments of the morning and evening hours of the pupils are filled, not to say over-filled with the study of principles, or oftener rules and exercises, pertaining to such studies as arithmetic, grammar, geography, literature, etc., with perhaps an admixture of one or two of the elementary sciences, such as chemistry, biology or hygiene. However effective or otherwise this may be in accomplishing, which most intelligent teachers and parents will admit to be its real purpose, the development of mind power—combined, if you please, with the acquisition of a certain amount of useful information—on what reasonable ground can it be expected to increase greatly the habit of moral thoughtfulness, or the love of the right and the good? The writer wishes to avoid all extreme statements and positions. He cheerfully recognizes that there is much in the discipline of a well-regulated school which is adapted to effect a happy improvement in what may be called the moral habits of the pupils. We may instance such matters as the formation of habits of promptness, punctuality, orderliness, the acquiring of powers of attention, concentration, perseverance, and so forth. We may also make hearty recognition of the powerful effect upon many children of the unconscious influence and example

of a high-minded man or woman as teacher, though this can be by no means assured, and in fact cannot fairly be expected in these days when the poverty or parsimoniousness of ratepayers, on the one hand, and the ruinous competition of thousands of certificated boy and girl teachers not yet out of their teens, on the other, is keeping the remuneration in what ought to be regarded as one of the very highest of professions, at an absurdly petty level.

But, premising all necessary caveats, to guard against misapprehension, we come to the point which we wish specially to emphasize. Should we ask even a tyro among present-day teachers, fresh from the normal school, what he regards as the first and highest end to be kept in view by the true teacher, in all the teaching and discipline of school life, he or she will, without hesitation, reply, "The formation of character." Of how many an essay or address at the teachers' institute, local, provincial, or national, is "Character-forming," under that or some other name, the theme? Now, is it not a strange anomaly that, notwithstanding this universally admitted principle and pedagogical truism, there is not, in the ordinary public school curriculum, so far as we are acquainted with it, even a five minute niche anywhere in the week's programme, set apart for study of or instruction in questions of right or wrong in motive and conduct. But a few months ago a clever and earnest teacher in one of the higher departments of a public school of excellent standing in the city of Toronto, was asked whether he would not find it of great advantage in the character training of the boys and girls in his classes were he at liberty to take a lesson space, once in a while for an informal talk with them on some matter of morals to which he felt the need of directing their thoughts. The answer was decided and emphatic. The teacher said that he often felt that, from the point of view of that which was admitted to be the teacher's highest duty—the character-forming—he could accomplish very much more by such a use of an occasional twenty or thirty minutes, than by the best possible drill which he could give according to the prescribed routine. But, of course, as every teacher under such a system knows, such a thing is out of the question. The demands of code and routine are imperative. The grind and cram of the curriculum takes up every available moment. Even should some brave innovator venture to appropriate an occasional interval, not only would he be in danger of rebuke from the authorities, thus putting his reputation in jeopardy, but the fact that he was attempting an innovation would bring him under suspicion and criticism, even from some of his best students, absorbed in their eager pursuit for standing and prizes,

Is not this a strange inconsistency in a land where by almost universal consent the formation of good character is placed above everything else as the great end of all school training. Is not all good character—regarding it from the point of view of conduct—the product of conscientiousness, under the guidance of intelligence? Is not the natural, the legitimate, the *only* way in which character can be trained, through the moral nature, the conscience? Is not this faculty which we call “conscience” just as capable of systematic training and development as the perceiving or the reasoning, or the reflecting power, or any other faculty of the soul which the skilful teacher makes it his business to draw out—strengthen by a careful process of use and exercise? No observant parent or teacher can for a moment doubt the capacity of the moral faculty for systematic development. The intelligent mother must have been often surprised to see the sensitiveness with which the tender conscience of the infant responds to a skilful touch at a very early age. She who knows how to make the proper appeal to the child’s sense of right and wrong in the tender years can produce effects which cannot be wrought by those so-called disciplinarians, who rely upon the rod and other severe methods at a much later age. The motive of physical fear can be relied on only in the presence of the one who inflicts it, or when there is a certain probability of detection. The inward monitor, once it has been thoroughly awakened, is alike faithful to trust, whether witnesses are present or absent. We have all seen the mother who is always on the watch to place the basket of fruit or the plate of cake or confections out of the reach of “mischievous” fingers of the little one. We have also seen, more rarely it is to be feared, the other mother whose child’s innate sense of right and wrong has been carefully appealed to from earliest infancy, and who, consequently, can at a very tender age be trusted to refrain implicitly in the presence of such forbidden fruits, no matter how easily within reach, until the desired permission is given. But want of space forbids enlargement. The position is just this. Nature (God) has implanted the faculty of conscience to be the director of conduct. It needs, in order to do its work effectively, constant and skilful training in two directions, viz., to increase its sensitiveness and to get it to apply a true criterion to distinguish right from wrong. A wise philosophy recognizes indications which point to the imperative need, in order to accomplish the best ends in schools, of a regular place set apart in the curriculum for the training of the moral faculty, as the first and chief requisite of every school system.

How can this be done? The fear of over-stepping

the bounds of seasonable space compels the writer to state his view didactically and in as few words as possible.

The teacher of morals finds himself with a certain allotted time in the presence of his class, for this special purpose. The material of his lesson will vary widely, from the most elementary questions upward, as far as time and the stage of development of the pupils may permit. It should, if practicable, eventually include such subjects as sociology, political economy, in short the most abstruse questions regarding the duties of man to man. In one respect the method will be the same from first to last. It will be always inductive, never didactic or authoritative. To this end there should be, especially in the public school stages, no text-book. The competency of the teacher is here assumed, though in practice hand-books for *his* guidance would no doubt be found desirable and necessary. There must be, of course, orderly, progressive work, beginning with the most elementary topics. There may be questions and answers, and patient discussions, always carefully within the capacity of the class and adapted to interest it. The most practical and effective method would be, probably, to give each day a carefully chosen problem, or series of problems, to be thought over, talked about, reasoned out and answered, preferably in writing, as the next lesson. The discussion of the answers would work for the lesson. The beneficial effects of such a course, upon both the thinking and the actions of the children, are too obvious to need pointing out. Not the least would be the habit of thinking about the right and wrong of things, making that, as it really should be, the first question in every case of contemplated action.

But, since there is to be no authoritative decision, not even from the Bible, the need at once presents itself of some principle or law which must commend itself to the judgment,—or shall we say moral intuition,—of every one, and be accepted by all as an infallible axiom to which every moral question may be brought for testing. The writer can here only say in a word, as he has before said elsewhere, that in his opinion such an axiom may be found in what is called the Golden Rule, “Whatsoever ye would that others should do to you, do you even so to them.” He suggests this, not because he thinks it would be proper in a public school to quote it as scripturally authoritative, but only as an ethical principle which must, in its very nature, commend itself to the moral judgment of every parent and guardian in the land. Is it not one that even the agnostic or the infidel would not reject?

In working out this method one of the requisites of the teacher would be a set of graded moral problems.

The every day events of the school, the street, or the newspaper would supply many of the very best description for the purpose. Room can be taken for but a single example by way of illustration and suggestion.

A respectable church-going lady is passing down the street. Glancing in at the window of a small second-hand shop she sees a dusty bit of old china. The price marked is fifty cents. Her practiced eye at once perceives the article to be worth at current rates at least twenty times that sum. Entering the shop she asks to see it, finds her judgment correct, and after a few minutes emerges with the article in her hand, purchased at the price marked. She goes home to boast of her bargain to her friends. Was the transaction an honest one on her part? Think it over and give your own answer, with reasons.

The writer says nothing here of the vexed question of religious instruction in schools, because, although he has his own opinions upon the feasibility and desirability of such being attempted under existing circumstances, he does not think it should affect, *pro or con*, the method here proposed for consideration and discussion. The most sincerely religious pupil in the school would still need such a course of moral training as much as any other. Everyone knows how sadly defective is sometimes the conduct of people whom we believe to be truly religious, mainly through lack of such training as would enable them to have an intelligent perception of the obligations arising out of one's relations as a moral being to his neighbor or to the state.

Dominion Educational Association.

The movement in favor of a Dominion Educational Association began in Montreal in 1889. The first meeting was held in that city in 1892 from July 5th to 8th. Hon. Geo. W. Ross was president and the number of enrolled members was 448.

The next meeting was in Toronto in 1895. It was entirely subordinated to the Ontario Teachers' Association. The number enrolled was small.

The meeting for this year was held in Halifax under the presidency of Dr. A. H. MacKay, Superintendent of Education for Nova Scotia. The first circular asking for suggestions regarding topics and speakers was sent out on the 15th of January. It met with almost no response, yet at the opening in August forty papers and ten addresses were ready—a large proportion of them of superior excellence. There were 720 enrolled members and at some of the meetings an attendance of 1400. All this in so short a time and in a remote corner of the Dominion speaks well for the interest which our teachers take in their profession and it shows what might be accomplished in a more populous centre.

Governor Daly presided at the opening session in the Academy of Music and welcomed the members of the

Association in a very pleasing address. He was followed by Attorney-General Longley, Archbishop O'Brien, Mayor Stephen, President Forrest, Dr. Russell, M. P., and the Chairman of the Halifax School Board, Ald. Faulkner.

In responding on behalf of the Association, Dr. MacKay read a letter from the Hon. G. W. Ross asking for the appointment of a day to be set apart in all the schools of the Dominion for the special inculcation of patriotism. At a subsequent meeting, the 23rd of May was selected as Empire Day. Dr. MacKay was followed by the Hon. Dr. LaBruere, Superintendent of Public Instruction for Quebec, Superintendent Goggin, of the N. W. Territories, Dr. MacCabe, for Ontario, Chief Superintendents Inch of New Brunswick and McLeod of P. E. Island and Hon. W. W. Stetson of Maine.

Next day the reading and discussion of papers was carried on by the various sections of the Association simultaneously in the class-rooms of Dalhousie College.

A paper by the Hon. W. W. Stetson on the "The Emotions as a Factor in Education" attracted much attention, largely perhaps on account of the splendid elocutionary powers of the speaker. In attributing the ineffectiveness of our educational system to an overcrowded curriculum rather than to its true cause, defective professional training, he made a mistake very common among public speakers and writers on education. A more careful study of the reports of educational experts and of the German system of education would easily dispel this popular delusion. When we come to have a majority of well-trained and experienced teachers in our common and high schools, the complaint about a congested course of study and the three R's will be heard no more.

In the department of Inspection and Training the papers read by Inspectors Bridges and Carter were so good that we shall at an early date present them to our readers as fully as possible.

Principal Kirkland of the Toronto Normal School showed how to counteract the seven retrograde tendencies which hinder our educational progress.

Prin. Robertson, of St. Catherines, gave a clear and philosophical account of the development of the educational system of Ontario. He pointed out that the demands of the colleges did not allow the high schools to emphasize the really important studies of the curriculum—that English literature and history should be the central studies for English speaking people. He also referred to the evils of the examination system as at present conducted in Ontario.

The afternoon of Wednesday was devoted to a delightful excursion on Halifax Harbour in the steamers

Chebucto and Whitney. The members of the Association had the pleasure of forming the acquaintance of many leading citizens of Halifax. The City Council provided refreshments.

In the evening the Academy of Music was again crowded. Hon. Dr. LaBruere described the schools of Quebec, speaking in English and showing a complete mastery of the language.

Hon. Attorney-General Longley criticised the public school system of our age, saying that it was too practical in that its aim seemed to be to make the highest good consist in the achievement of wealth, the development of machinery, the advance of science and the securing of personal comfort. It is not sufficiently practical in that its supreme object seems to be the preparation of pupils to pass splendid examinations or to graduate them with the highest honors. Such an education is compatible with the acquisition of high ethical notions but mere morality is not sufficient, unless indeed this life ends all. A system of education which leaves man's vast spiritual possibilities undeveloped and unregarded is unworthy of a Christian country. The highest aim of the teacher should be to lead his pupils forth into the highest regions of spiritual life. Though this cannot be done by the teaching of dogma, yet surely with a properly developed teaching body religion in its full, broad, and beautiful sense may be taught in the public school. A nation that ignores poetry, sentiment or religion must sooner or later fall by the corroding influence of its own sordid aims. The true teacher will from the first and at all times take into account the fact that he is dealing with souls whose destiny stretches beyond this mortal life. Of such teachers there are but few, very few who seek with patient devotion to develop the great immortal qualities of those beings entrusted to their care.

The learned speaker charmed his vast audience with the clearness of his statements, his eloquence, and the noble ideals which he set before them. Yet he failed to give them even the most meagre suggestions as to how these ideals might be realized, and he seemed to ignore the fact that the larger proportion of our teachers by being themselves living examples of unselfish devotion to all that is purest, highest and best in religion and morals, are in the most effective way training their pupils for time and for eternity,—that every good lesson in science or mathematics is a lesson in the love of truth, genuineness and consistency.

Dr. Harper, of Quebec, followed with a paper on the importance of having a central educational bureau. In order to emphasize his subject, he gave a glowing description of the grandeur of our Canadian inheritance.

A central educational bureau would be a great co-ordinating force in our educational affairs, leading to "an assimilation of provincial educational necessities and pedagogic affinities that would eventually bring all the teachers in Canada, and through them the rising generation, to see the provisional shading away into the federal, into the national."

On Thursday forenoon and afternoon there were so many papers read that we have not space to give even the titles. Prof. Dyde would have poetry utilized in the training of children even from their earliest years. It is curious in this connection to note how much of the beginnings of literature take the poetic form.

Dr. Eliza Ritchie proved from the experience of the best American colleges that the best results in the education of women are obtained when they are educated with men and by men. Women need the invigorating influences that come from intercourse with minds supplementary to and of a calibre superior to their own.

Mr. G. U. Hay finds the open door or perhaps the path of least resistance to the child's interest, in the study of nature—that physical environment which largely makes him what he is, and in the world's various literatures, the highest products of the best minds of all ages—the pabulum best suited for his mental and moral development. With interest awakened along these two lines learning to read would become a pastime, and learning to write but the natural outcome of a desire to give expression to thought.

Mr. J. W. Logan, of the Halifax Academy, in a very able paper proved to the satisfaction of the classical men present that classical studies, better than any other subject, invigorate the intellect and make the student master of his faculties.

Means and Methods in the Common School, by Prof. Britain of Fredericton, will be found to be a most valuable paper to all our common school teachers particularly. He agrees with Prof. Dyde in condemning our school readers.

Prof. Hume's plea for pedagogics as a university subject should lead our larger colleges to provide as thorough a post graduate course for teachers as is now provided for doctors or lawyers. In no other way can we ever hope to see our high schools provided with an adequate supply of efficient teachers.

The evening meeting of Thursday was held in Orpheus Hall. Prof. MacCabe argued in favor of a uniformity of teachers' licenses throughout the Dominion, so that licenses issued by one province might be good in any other province. There does not seem to be any immediate prospect of the extension of this reciprocal good feeling among our educational authorities.

The vexed question of pensions was discussed by Mr. Parmelee of the education department of Quebec. The system tried in that province had been a failure because it promised too much and it did not treat all teachers alike.

Dr. Ethel Muir's treatment of Evolution and Education was very satisfactory. Nothing tends more to correct and enlarge our educational theories than a knowledge of the laws of evolution or in other words of the science of life.

Prof. Horrigan fully sustained his high reputation for eloquence and literary ability in his plea for English literature as a high school subject. Whether viewed from its directly practical side or as bestowing the highest possible culture, the love and discriminative appreciation of good reading easily takes rank as one of the most important results of public school work.

It is expected that the next meeting of the Association will be held in Ottawa in the year 1900.

Officers: *President*, Dr. MacCabe; *Vice-Presidents*, Dr. LaBruere, Hon. Dr. Ross, Dr. A. H. MacKay, Dr. Inch, D. J. McLeod, Hon. J. D. Cameron, S. Pope, D. J. Goggin; *Directors*, Principal Kirkland, Rev. Dr. Adams, Principal Calkin, Inspector Carter, Secretary Seaman, Prof. Ahern, D. McIntyre, D. Robbins; *Secretary*, J. T. Bowman; *Treasurer*, Supervisor McKay.

At the meeting on Thursday evening the following telegram was received from Sir Wm. Dawson: Age and infirmity prevent attendance. May God bless convention.

The School Exhibit was large and varied. From the Normal School at Truro there were excellent drawings from still life, science illustrations, mechanical drawings, Kindergarten and other advanced school work. There was a very fine display of common school work from Summer Street, St. Mary's and St. Patrick's Girls' schools. But perhaps the most valuable exhibit was that from New Glasgow High School. A very large number, if not all of the experiments in Gage's Physics were shown by apparatus constructed wholly by the pupils of the school. This exhibit showed possibilities in this line which must have been most stimulating to other high schools and academies, and which reflect the highest credit upon Principal Soloan as one of the few to whom science is something more than a cram from the book.

The papers and addresses delivered at the Association will be published in full in the Report. Those not members of the Association and desiring to have copies of the Report, would do well to send in their orders at once as the edition to be printed is small.

Do not gossip, especially about other teachers.

King's County, N. B., Teachers' Institute.

The King's County Teachers' Institute met at Sussex on Thursday and Friday, Sept. 1st and 2nd, and there was an attendance of 65 teachers. Inspector Steeves was present and delivered an excellent address at the opening, in which he urged the teachers to improve themselves in all possible ways.

Papers were read by H. V. Alward on Geography; Miss Laura Horsman on How to See, Talk and Write; Miss Laura Ingraham on History in the Lower Grades; by Miss Helen S. Raymond on Primary Reading; by T. Allen on Blunders in Teaching, and by Principal W. A. Alward on Grammar and Latin.

These papers were of a practical character and called forth considerable discussion. Inspector Steeves gave an interesting address on the Teaching of Canadian History in which he emphasized the importance of the collection and compilation of materials for local history.

During the afternoon of Thursday, Hon. A. S. White procured teams and took the members of the Institute on a field excursion to the Bluffs, under the direction of Prof. Andrews of Mount Allison University.

At the public meeting on Thursday evening, Inspector Steeves presided. Addresses were delivered by Prof. Andrews of Mount Allison University, Dr. Harrison, Chancellor of the University of New Brunswick, and Rev. Mr. Camp.

The following officers were elected for the current year: President, T. Allen; Vice-president, Miss Ida Pearson; Secretary, H. P. Dole; additional members of the executive, J. A. Allen and Laura Horsman.

The next session will be held on the last Thursday and Friday in September, 1899.

In the Barnard school for girls, New York, a novel idea is worked up in the different school-rooms.

The children are induced to bring calendars, cards, books, photographs and statuary to fit up a corner, which is called the poet's corner.

The interest taken by the children and the efforts made to bring their contributions has increased their interest in the poets and their desire to learn selections from their works.

With the younger children the poet Longfellow is studied throughout the year, his biography as well as his poems. His benevolent, kind face seems to breathe a benediction upon the children, who look upon him as a personal friend, and are never tired of talking about him.

Through the children, the parents have become interested, and helped materially by contributing busts and photographs.

On a table under these pictures lies a scrap-book, in which the children paste clippings relating to the life and works of the authors.—*N. Y. Education.*

Teachers' Salaries.

If it were possible to ascertain the average income of the lawyers, doctors, and other professional men in the country, it would, in all probability, appear to be a number of times greater than that of the average school teacher. It is a fact of common observance that young men of ambition, but of limited means, who engage in public school teaching continue at it but a short time—only long enough to accumulate a sufficiency to pay off debts, or to prepare for some other profession; and it is universally admitted that, in a financial way, a young man has far greater advantages as a lawyer, even of the pettifogger sort, than does a teacher of the finest quality. If we compare the salaries of those in the employ of the government in its various departments with the wages of public school teachers, we see that the most moderately paid positions yield at least twice as much as does school teaching, while the most lucrative places yield many times as much as do the majority of places in public schools. Of course it would be hardly reverential to compare the highest positions in the gift of the state, as the presidency, headships of departments, judgeships in high courts, governorships, memberships in the national legislature, etc., with the best places in the public school service, but it would seem reasonable for teachers to expect that they should receive as much for their labors as a clerk or a typewriter in the employ of the government.

For the purpose of illustration, an example is furnished in the case of the postmaster and the superintendent of schools in a town or city of any size, say 10,000. Here the postmaster will receive \$2,500, and is allowed an assistant, who performs nearly all the labor attached to the position, thus leaving the one at the head of affairs free to engage in other lines of business, as merchant, editor, or lawyer. In this same city the school man will receive, at the most, \$2,000, and will be expected to spend every moment of the working hours of day and night in furthering the educational interests of the city, incidentally looking after the teachers, pupils, and parents thereof. He must be a college-trained man of broad experience, have splendid executive abilities, and be a model in moods and manners, so that the youth of the city may profit by his example. Another illustration may be found in comparing the county school commissioner with other county officers. At the time of election, the superintendent is always put last on the ticket, or practically so; and in the matter of salary he hardly ever receives more, but rather usually less, than the county attorney, who, to make a safe and modest estimate, does not do one-tenth of the amount of work for the public that falls upon the school man. The man of law has abundant time to attend to private practice for private ends, and is at no expense for horses, carriages, and other means of conveyance that the county superintendent is obliged to possess; and if he had to endure such hardships as the superintendent ordinarily does, there would probably not be enough legal men left in many counties, after a time, to fill the offices. The representative from the county to the state legislature receives ten dollars and upward per day (with expenses allowed) for his presence in the comfortable rooms of

the capitol; while the county superintendent of schools receives from two to five dollars per day (bearing all his own expenses) for a life of trial and privation in endeavoring to elevate the educational tone of his community.

How, now, may matters be improved so that teaching will be rated higher in public estimation, and receive due financial rewards? The answer seems simple, that legislators must recognize the importance of the teacher in determining the safety and well-being of the state. However much may be professed by those in places of authority in regard to the education of the people being the safeguard of the nation, yet in practice they often fail to show faith in their belief. The truth probably is, however, that legislators and statesmen have the cause of public education upon their minds less than they really think they do; and that those of other matters of public interest—the administration of law, improvements in various kinds of business enterprises, as agriculture, commerce, and so on—have absorbed most of their thoughts and sympathies, and so have profited best at their hands. From the teacher's point of view, there seems to be no factor in American life which is now, and must ever continue to be, so influential in determining the course of national development as the public education of the people; and as worth and efficiency in any calling are secured only by adequate rewards, it is evident that public school teaching will never attain the position it should take until the present discrimination against it in financial matters, at least, ceases to exist.—*M. V. O'Shea, in the North American Review.*

A Victim of Chicago Schools.

One of the boys brought home his arithmetic lesson, and his mother, after watching his struggles for a time in silence, offered to help him.

"Oh, no," said he, with a look of scorn. "You can't do it to save you." As the mother was a college graduate she naturally felt somewhat nettled at this, and insisted upon her ability to solve the problem. She did so to her own satisfaction, but not to the boy's. He declared that she did not do it right, though he could not tell what was wrong.

"We'll leave it to papa," said she finally. The father, too, was a college graduate, and had taken high honors in mathematics. The father said that the mother's method was the right one, and indeed the only one. Unconvinced, the boy went off to school the next morning. At noon he came home triumphant.

"There, I told you so!" he shouted as he entered the house. "You did it wrong."

"What was the matter?" both parents asked.

"Well, you left out two 'sinces' and a 'hence,'" was the convincing reply.

At School No. 3 they are more careful of their "sinces" and "hences," than of genuine ideas.—*Chicago Post.*

Thoughts for the New School Year.

Vacation days are over, my friend, and have you gained the most possible good from these ten weeks? You, who had become nervously tired from last year's work, have you rested the overtaxed brain? Have you relaxed every muscle, grown physically strong, so that your body as well as brain is in the best possible condition, well able to stand forty-two weeks of earnest and delightful toil? I like to think that many of you have taken great draughts of the salt sea-air, and have become invigorated by plunging often into the grand old surf, acquiring new life and energy.

Others are resting at the quiet, old-fashioned, weather-beaten, delightful farmhouses of your youth, and happy memories of early days — days when earth held no greater happiness for you than that obtained from "riding on a load of hay" — come and go, as the hammock's slow, restful swing lulls you to dreamland.

We know that all teachers waste more or less nerve force — some much more than others, according to the different temperaments of the individuals — but he who wastes the least will "grow old gracefully" and more slowly and more lovably than he who wastes much. Take this thought with you, at this time, the beginning of the new year, and make up your mind fully that you will waste as little nerve force as possible. It will pay. By this I do not mean to advocate lethargy on your part — far from it. But I mean that in all things you should take matters calmly. Do not let the thousand and one little things which daily come up fret you, and, above all, do not allow your pupils to see that you are disturbed by these things. Just so soon as you show that, you have lost one strong point in discipline. By your quiet demeanor show your pupils that you have unlimited reserve power, that you are thoroughly master of the situation. And this leads me to say a word in regard to the tones of voice which many teachers get in the habit, all unconsciously, of using. It is so much easier to govern a school if your tones are low, clear, and agreeable. A noisy teacher invariably has a noisy schoolroom. This applies to movements of the body as well as to the tones of the voice.

But of all the secrets of the art of disciplining, I wonder if you know the greatest. If you are fond of studying human nature, you may have found it out for yourselves, but I know teachers who have taught years and years and have not found it out yet. Should this happen to cross the eyes of one who has not yet found out the secret, I will give it to her. Inspire each individual child in your room with the feeling that you have a personal interest in his welfare, and if you can make each child feel that you have this personal interest in him (and you can do it), the discipline will, in a great measure, take care of itself. As you start in upon your new year have high ideals, work toward them, and inspire your pupils with a love for the same. Children's minds are as potters' clay, which can be modelled as we will. Our responsibilities are great, and may we be strong to meet them.—*Adelaide V. Finch in N. E. Journal of Education.*

Current Events.

SPAIN'S LOSS OF EMPIRE.—On his accession to the Spanish throne, in 1556, Philip II. found himself ruler of the greatest empire the world had seen since Rome was at the zenith of its power. Its navies were famous for their greatness, and they ruled the ocean; its armies were famous for their prowess; she swayed the destinies of Europe; had possessions in all the continents, and may be said to have owned the Americas, North and South. . . . The Spanish empire was the result of marriages, conquest, and discoveries; its decline and fall may be ascribed to the ruthless character of the Spanish people. When Columbus discovered San Domingo it had a population of 2,000,000; in 1530 this population had dwindled to 350,000. Cortez in Mexico and Pizarro in Peru were ideal Spanish conquerors.

In the latter part of Philip's reign [he died in 1598] Spain lost all, or nearly all, of her dependencies in North Africa, and early in the next reign, Burgundy, Naples, Sicily, and then Milan. In 1609 the Netherlands were lost; in 1628 Malacca, Ceylon, Java and other islands; in 1640 Portugal; in 1648 all claims were renounced to Holland, Brabant and parts of Flanders; in 1649 were lost Maestricht, Hertogenbosch, Breda, Bergen-op-Zoom, and many other fortresses in the Low Countries, in which year the crown tacitly surrendered supremacy on the seas to northern Europe; in 1659 Rousillon and Cardague were ceded to France, making the Pyrenees the boundary between the two countries; in 1668 to 1672 the last of Flanders was given up; in 1704 Gibraltar was lost; in 1791 the Nootka Sound settlements; in 1794 San Domingo; in 1800 Louisiana; in 1802 Trinidad; in 1819 Florida; from 1810–21 were lost Mexico, Venezuela, Colombia, Ecuador, Peru, Bolivia, Chili, Argentina, Banda-Oriental, Paraguay, Patagonia, Guatemala, Honduras, Nicaragua, San Salvador, Haiti, and numerous islands pertaining to the American continent, all the possessions in the Western Hemisphere, in fact, save Porto Rico and Cuba, which already apparently are as good as lost. The future of Spanish Morocco and of the Philippine, Caroline, Sulu, Ladrone and Canary groups has yet to be settled.—*Memphis Commercial.*

The Spanish-American war began April 21 and lasted 114 days. It cost the American nation a million dollars a day. Added to this are incidental expenses which will raise the sum to the total of \$160,000,000. The cost to Spain is almost inestimable. Thirty-five vessels of her navy, valued at \$36,500,000, lie buried in the depths of the sea; forty-seven others, chiefly merchant vessels, were captured by United States cruisers. Spain has surrendered in territory to the United States, directly Cuba, with a population of 1,500,000 and an area of 45,000 square miles, and Porto Rico, with an area of

3,670 square miles and a population of 810,000; also the Ladrone Islands, area 417 square miles and population 15,000. Her total direct loss of territory in square miles is 49,087, and loss in population 2,325,000. She has also jeopardized, probably beyond all future control by her, the Philippine Islands, with an area of 114,356 square miles and a population of 8,000,000. So that in the end the Spanish kingdom has given up 165,000 square miles of territory and over 10,000,000 of tax-paying population.

The peace protocol between the United States and Spain was signed on Friday, August 12. The next day, before news of the suspension of hostilities could reach Manila, that city was surrendered to the American commanders after a brief bombardment by Admiral Dewey's fleet.

BRITISH POSSESSIONS.

The British empire has possessions in each continent. They are:

EUROPE.—Great Britain and Ireland, Isle of Man, Channel Islands, Gibraltar, Malta and Gozo.

NORTH AMERICA.—Canada, Newfoundland, Labrador, Bermuda Islands, Bahama Islands, Jamaica, Turk's Islands and Caicos Islands, Leeward Islands, Windward Island, Barbados, Balize.

SOUTH AMERICA.—British Guiana, Trinidad, Falkland Islands, South Georgia.

ASIA.—India and Burmah, Ceylon, Aden with Perim, Kuria Muris Islands and Socotra, Bahrein Islands, Cyprus, Laccadive Islands, connected with Madras Andaman and Nicobar Islands connected with Bengal Straits Settlements, Hong Kong, Port Hamilton.

AFRICA.—Cape Colony, Natal, Zululand, Pondoland, Basutoland, Buchuanaland, Zambesia, or Rhodesia, including Matabeleland and Mashonoland; British Central Africa, including Nyasaland and regions beyond; Zanzibar and Uganda, Somali, Mauritius and Seychelles Islands, Gold Coast, Sierre Leone and Sherbra Island, Gambia, Logos, Niger Coast, Niger Territories, Ashantee, Ascension, St. Helena, Tristan D'Acunha (S. W. of St. Helena), and Gough Islands.

OCEANICA.—Queensland, New South Wales, including Norfolk Island, Lord Howe Island and Pitcairn Island, Victoria, South Australia, West Australia, Tasmania, New Zealand, British New Guinea (partly under Queensland), British North Borneo, Sarawak, Brunei, Labuan Island, Fiji Islands, South Solomon Islands, New Hebrides, Tonga or Friendly Islands; Samoa or Navigator Islands, under joint protection of Great Britain, Germany and United States; Cook's or Hervey Islands.

Some of these islands are merely under British protection. Again, others are Crown colonies. The larger and more important colonies have representative institutions, and some of these, again, have responsible government.—*School Education.*

[Parkin's map of the British possessions shows these as probably no other map of the world does.—ED.]

The Philippine Islands were discovered by Magellan in 1521, and they received their name in honor of Philip II. Of the 1200 islands which compose the group but 408 are inhabited. The remainder are rocks or rocky islets. The two largest are Luzon and Mandanao. The first is somewhat larger than Cuba. The total area of the group is 114,356 square miles, and the entire population is estimated at 7,500,000 souls. Of these only 14,000 are Spanish, who are chiefly in and about Manila. The islands compare favorably, in the luxuriance of their vegetation, with the most favored parts of Brazil, Ceylon and Java. Among fruit trees are the cocoanut, bread-fruit, orange, citron, tamarind and mango. While but one fifteenth of the entire land area is under cultivation, the value of its agricultural products is very great. In 1889 manila hemp to the value of 3,150,000 pounds was exported, but of late this product has decreased because of unfavorable seasons and pests. In 1890, 8000 tons of leaf tobacco were exported, and also 110,000,000 cigars. Other products are rice, maize, wheat, cotton, sugar, pepper, ginger, vanilla, and cinnamon. The mines yield gold, copper and quicksilver, but to what extent it is not yet known. Sulphur is very abundant, and extensive coal deposits are known to exist. Products of industrial value are mother-of-pearl, coral, tortoise-shell and amber.

Canada has 100,000 Indians. Forty-one thousand are Protestants, 42,000 Roman Catholics, and 17,000 Pagans. Indian children are being educated in 285 schools aided by the government with \$300,000 per year.

A Hint on Teaching Pupils to Sing.

"Oh, dear! that's simply heavenly! If I could get my children to sing like that I'd hug every blessed one of them. How do you get such music in six weeks?"

Such was the remark of a grade teacher visiting one of the summer vacation schools of Chicago.

Miss Hofer, supervisor of singing, explained that the foundation of singing is in using fundamental themes to work on. Three kinds of music are given the children—nature songs, songs of the trades and industries, and military songs. Each of the songs is representative and has a definite motive. It is not merely meant to be sweet and pretty, but has a deeper significance.

We get our technique by making the children express the sentiment of the words they sing. Take, for instance, the "Blacksmith Song." The children are led to thrill with the vibrations of the anvil and in their tones the clang, clang, clang of the sledge on the iron is plainly expressed.—*School News.*

'ROUND TABLE TALKS.

I. Penson. —Box contains a fine specimen of *Habenaria psycodes*, Gray, a specimen of *Habenaria lacera*, R. Br., packed in moss (*Hypnum Schreberi*), and a fine specimen of the rather rare *Polygonum amphibium*, L.—the “water knotweed.”

An examiner sends us the following morsel which he jotted down from a recent examination :

Question—Explain the cause of the rainbow ?

Answer—When the sun shines on drops of rain you see the different colors in your eye and the colors are in your eye and not in the sky, and this is the cause of the rainbow.

SCHOOL AND COLLEGE.

Mr. W. W. Veazie, A.B., has been appointed principal of the schools of St. George, Charlotte Co.

Miss Alberta Brown, teacher at Wood Lake, St. John Co., has been able to provide her school with new furniture and a teacher's table.

Mr. Francis W. Walker, A.B., late of the Davenport school, St. John, N. B., has been appointed to the staff of Upper Canada College, Toronto, Ont.

Miss Louise D'Orsay, one of the most popular and successful teachers in St. John city, was recently married to the Rev. J. B. Gough. The REVIEW extends congratulations and best wishes.

Miss Nellie Burchill, of the Quaco, N. B., staff has provided for the painting of her school building, and Miss Anna Powers has added a teacher's table and some slate blackboard to her school appliances.

The school grounds of the High school, St. Martins, are the admiration of all visitors. For artistic arrangement and beautiful display of flowers and shrubs, they are difficult to be surpassed, and are justly a source of pride to all residents of that attractive village.

The Aberdeen School at Moncton was formally opened on Saturday, Aug. 27th, by His Honor Lt.-Gov. McClelan in presence of Premier Emmerson, Hon. A. A. Stockton, Chief Supt. Dr. Inch, Inspector Smith, the Moncton Board of Trustees and other visitors. After the inspection of the fine structure, which is the most completely equipped school building in the Atlantic provinces, the Lt.-Governor dedicated the building for educational purposes in a speech in which he warmly congratulated the trustees and people of Moncton for their public spirit in erecting so fine a building. His Honor prefaced his remarks in a substantial manner by offering a yearly prize to the pupil who should make the highest aggregate in the entrance to the High School.

A meeting of the teachers and school officers of Lancaster, N.B., was called by Inspector Carter in August to form an association of teachers and all interested in the schools. At the preliminary meeting there were present thirteen teachers and Secretaries Gray and Irvine.

Inspector Carter has recently addressed two public educational meetings in St. John Co., N. B.—one at Hardingville, on August 29th, and the other at East Quaco, on the evening of Sept. 1. At the latter meeting addresses were also given by Messrs. Geo. J. Truman and Michael Kelly of St. Martins, N. B. The meetings were very satisfactory, both in interest and attendance.

The High School at Marshfield, P. E. I., was inspected on August 23rd by Inspector McCormac. Mr. J. H. Morsan is principal, and his sister, Miss Katie Morsan, conducts the primary department. Mr. Morsan has been very successful as a teacher. Some of his pupils distinguished themselves at the matriculation examinations to the Normal School, recently held.

Owing to scarcity of pupils, the trustees of Suffolk School District, P. E. I., did not engage a teacher for the present school year. This is the only vacant school in the eastern inspectorate of P. E. I.

The educationists from P. E. I. to attend the meeting of the Dominion Educational Association recently held in Halifax were: Chief Superintendent McLeod, Inspector McCormac, Principal Millar, Principal Seaman, and Miss E. E. McKinnon.

Principal Kirkland, of Toronto Normal School, spent four weeks vacation on P. E. Island this summer.

President Mills, of the Guelph Agricultural College, paid a visit to P. E. I. after attending the D. E. A. at Halifax.

The Charlottetown schools, St. Dunstan's College, and Prince of Wales College and Normal School resumed work in the early part of September.

Dr. Anderson, Principal of Prince of Wales College, spent his holidays on the continent of Europe. He visited Paris, Rome, London and other cities. The doctor is a native of Aberdeen, Scotland.

In 1837 there were 51 teachers employed in P. E. I. In 1877 there were 374; in 1887, 505; and in 1897, 579. In 1837 there were 1649 pupils; in 1877, 16,109; in 1887, 22,460; and in 1897, 21,845.

The 1899 session of the National Educational Association of the United States will probably be held at Los Angeles, Cal., with the promise of a round trip rate from Chicago of \$50.

Mr. G. J. Oulton, principal of the High School at Moncton, and late president of the Summer School of Science, has obtained leave of absence to pursue a post-graduate course in Natural Science at McGill University.

Rev. A. P. McLellan has been appointed rector of St. Dunstan's College, Charlottetown, in place of Rev. Peter Curran, resigned.

The New Brunswick Normal School re-opened on Thursday, Sept. 1st, with the largest attendance, it is said, in its history, the number of students being 250, representing every county in the province except Madawaska. York sends the largest number, 36, closely followed by Carleton with 33, while Sunbury and Victoria contribute the smallest numbers, each sending five students.

Two new appointments have been made to the Science faculty of McGill University during the vacation,—Ernest Rutherford, M. A., B. Sc., of Trinity College, Cambridge, to the W. C. McDonald chair of Physics, and Dr. James Wallace Walker, of University College, London, to the W. C. McDonald chair of Chemistry.

Mr. S. G. Carter Troop, M. A., a graduate of Trinity University, has been appointed lecturer in English literature at Chicago University. Mr. Troop is a native of Nova Scotia, and is well known in Halifax and St. John, where he resided some time ago. He is a brother of Rev. G. Osborne Troop, M. A., the well known Anglican clergyman of Montreal, who was for several years stationed at St. John, N. B.

Of the 579 teachers employed in P. E. I. in 1897, 247 were female teachers. There were, therefore, 85 more male teachers than female teachers employed. The number of male teachers has been gradually increasing during the last ten years, and the present indications are that ere long a very large majority of the teachers of the Island Province will be male teachers.

Inspector McCormac is endeavoring to form an educational institute for the Eastern Inspectorate of P. E. I.

The New York *World* asks editorially, "Who is the 'dull boy'?" and answers: "To the Greek professor he is the boy who cannot learn Greek. To the professor of mathematics he is the boy who cannot learn calculus. To the whole literary or classical faculty he is the poor fool whose brain will only absorb facts of physics and chemistry. To the witty man he is that awful creature who sits solemn over the latest joke or epigram. To the serious man he is the laughing jackass who persists in treating life as a comedy. In brief, the 'dull boy' is the square peg whom somebody is trying to fit into a round hole."

RECENT BOOKS.

In the September number of the N. Y. *Educational Review* our own Prof. Davidson reviews the histories by Roberts, by Calkins, and by Clement, which were written for the Dominion prize for the best history of Canada. Mr. Davidson believes that the prizes were awarded in the inverse order of merit. Of the successful book he says: "It is the embodiment of all that a school history should not be. . . . It is crowded with details such as everyone makes haste to forget; and its whole conception is in defiance of all modern educational ideals. It is exactly the book to put into the hands of the pupils of a teacher who makes the pupils learn history by heart. There is not a touch of imagination or a glimmer of style within the boards of the volume. It is indeed fairly accurate in a deadly dull sort of way."

"Professor Roberts has written . . . with the eye of a poet and the charm of a novelist. It is a matter of doubt whether avowed history has ever been written so well for school boys and school girls. Children, to whom it has been given, have read it through with the enthusiasm which they usually reserve for Henty and their other favorite writers; and older people have been known to read it almost at a sitting. It is written in a style which, though here and there it betrays evidences of haste, is remarkably brilliant and sustained. . . . With a true artist's instinct he seizes upon the salient points of the history and makes them the central points of his narrative, and the result is a living picture of Canada's life and growth. . . . His treatment of the story of Mme. La Tour, the most dramatic episode in Canadian history, gives us a short story of unrivalled color and brilliancy. We seem to live again in the stormy ages of intrigue and violence. . . . There is no overloading with dates and events, but the historic accuracy is beyond question. . . . The result is so good that one could wish that school books were more frequently written by men of letters."

"Mr. Calkin's book, while, like Professor Roberts', unsuccessful, is also much better than the history which receives the award. It is a careful, conscientious piece of work, scrupulously accurate, well, though not brilliantly written, and well suited for ordinary school purposes. It would be unfair to compare it with Prof. Roberts' history, because it belongs to an entirely different class. But in its class it is a piece of good workmanship, and, compared with Mr. Clement's book, an altogether admirable production."

[Mr. Davidson's estimate of these histories will meet with approval from all who believe that the first essential of a good school history is capacity to interest. No matter how thrilling the events, or how picturesque the scenes, or how attractive the actors, the story, unless written by a master of style, will not awaken even a feeble interest. The valuable thing in a history lesson is not the fact, but the impression, which the child carries away. For it is from history and biography that the child gets his best lessons in patriotism and morality.

WALTER C. MURRAY.]

The Macmillans have added a historical comedy¹ of the reign of Queen Anne to their Foreign School Classics, and a charm-

¹SCRIBE: *Le Verre d'eau*. Edited by F. F. Roget, formerly of St. Andrew's University, London. Macmillan & Co. 1898. Pp. xiii, 146. Price, 2s.

ing volume¹ by DeMaistre to their Primary Series of French and German Reading Books. The comedy is sure to prove attractive and helpful to English readers. It presents an interesting side of the court intrigues of Marlborough and Bolingbroke. DeMaistre resembles Charles Lamb in humour and style. *The Voyage autour de ma Chambre* is perhaps too reflective or introspective, and too subtle in its humor to give much pleasure to young readers.

The same publishers are preparing still another series of French² and German³ books for use in English schools. The series takes its name from the general editor, Otto Siepmann of Clifton College. He has provided each volume with a number of appendices, specially intended to give plenty of *viva voce* drill in the idiomatic use of words and phrases which occur in the text. This feature greatly enhances the value of books in the eyes of the practical teacher. The works selected are in many cases by such authors as Grillparzer and Rosegger in Germany, and Vogüé and Pourillon in France, "who are prominent in their own country, but whose works have not yet received that recognition among our school classics which is their due." Also works of other writers who are already known to the English school boy, are being edited now for the first time in this series. In the selection of the series the editor has taken care to include such books as will help the English reader to understand the life, customs and institutions of Germany and of France. But this has not been done to the prejudice of a high literary standard. The editors of the different books have shown more than the usual regard for the literary character of their texts.

W. C. M.

In the new edition of Wentworth's Algebra⁴ the beginner is introduced at once to simple equations. A chapter on negative numbers has been added, and some changes made in the order of other parts of the book. There is a chapter on variables and limits, which will be helpful to pupils intending to study the calculus. A chapter on logarithms, with a table of five-place logarithms, is given at the end of the book. The exercises and problems are numerous and good. No answers are given. Principles are explained largely by the solution of concrete examples. As defects in the book, the definition of algebraic addition may be noticed. In that definition the expression "greater number" should be defined. The use of such expressions as "monomial," which can mean little to a child, should be as much as possible avoided. In the treatment of fractions the enunciation of the law of signs seems to us undesirable as likely to substitute a mechanical mode of working, where an intelligent watchfulness

¹XAVIER DEMAISTRE: *Voyage autour de ma Chambre*. Edited by G. Eugene Fasnacht. London. Macmillan. Pp. viii, 120. Price, 1s. 6d.

²SANDEAU: *Sacs et Parchemins*. Adapted and edited by E. Pellisier. London, Macmillan. Pp. xvi, 257. Price, 3s. 6d.

THEURIET: *L'Abbe Daniel*. Edited by P. Desages. London. Macmillan. Pp. xvi, 138. Price 2s. 6d.

BERNARD: *Lanneau d'Argent*. Edited by L. Sers. London. Macmillan. Pp. x, 159. Price, 2s.

³GRILLPARZER: *Sappho*. Edited by W. Rippmann. London. Macmillan. Pp. liii, 157. Price 3s.

ELSTER: *Zwischen den Schlachten*. Adapted and edited by L. Horisch. London. Macmillan. Pp. xvi, 254. Price 3s. 6d.

⁴NEW SCHOOL ALGEBRA, by G. A. Wentworth; \$1.25. Ginn & Co., publishers.

is needed at every step. Nevertheless the book seems a most desirable one for beginners. The treatment of negative numbers is good. The explanatory portion of the text is interspersed with very frequent sets of examples. The printing, the quality of paper, and the binding, are all that could be desired.

A well known author of text-books on geometry and algebra together with a former assistant professor of physics at Harvard, have brought out a text-book on physics.¹ The book has over four hundred pages of a size uniform with those of his other mathematical text-books. All the principal divisions of physics are dealt with. In the explanation of physical laws numerous illustrations are given, and in particular attention has been paid to the explanation of the more commonly observed physical phenomena. The book pays very little attention to laboratory methods and modes of making measurements. In this it does not seem to follow the most approved methods of teaching physics. The preface states, however, that a pamphlet containing full directions for performing the laboratory experiments will be published for teachers only. Throughout the book, in the explanation of laws, attempts have been made to indicate the line of thought of the discoverer. Its chief excellence is the abundance of illustrations of laws, which are thus put in comparatively clear light. The teacher's work would therefore be considerably lightened if the pupils carefully read the parts of the texts containing these illustrations.

This excellent text-book² contains 400 pages of a size uniform with those of his other mathematical books. Numeration and the elementary processes, including work in decimal fractions, are taught largely through the metric system of measures. Throughout the book will be found much matter suitable for the foundation of a business education. The rules are concise and always based on examples that have been solved for the purpose. The problems are numerous and not difficult. Much scientific information is given in connection with many of the problems. They are such as are likely to prepare the pupils for the problems of actual life. A table of four-place logarithms is given at the end of the book, and should be useful in facilitating the work of the more advanced students. The book can be recommended to all teachers. M.

The chief fault in the studies which make up our school curriculums is that they train the memory only. A corrective is in the introduction of manual training and domestic science, both of which are so closely connected with the work of daily life that they afford an opportunity for the training of other faculties than the memory. The text-book before us³ aims to assist the pupil in acquiring a knowledge of the chief principles of correct living and to make a practical use of the knowledge acquired. The book is very useful. It gives a classification of foods, and the value of each in the sustenance of the body, comprehensive directions how to prepare economically the various kinds of food, with remarks and hints on the science of nutrition, hygiene, household management and care of the sick.

¹A TEXT-BOOK ON PHYSICS. By G. A. Wentworth, A. M., and G. A. Hill, A. M. Ginn & Co., Publishers. \$1.25.

²AN ADVANCED ARITHMETIC, by G. A. Wentworth. \$1.00. Ginn & Co., publishers.

³PUBLIC SCHOOL DOMESTIC SCIENCE, by Mrs. T. Hoodless, President of the School of Domestic Science, Hamilton, Ont. Pages 196. Copp, Clark Company, Toronto, Publishers.

The value of military drill in the schools is keenly debated. There is no doubt that where teachers, competent to instruct can be found, short exercises in movements and the ordinary drill required of the soldier will produce a better carriage among the pupils of the schools, especially in the higher grades. The little manual provided by Mr. Munro¹ presents in a convenient form the various selections from the infantry drill and rifle exercises prescribed for the use of drill corps in connection with the high schools and collegiate institutes of Ontario.

There is a great amount of information contained in Mr. Geo. Johnson's little book² which could be utilized to advantage in every school in Canada. A glance through the convenient volume reveals a great deal of interesting data arranged in a form that is directly accessible, and can be used at a moment's notice. Suppose one wishes information on steamships. Under the different heads will be found an interesting account of how steamship communication with Europe begun, coupled with Joe Howe's connection therewith, the first steamers to cross the ocean to and from Canada, and the beginning of steam navigation on our rivers. Again, under the head of Canadian Pacific Railway there is a complete account of the history and construction of that great work, with a variety of interesting facts in connection therewith; and so with almost every conceivable subject in connection with our history, commerce, government. Mr. Johnson has placed every student in the country under an obligation to him. H.

The new edition of Allen & Greenough's *Caesar*³ will be welcome to all teachers of Latin. The value of this text and its notes is too well known to need praise, but it is increased in the present edition. The opening chapters on Caesar's life, Roman military affairs, and Gaul and the Gauls, form an interesting introduction to the study of Caesar as history and literature rather than as mere material for illustrating grammar rules. The notes are of a most helpful character, giving much useful instruction on the general principles of idiomatic translation, and the editors draw attention to the footnotes, which refer the student either to previous uses of the sameword or to words of similar or opposite meanings. An important factor in the value of this book is its attractiveness. The many maps and illustrations, excellent paper and print, fully sustain the high reputation of the Athenæum press.

An attractive little volume is the translation of Pestalozzi's letters to J. P. Greaves on the subject of Early Education, reprinted from the London edition of 1827⁴. These letters, which the publishers tell us have never been printed in the original German, were written to Mr. Greaves between 1818 and 1820, after a visit made by the latter to Pestalozzi at

¹HIGH SCHOOL CADET DRILL MANUAL, arranged by W. Bennett Munro, M. A., LL. B. The Copp, Clark Company, Publishers, Toronto.

²ALPHABET OF FIRST THINGS IN CANADA (3rd Edition), by Geo. Johnson, Honorary Fellow of the Royal Statistical Society of London, Eng., etc., Ottawa. Printed by the Mortimer Co., Limited.

³CÆSAR'S GALLIC WAR (Allen & Greenough's edition). Edited by James B. Greenough, Benjamin L. D'Ooge and M. Grant Daniell. Boston; Ginn & Co. Athenæum Press, 1898.

⁴LETTERS ON EARLY EDUCATION, addressed to J. P. Greaves, by Pestalozzi. Translated from the German MS. Syracuse, N.Y. C. W. Bardeen, 1898.

Clendy. They deal chiefly with the subject of the question of mothers in the training of their children, and are of interest to all concerned in such work, especially, as the introductory note suggests, at this time, when efforts are being made to bring about co-operation of parents and teachers. Some of the important sub-divisions dealt with are: Education in Self-Denial, Physical Education, Education of the Senses, Importance of the Education of Mothers. Under this last head the writer says, "Whoever has the welfare of the rising generation at heart, cannot do better than consider as his highest object the education of mothers. . . . Of all institutions, the most useful is one in which the great business of education is not merely made a means subservient to the various purposes of ordinary life, but in which it is viewed as an object in itself deserving of the most serious attention and to be brought to the highest perfection, a school in which the pupils are taught to act as teachers and educated to act as educators; a school, above all, in which the female character is at an early period developed in that direction which enables it to take so prominent a part in early education." E. R.

BOOKS RECEIVED.

PRIMARY ARITHMETIC, by McLellan and Ames. Copp, Clark Co., Toronto.

ELEMENTARY ARITHMETIC, by Wilson Taylor. Wm. Briggs, Toronto.

EXERCISES IN EUCLID, by Weeks, and First Oration of Cicero by Hall. Macmillan & Co., London and New York.

EASY LESSONS IN VOCAL CULTURE AND VOCAL EXPRESSION. Designed for the use of classes in grammar and high schools, academies and normal schools. By S. S. Hamill, A.M., Chicago. New York: Fatou & Manes'. Cincinnati: Curtis & Jennings.

SEPTEMBER MAGAZINES.

In the *Popular Science Monthly* the Results of Manual Training is the title of Professor Henderson's fourth instalment of his series on The Philosophy of Manual Training. He shows that the real justification for manual training lies in its help toward producing a system of social ethics based on an evolved philosophy of life. . . . Several striking articles distinguish the September *Ladies' Home Journal*, the most prominent being one by Professor J. H. Gore about the coronation of Queen Wilhelmina, of Holland, which gives a clear and new idea of her life and characteristics. . . . The September *Atlantic* is remarkably rich in that most entertaining of all departments of literature—biography and anecdote, offering material of unsurpassed freshness and value. Especially prompt and timely is William R. Thayer's brilliant sketch of Bismarck's character and political work. . . . There is much of timeliness and authoritativeness in the September *Century*. Prof. Dean C. Worcester, of the University of Michigan, writes of The Malay Pirates of the Philippines, his article being based upon observations made during an actual residence among the dreaded Moros. Theodore S. Woolsey, professor of International Law at Yale University, contributes a study of Spain and Her American Colonies. . . . Miss E. F. Andrews, in *St. Nicholas*, contributes a study of Some Vagabond Words, showing the peculiar origin of many current expressions and slang phrases. . . . In the *Chautauquan* subjects of general interest are treated by skilful writers, and from the initial paper on The Literary Women of Washington, to History As It Is Made, with its concise account of the current events, the magazine is one of the best of the volume. . . . The chief articles in the *Forum* are The Balloon in Warfare, by Prof. Hergersell; Our Interest in the Next Congress of the Powers, by Hon. Truxton Beale; The Pilgrimage to the Klondyke and Its Outcome, by Frederick Palmer; The Course of Human Development, by W. T. McGee, and other timely articles.

Good Books FOR Good Teachers

STEPS IN THE PHONIC SYSTEM.

A manual for primary teachers. Price, 50 cents.

"Please accept my thanks for 'Steps in the Phonic System.' To those who have experienced (as I many times have) the pleasure of noting the intelligent, happy faces of children learning by the method outlined in its pages, the book will be most welcome."

Very truly yours, S. B. SINCLAIR,
Vice-Prin. Normal School, Ottawa.

"The little book 'Steps in the Phonic System,' just issued by The Copp, Clark Company, and prepared by Miss A. E. Cullen and Miss C. C. Niven, two teachers on the staff of the Toronto Public Schools, will certainly be hailed with delight by primary teachers."

W. F. CHAPMAN, Public School Inspector.

LITTLE PEOPLE'S SEAT WORK, No. 1.

For First Grade. Arranged by Miss M. Nimmons, Winnipeg. 32 pages. Price 5 cents.

LITTLE PEOPLE'S SEAT WORK, No. 2.

For second grade. Arranged by Miss M. Nimmons, Winnipeg. 64 pages. Price, 10 cents.

HOW CANADA IS GOVERNED.

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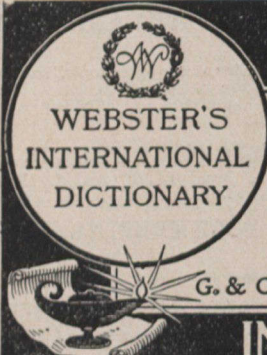
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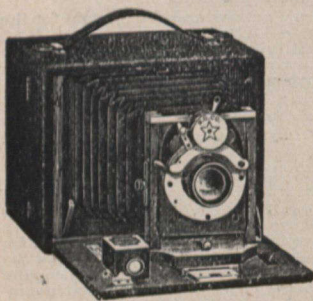
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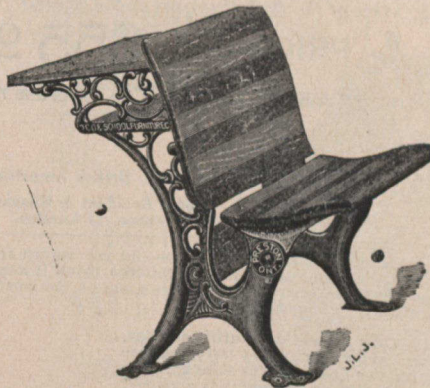
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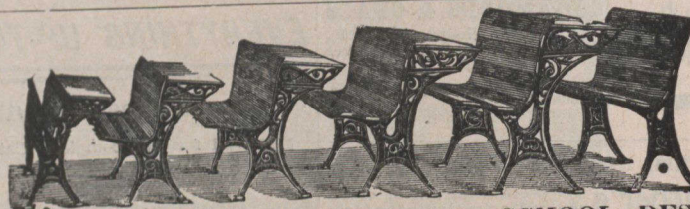
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