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**Articles : Original and Selected.**

**CORRELATION OF STUDIES OR THE NEW IDEA.  
IN EDUCATION.**

WHAT IT IS.—The correlation of studies is an attempt to enrich the content of the school course, to provide for better assimilation of knowledge, and to make instruction tend more directly to the development of character. This is to be accomplished by directing the attention of the child more to the subject matter of the school work than to the form of expression of the content, *i. e.*, more to literature and nature study, in the broader sense, than to reading and writing by which these find expression. An economy of time towards this end is secured by an orderly correlation and interrelation of subjects, and by the concentration of the school work upon a centre or on centres of interest. In some parts of Germany, in the second grade of school work Robinson Crusoe is the centre of interest for the year. The children have the story told to them; then they relate it. The ethical and culture lessons are drawn from the conduct of Robinson Crusoe, the reading is confined to this classic, and the writing and spelling are based upon it. The child takes for nature study the objects referred to, while his drawing lesson consists in sketching the objects. Songs are introduced to express emotions befitting the moment. The arithmetic and geography lessons are made to bear upon the same subject. This is called concentration of subjects. There is a great difference of opinion as to the best way of correlating subjects, as the

famous report of the "Committee of Fifteen" shows. Some teachers see insurmountable difficulties in taking Robinson Crusoe as a centre of interest and concentrating all the work of the year upon that subject. They foresee the troubles that will arise from insufficient grading of the various subjects, etc. They see that it is but an artificial interest at best. In a word this question of correlation is an attempt to systematize, modify and place upon a higher plane the methods of education which have in the past commended themselves to the thoughtful teacher. Geography and history have long been interrelated. Literature has been used as a centre of study around which reading, writing, spelling, grammar, punctuation and composition have clustered. We are not without other centres of interest. Instead of using Robinson Crusoe we have modified Lady Brassey's "Voyage in the Sunbeam," and "The Trades, the Tropics and the Roaring Forties." In teaching the classics we take as centres of interest Cæsar's Gallic War for the Latin and Xenophon's Anabasis for the Greek. We take our pupils into the Roman thought atmosphere and into the Greek thought atmosphere. We use the above mentioned texts as bases of rational conversation and draw grammatical and syntactical conclusions as corollaries from the language used to express the thoughts of Cæsar and Xenophon. Nature study and science work have been related for many a long year, and so with other subjects. There is a tendency for the impulses of an age to cluster about some objective point. The educational impulses and methods of the nineteenth century are clustering around *correlation*.

—ITS AUTHOR.—Johann Friedrich Herbart, born in Oldenburg in 1776, thirty-one years after Pestalozzi, was a German philosopher, very variously estimated both by his contemporaries and successors. It is claimed that he gave to the world the embryo from which the *new education* has developed. In early life Herbart evinced a strong taste for philosophy. This is evidenced by the fact that at twelve years of age he had read the philosophical systems of Wolff and Kant. He was at one period of his life an ardent admirer of Fichte. But no system of philosophy was satisfactory to him. His dissatisfaction culminated in the formulation of a system of philosophy which now bears the name Herbartian. Its centres of promulgation were

Göttingen and Leipsic. Having occupied many years the chair of philosophy at the University of Königsberg—a chair which Kant had held before him, and to which Rosenkranz, the pedagogical philosopher, succeeded—he established a school of pedagogy there. Herbart's pedagogical system was derived from his philosophical theories.

—HERBART'S PHILOSOPHY.—The psychological tenet peculiar to Herbart and the one of most interest to the teacher in his *concept* theory which represents the psychical life as produced by a struggle among concepts, ideas or representations. The concept, as understood by Herbart, is produced by sensations forming perceptions in the mind, *e. g.*, the concept of a horse or book. Herbart has worked out an elaborate system of mathematical philosophy showing the result of the action and reaction of the concept or mental forces. He shows how one idea assists another in rising to consciousness and how ideas oppose one another. Ideas are the one form of the soul's activity. There are no so-called faculties of the mind. Well for the teacher that pedagogical systems are based mainly upon experience and not upon the shifting sands of philosophical speculation! Kantian and Herbartian alike may accept a pedagogy based upon experience. The corollary valuable to education deduced from the concept theory is that as the soul's furnishing is so slight to begin with (possessing only the power of self-preservation), a very rich programme of ideas must be presented to the child, and in such a way as to be easily and well digested. That is, as the mind has no faculties but is dependent for its life upon concepts or ideas, the content of study should be as rich and as well arranged as possible, and have a centre or centres of interest established. The same corollary might have been drawn from other systems of philosophy, but the Herbartian has certain advantages in this respect. This has led to a renewed search for the *summum bonum* or greatest interest in education. It is found by Herbart and others in the formation of a good moral character for the child through an "aesthetic presentation of the universe." Herbart's opening sentence to his "Aesthetic Presentation of the Universe" is, "The one problem, the whole problem of education may be comprised in a single concept—morality." To reach this end the child must obtain knowledge of nature, first by experience, secondly by induction and deduction, and simultaneously

with this *love* for nature through literature—the noblest recorded thoughts of man, rising gradually to the conception of his place in nature and his relation to God—the source of all knowledge and all love—the creator of all things.

—THE METHOD BY WHICH THIS CAN BE OBTAINED.—The study of nature becomes more and more complex as time passes. The child must be given “the thought experience of the past and be fitted to take his place in the world as a social unit. But the thought experience has accumulated very rapidly, and worse still nomenclature has increased enormously without a corresponding increase of thought. Languages are making a greater and greater demand on the time of the student. Competition in the social world is becoming appalling. These facts have led to the consideration of the correlation of subjects to economize not only the time of the child but also that of the teacher. The pressure is just as severe upon the teacher as upon the child.

—WHERE IS THE IDEA BEING WORKED OUT.—Germany has for many years been using Herbartian methods—Herbart's ideas extended and applied by doctors Tiller Story, Rein, Lange and Frick. The experiment is being tried in several large centres in America, notably in certain schools of New York and Chicago—most natural places—large cities, where life-pressure is very great.

—IS IT NECESSARY TO BECOME A HERBARTIAN IN PHILOSOPHY TO USE THE BEST OF THE METHODS?—No. The two main ideas of the Herbartians, the power of apperception or assimilation of knowledge and the development of character are based mainly upon experience and not upon philosophy.

—IS THIS A REVOLUTION IN TEACHING METHODS?—No, only a tendency towards greater systemization. A thoughtful, earnest teacher who has found her own true relation to the universe and its complex life even though she know not Herbart is infinitely to be preferred to the thoughtless teacher who can glibly use the Herbartian terms apperception, age impulse, correlation, interrelation, concentration, co-ordination, etc., etc., and knows not the value of life and its lessons.

—FORMAL SCHEME FOR INDIVIDUAL LESSONS.—Besides presenting schemes of correlation, interrelation and concen-

tration of studies the Herbartians give us directions for the formal teaching of individual lessons. In this five steps are taken following very closely the five steps used in developing a lesson by the method known to us as the inductive-deductive method. Lessons illustrating this point will be considered next month.

### THE TEACHERS' LECTURE COURSE.

Professor E. R. Shaw, Dean of the School of Pedagogy, New York University, delivered at the High School, Montreal, the seventh lecture of the "Teachers' Lecture Course," his subject being "The New Idea of Correlation in Teaching and the Economy, Mentally and Socially, which it subserves. Dr. Shaw's lecture was illustrated by a large chart showing the curriculum of an ideal educational course as worked out in the schools with which he is connected. The scheme included seven years of school work. Only the first year's work in the three cases is referred to minutely in this paper. An outline of Dr. Shaw's address is given below.

—INTRODUCTION.—The idea of correlation came from Germany, having been introduced by students who came in contact with Herbart. It furnished a new factor to aid in the solution of a most perplexing problem—the crowding of new subjects into the course of study. This crowding was not due to specialists trying to make much of their particular subjects, but was an age impulse—the accumulating pressure of preceding ages. The more complex the state of society becomes the greater the demand for more preparation. The more complex society demands greater diffusion of knowledge, forming an age impulse. The bicycle and liquified air are illustrations of increasing life complexity. The bicycle has opened up new industries. Who can tell the far reaching results that will follow the introduction of liquified air as a factor in mechanical problems. Who could have foretold the triumphs of electricity?

—THE MENTAL ECONOMY.—What is needed to fit the child for this ever increasing complexity of environment is a change in the method of presenting subjects by correlation, co-ordination, interrelation and concentration of subjects. The report of the "Committee of Fifteen" of the National Educational Association made clear the meaning

to be attached to these terms. Correlation was defined to be the selection of subjects to fit a child for his complex life. Concentration and co-ordination are ways of arranging the programme to bring about correlation. Interrelation is the term used to define cross relations in the scheme of correlation of duties. Following the plan of De Garmo, all school work was divided into three cores, branches, groups or orders, the humanistic, the scientific and the economic, arranged in order of age. Correlation and interrelation begin with the child's sensuous interests and expand to higher relationships. Humanistic studies are ethical and are the oldest embodying literature and history. Francis Bacon turned the attention of teachers and others to science and consol relations, and added accuracy to knowledge. The newest core of studies is the economical, the kind of knowledge that has perpetuated itself in nooks and corners, and has not as yet found its way into the schools. Each core of subjects was subdivided into two parts. The first was the *material* of study, e. g., the humanistic material comprising duties and relations as found in myths, fairy tales, biographical stories, poems, songs, hymns, pictures; the scientific material comprising the study of natural surroundings as land, water, sky, heavenly bodies, seasons, weather, animals, plants, minerals, geometric forms, color, the human body, physical forces and phenomena and pictures; the economic material comprising the study of the neighborhood in regard to food, clothing, shelter, industries, occupations, means of travel and pictures. The second subdivision of each core was entitled *activities of arrangement and expression*. Under humanistic activities were grouped, learning to read, oral and written language, oral and written spelling, games, diagrammatic drawing and physical culture. Under scientific activities were found number work, numbers 1 to 10 and counting to 200, the fractions  $\frac{1}{2}$ ,  $\frac{1}{4}$  and  $\frac{1}{8}$ , denominate numbers as foot, pint, quart, gallon; here also found place excursions, collections, descriptions, planting seeds, clay modelling, moulding, games, dominoes, direction, distance, measuring, music, singing scale of C, and physical culture. The economic activities embraced writing, tracing the outlines of animals and implements and cutting these from paper with scissors, paper folding, paper weaving, sewing, making articles of utility, color work with brush, clay modelling, games, buying and sell

ing. The material is an end in itself. The activities as learning to read, write, spell, etc., are not ends in themselves but are secondary or subordinate to material. Each core was well graded. The myths of the first year become literature in higher grades, the ethical stories of the earlier years become civics later on, the study of the neighborhood in the first years becomes industry and commerce in the seventh, land, water and sky change to physical and political geography, animals to zoology, plants to botany, form to intentional geometry, the human body to physiology, and so on. It is difficult to harmonize correlation with our old ideas, because some people are unable to think that knowledge can be given to pupils differently from the way in which they obtained it. Interrelation links studies together. This linking is only limited by the inventive power of the teacher. Interrelation seeks to make as great a number of associations as possible, so as to establish the right clues in the child's mind in some way. As many associations as possible should be secured by as much interrelation of subjects as can be made. This is the method for securing mental economy for the individual child. Each subject concerned is enriched by interrelation. Arithmetic and geometry may be related, algebra superseding arithmetic in the higher classes. Interrelation not only takes advantage of evident points of relation but seeks out new ones. The basis of interrelation is found in the motor activities, the hand, eye, etc. Gouin used this fact in teaching French but did not go far enough. A boy might as well be taught manual training with French and German as to open and shut doors, etc. This method of teaching a language would give breadth of vocabulary and variety of expression. Geography and history might be interrelated. (Dr. Shaw abridged Dana's "Two Years Before the Mast," a book of ethical and literary value, for this purpose.) The human interest forms the centre of interest. The child sees the value of latitude and longitude, the difference of time due to longitude, observes the rising and setting of the sun and other matters too numerous to mention. Formal reading may be interrelated with nature study. The subject taken up in the nature study should be the content of the reading lesson. Skill in reading is acquired most easily when the child is interested. Throughout the whole school course formal reading should be made subservient



to science, literature and other important subjects. Readers merely as readers are doomed. Interrelation effects an economy of time for the teacher.

—THE SOCIAL ECONOMY.—The highest office of the school is to reach the social consciousness and effect the diffusion of the good. Laws, customs, institutions and churches exert an uplifting influence. But the school having the attention of the child for so many hours a day must, by economy of teaching and learning, effect a saving of time towards this end. It will be accomplished largely through literature. The first dim ideas of duties to be done that have come to the child through the observance of home life and through the reading of myth, fairy tale and legend are to be made more definite by ever increasing extension and intention in literature, for the ideals of society find their highest expression there.

—LOVE is the beautiful soul of life.—*Herbart.*

—THE kindergarten has been of great value to the little child. But in its wake have followed some evils. It was bad enough to have the older children posing in public. The dear little tots of three, four and five—babies yet—should have their delights kept for the home. Let the little songs be reserved for the pleasure of father, mother, brothers and sisters, and let these and the games be the glad and spontaneous expression of the child's activity, not something self-consciously and grudgingly given to appease the idle curiosity of friends or strangers. Because the little children of our kindergartens are so sweet and engaging there is a tendency on the part of mothers and teachers to make exhibitions of them. This takes away the charming naturalness of the child by throwing its thoughts back upon self. Mrs. James, principal of the Cincinnati kindergarten training school, calls a halt in this regard. She says, "Do not expect much show in the best kindergartens. The true, earnest, faithful woman who gathers your children into a kindergarten every day is working for the 'one far off divine event,' the perfecting of a human soul. She has faith in the processes of eternal growth, and so she humbly plants the seed and shines upon it with never failing love and tenderness; but alas! many times as she plants, fathers and mothers dig up the seeds to see if they have sprouted."

—LIFE is a quarry, out of which we are to mould, chisel and complete a character.—*Goethe*.

—THE service that corporal punishment renders in the economy of the school, is worthy a few moments of consideration. A boy once remarked to his mother, "When I was a child you did not make me do what I disliked, and now I can't do anything unless I like it." Why didn't you *make me*?" This boy has suffered both materially and mentally—not to say morally—much more than he could possibly have suffered physically from a few applications of the strap. He feels that his natural indolence has become a habit from which he would like to break away; but he sees also that he has not the moral courage to make the effort. It looks as though many thousands of the children who now occupy the seats of our school-houses will be saying in years to come both to parents and teachers, "Why did you not make me?" They will find that their natural and acquired disabilities are preventing their getting on in the world. They see others outstripping them in the race of life largely because they had wiser parents and teachers. Many a teacher has been thanked most cordially in after years by boys, who have been turned back from a wrong course by a teacher, who took enough interest in them to give them a good application of the rod. It is a most unpleasant duty, but one that, on some occasions, it is cowardly for a teacher to shirk. Competition in all lines of work is becoming so keen that there is no place in the contest for children who have been coddled in the lap of luxury, brought up on soft, crimson-cushioned seats and fed on sweet-meats and other dainties. Let the truest and best interests of the child be considered.

—A MOST pernicious habit indulged in by some teachers is that of *hinting the answers* to questions. Sometimes the teacher "looks the thought she may not speak;" or, she gives questions that require only the answer yes or no. Let the child think for himself or show that he has not thought.

—WHAT an interesting exercise it is to trace words to their source. What is the origin of the word velvet? It comes from the Latin *villus* a shaggy hair. Plush is from the Latin *pilus* a hair, silk from the Latin *sericus* soft, linen comes from the Latin *linum flax*, through the Anglo-axon, lace from the Latin *laques* a noose or snare, tapestry is

from the Latin tapes, a carpet through the French tapisserie.

—ENGLISH is the commercial language. More letters are written in English than in all other languages put together. The fact that three-fourths of all the letters that go through the mails of the world are in English, seems more wonderful when it is stated that only about one-fourth of the world speaks our language.

The march of intelligence headed by the English-speaking races, the wonderful decrease of illiteracy among them, and the demands of commerce, with these same races in its van, have brought this result.

Commerce has extended the post-office system to all parts of the globe, into every nook and corner of the civilized world, and its language has been evolved from the English tongue. All races that enter into commerce of necessity learn more or less of the English language, and to some considerable extent carry on their business correspondence in English." Our Times. The teachers are determining the *character* of the English that plays, and will more and more play an important part in the civilized world.

#### REMINDERS.

—WHEN standing in their lines or at their rings children ought to stand on both feet.

The height of the seat and of the desk should be in proportion to the height of the child.

A seemingly stupid child is sometimes wakened up as if by magic by being brought to the front row of a class room. He was either short-sighted or deaf.

Wanting a drink of water during school hours is sometimes a bad habit.

A tall girl should not be seated between two short girls. The contrast makes her feel awkward.

—THE education of the child is not complete until he can recognize a book worth reading and has formed the habit of reading good books. Indeed, no child should leave school until he has mastered these two most important points.

—THERE has been much speculation as to the basis of selection of the digits, one to nine, which the Arabs have passed on to us and other modern races, along with many

other mathematical favors. "The latest theory," says the *Leisure Hour*, "about the origin of the form of Arabic numerals is that propounded by a learned Italian, in the pages of the 'Cattolico Militante.' This gentleman, whose name is Di Cornegliano, states that as the Arabs were splendid mathematicians, it is probable that their numerals assumed their well-known shape and order out of consideration of the number of angles in each." The angles to which reference has been made may be more or less easily reckoned by drawing the numerals with straight lines instead of with curved lines.

—WHAT men want is not talent, it is purpose; in other words, not the power to achieve, but the will to labour.

—*Bulwer-Lytton.*

—LET not the teacher feel restive because of the many restraints thrown around him in the form of text-book committees, boards of examiners, the Protestant Committee of the Council of Public Instruction, etc., etc. In his little realm the school-room (often but a very narrow, dingy kingdom it is) he reigns supreme. It is necessary that his power be limited by outside restraints, or he would in a great majority of cases become a veritable tyrant. Colton says: Power will intoxicate the best hearts, as wine the strongest heads. No man is wise enough or good enough to be trusted with unlimited power; for whatever qualifications he may have evinced to entitle him to the possession of so dangerous a privilege, yet, when possessed, others can no longer answer for him, because he can no longer answer for himself." The government under which we live, though a monarchy, is a limited monarchy, and to all intents and purposes of government is a democracy—a democracy of the best kind. So should it be in the school-room. The teacher is the monarch. He should be restricted as to power.

—DEAN Alford, in concluding his little book "The Queen's English," gives in a nutshell some valuable suggestions with regard to the use of English: "Be simple, be unaffected, be honest in your speaking and writing. Never use a long word when a short one will do. Call a spade a spade, not a *well-known instrument of manual husbandry*; let home be home, not a *residence*; a place a place, not a *locality*; and so of the rest. Where a short one will do, you

will always lose by using a long one. You lose in clearness; you lose in honest expression of your meaning; and in estimation of all men who are qualified to judge; you lose in reputation for ability. The only true way to shine is to be modest and unassuming. Falsehood may be a very thick crust, but, in the course of time, truth will find a place to break through. Elegance of language may not be in the power of all of us; but simplicity and straightforwardness are. Write much as you would speak; speak as you think. If with your inferiors, speak no coarser than usual; if with your superiors, no finer. Be what you say; and, within the rules of prudence, say what you are."

Our attention is drawn by the *Christian Guardian* to an editorial in "The Saturday *Evening Post*," from which we gather that kindergarten methods are being applied to the solution of the much vexed question, of what is to be done for the uplifting of the poor youths of the slums of New York. A farm has been purchased in Ulster County to which some of the worst young boys of the slums have been transferred. Here they are to work out their salvation, by development through their own activity, under the kindly influences of fresh air, sunshine, wholesome food and moral examples. Though these boys are some of the most incorrigible of the city waifs, they are not going as culprits or semi-prisoners, but as independent colonists who are "to make their own laws and execute them, to earn their own livings—to run, in brief, a miniature government of their own." "It was a happy thought," says the *Post*, "that led to the experiment of the industrial colony. It took a few worst of these waifs and planted them where some of the benignities of God's universe could flow into them, not only through their senses but through their pores. It was not supposed for a moment that these elemental conditions would supersede the necessity for moral tuition. It was only assumed that they would make such moral tuition easier and more comprehensible."

May success attend these noble efforts on behalf of the *moral kindergartners*. Heredity is a strong factor in the life of the child. May environment and education together prove stronger still!

—MILTON, when discussing the pronunciation of the classics by Englishmen, said, "We, Englishmen, being far northerly, do not open our mouths wide enough in the cold

air to grace a southern town. So that to smatter Latin with an English mouth is as ill a hearing as low French. Perhaps it is on the same principle that Canadians find it difficult to pronounce the sound of *a* intermediate between the Italian, *a* in father and the short *a* in fat. The sound is found in such words as after, ant, mass, class, fast, last, pass. In general terms it is the *a* before *f*, *s* and *n*. Ayres, in his Orthoëpist, says: "The sound of *a*, called the intermediate, is found chiefly in monosyllables and dissyllables. At the beginning of this century these words were generally pronounced with the full Italian *a*, which, by the exquisites, was not infrequently exaggerated. This Walker undertook to change, and to that end marked the *a* of words of this class like the *a* in *mān*, *fāt*, *āt*, etc. The innovation, however, met with only partial success. Webster and Worcester both opposed it. Now there is a general disposition to unite in some intermediate sound between the broad *a* in father, which is rarely, and the short *a* in at, which is frequently heard in this country. Some of the words in which *a* now receives this intermediate sound are: "advantage, after, aghast, alas, amass, alabaster, Alexander, answer, ant, asp, ass, bask, basket, blanch, blast, branch, brass, cask, casket, cast, castle, chaff, chance, chant, clasp, class, contrast, craft, dance, draft, draught, enchant, enhance, example, fast, flask, gasp, gantlet, ghastly, glance, glass, graft, grant, grasp, grass, hasp, lance, lass, last, mask, mass, mast, mastiff, nasty, pant, pass, past, pastor, pasture, plaster, prance, quaff, raft, rafter, rasp, sample, shaft, slander, slant, staff, task, trance, vast, waft." Reading these words aloud would be an excellent exercise in pronunciation.

## EMPIRE DAY.

—ON the twenty-third of next May, "Empire Day" is to be celebrated by a large number of the children of the Dominion. It is hoped that this day will be generally observed from the Atlantic to the Pacific. From the Atlantic, through the "Journal of Education," the official organ of the Council of Public Instruction for Nova Scotia, we learn: "The twenty-third of May has been set apart as 'Empire Day' in the schools. It is to be specially devoted to the cultivation of feelings of loyalty and attachment to our country and to the institutions under which we live. It is

expected that a British flag shall float over every school-house in the land, that British or Canadian history lessons in the forenoon, and an interesting programme of patriotic songs, recitations and speeches from local celebrities in the afternoon shall inspire the pupils with deeper love for home and country and humanity."

Montreal is to have a public celebration in the Arena rink on the evening of May the twenty-second; (the rink is not available on the twenty-third). This is to take the form of a concert, given by a choir of one thousand school children. It is hoped that the Governor-General will be present. An interesting item of the programme is to be a patriotic address by the Honourable George E. Foster. The programme, subject to change, is given below. Many helpful suggestions may be obtained from this and the foregoing.

#### PROGRAMME.

Old English Air... "Here's a health unto Her Majesty."

School Song..... "Let but the rash intruder dare."

Canadian Song..... "Acres of your own."

School Song..... "Stand Canadians" (with Flag Salute.)

Duet..... "All's Well."

English Air..... "Thou art gone from my gaze."

Patriotic Chorus... "The Crosses Three."

(The Story of the Union Jack.)

Patriotic Address by the Hon. G. E. Foster, M.P.

National Air..... "Rule Britannia."

Nautical Song..... "The Bay of Biscay."

Echo Chorus..... "Forest Echos."

Canadian Song..... "The Land of the Maple."

Action Song..... "The Chinaman."

God Save the Queen.

In the course of the next few weeks we shall probably hear of many ways of giving expression to our loyalty towards our country.

The morning exercises might be the ordinary subjects of the school course, but being specially designed to develop the spirit of true patriotism. For instance, the geography lesson might be a run around the empire on Mercator's projection, or, better still, on maps of the two hemispheres, hung side by side, with special reference to the Dominion of Canada, her forests, lakes, rivers, minerals, wheat fields, industries, etc. The time for history could be very well

used in relating briefly the story of Canada's relation to Great Britain. The reading lesson could be selections like "The Lion and Her Cubs," from the great poet of the imperial spirit, Rudyard Kipling, and the many British and Canadian writers of our national songs. The arithmetic lesson might deal with the wealth of the Empire.

An interesting exercise would be the story of the making of the British flag, accompanied by colored crayon sketches on the blackboard. For about seven centuries the banner of St. George was the English flag. This was a white ground with a red cross (the plus sign). The Scotch flag, St. Andrew's, was a blue field with a white cross (the multiplication sign). When Scotland united with England in 1603, the crosses were united on their common banner. Two hundred years later, in 1801, when the act of union of Ireland was passed, the cross of St. Patrick (the multiplication sign)—a red cross on a white ground—was placed on the flag. This formed our Union Jack. A red ensign with the Union Jack in the upper left hand corner and the colonial coat of arms, about the centre of the right hand side, is the ensign for the colonies. The flags might be sketched by the children on their slates, after the teacher has drawn them progressively on the board. "The flag that braved a thousand years the battle and the breeze" must, of necessity, have its story very much curtailed in the telling. As a sequel to the story there might be a short talk on what the flag means to us. It stands for the best that is, has been or ever will be (our ideals) in all departments of our national life. It stands for liberty without license, for truth, purity, brotherly love and every best thing. Patriotism is one of the noblest passions of the human breast. Sir Walter Scott says:

"Breathes there a man with soul so dead,  
 Who never to himself hath said,  
 'This is my own, my native land' ?  
 Whose heart hath n'er within him burned  
 As home his footsteps he hath turned,  
 From wandering on a foreign strand ?  
 If such there breathe, go, mark him well,  
 For him no minstrel raptures swell,  
 High though his titles, proud his name,  
 Boundless his wealth as wish can claim ;  
 Despite these titles, power and help,  
 The wretch, concentred all in self,  
 Living shall forfeit fair renown,  
 And doubly dying, shall go down  
 To the vile dust from whence he sprung,  
 Unwept, unhonored and unsung."



But we must be careful not to teach a narrow-minded patriotism. On other days we want to draw the attention of children to the great and good men of other nations and the valiant deeds done by them for right and truth. In this connection might be read Kipling's "Recessional," "Lest we forget, lest we forget." Let us take all the help we can get from our contemporaries, just as we have helped ourselves so liberally from the great storehouses of wisdom of the past ages, the Egyptians, Greeks, Romans, Jews, and so on, to solve our great national problems. We shall need a great deal of light. May we not be forgetful of the great debt which we owe to the men and women who, uncomplainingly and as a matter of course, have shed their life blood in bringing to light the great moral ideas that have placed us where we stand as a nation.

The afternoon gathering ought to be of a more public nature. The children might invite their parents and friends. The programme could consist of songs, recitations and speeches, all tending towards the same end,—the development of a good patriotic sentiment.

Without boastfulness, but as matters of fact, let us place before our children, as the coming citizens of this Dominion of Canada, the vast resources of the country and the great future that most assuredly awaits it. Let us interest them in the trees which go to form the great forests. A lesson might be very profitably given on the useful trees of Canada, illustrated with blackboard and chalk. It is through the children we must make a strong appeal for the preservation of our valuable forest trees.

Patriotism is defined by the Standard Dictionary as: "Love and devotion to one's country; the spirit that, originating in love of country, prompts to obedience to its laws, to the support and defence of its existence, rights and institutions, and to the promotion of its welfare."

A short talk on *civico* might not be out of place in our "Empire Day" exercises. The children would enjoy giving reasons why they love their country, obey her laws and will defend her rights and institutions. We receive from our country a great many more blessings than we are ever likely to return. The civic duties embrace the most important of human duties, and the older children of the school should be prepared to some extent for entrance into citizenship.

## A LESSON ON THE GREAT RAILWAYS.

—A LESSON on one of the great Railways needs to be prepared for months, even years, beforehand. In these days of well illustrated newspapers and magazines there is no reason why such a lesson should not be made most interesting. The plan of one teacher, perhaps of many, was to make a paper case of seven pockets or compartments labelled respectively, Europe, Asia, Africa, Australia, North America, South America, Islands. When an illustration of some city, town, river, lake, etc., of Europe was found, it was placed in the pocket marked Europe; and so on with the others. As the teacher herself took only one magazine and one newspaper, the store would have grown somewhat slowly; but the children were interested in the plan and asked for clippings from the newspapers at home. In the case of magazines that one would not care to cut up, an indexed book, under the same headings, was kept, noting the pages in the magazines, where pictures bearing on the various parts of the world might be found. Pictures illustrative of the industries of countries, of the processes of agriculture, of the men who have made the country or who are advancing its interests in various ways, as well as those illustrating its natural or artificial scenery, should be preserved. After a while the illustrations become so numerous that it is found necessary to subdivide again. The war between the United States and Spain evoked a tremendous amount of illustrated matter most valuable to the teacher of forethought and prudence. But it is not necessary to wait for some great war to spread its devastating hand over our land, before beginning a collection. The past week has been most fertile in pictured newspapers and yet there has been no unusual disturbance of international relationships. Then again our railway guides are a fruitful source of illustration. Tourists guides contain very many fine pictures. But even the ordinary timetables are sometimes very useful in this regard. The Kodak has been brought into requisition during the last few years. The whole line of the St. Lawrence River and the great lakes has been well presented to a class by means of snap-shots taken along the route. For the photographs a book is necessary in which to keep them.

When the lesson is to be given, each child, or, as many

children as can find time-tables at home, should use them. The teacher requires her assortment of pictures bearing on the places through which or near which the railway passes, arranged in the order in which they will be required, a ruler, good blackboard, chalk and a large map, showing the position of the railway in relation to the continent as a whole. The starting point is decided on and marked by a circle on the blackboard, on the right side if the trip is to the west, and on the left hand side if to the east. The children look up in the time-table the time of starting of the train, and the teacher then shows pictures of the starting point. A scale of miles is placed on the board. The children find the next point on the route, stating how many miles have been travelled, and the time taken, the teacher marking by a line the distance from the last point and the direction. The children decide the speed of the train from the data given in the time-table. Any interesting places, as rivers, lakes or other natural objects, and towns, etc., passed on the route, are pointed out, pictures of these, and the second town, being then shown. At the end of the lesson the blackboard presents a plan of the railway, with the distances marked to scale, the towns along the route, rivers crossed, etc.

The next day a freight train might be taken over the same road, the children deciding, in general terms, with teacher's help, what freight should be carried, where it should be left, and what should be taken on the return trip.

A lesson conducted in this way serves well, as the body of geography, which the child, as his experience of life broadens, through travel and reading, will come to clothe with greater and greater elaborateness and finish. The long lines of railway which present themselves to us on a railway map become instinct with life as we travel over the line behind some iron horse. We cannot take the children with us in actual fact. We may do so in imagination. The imagination is specially active in childhood. Many other suggestions might be offered. These will suffice for an introduction.

### BEGINNING MAP WORK.

After beginning regular map work see to it that children frequently hold their maps with the tops toward true north. See to it that they gradually change the posi-

tion of these maps from horizontal to vertical, for we would impress upon our pupils this fact: The north, indicated by the map, means not up, but in the direction of the north star. From the very beginning lead pupils to form the habit of locating every place and every country mentioned in reading, study, story or song. Even the first-year child can attempt to indicate on blackboard, slate or paper his home and his school; can attempt to show the direction in which he passes from one to the other. Follow with paper and pencil the travels of "Red Riding Hood," the wanderings of "Cinderella." Children must be trained into judging distances, and into testing their judgment by actual measurements. How far from the desk to the school door? Nine feet, says one. Measure, test the judgment, and then attempt to represent the distance by a line of the same length upon paper or slate. The necessity for a scale becomes apparent. Lead children into suggesting the drawing of one inch for each one foot of the actual distance, etc. The children must also be led into comparing distances. How important comparison becomes when we remember that we can never attain exact ideas of long distances and vast areas. All the teacher can do is, first, lead children into fixed ideas of distances and areas within the sense grasp; second, through comparison, approximate the greater distances, the vaster areas of the world beyond sense limits. To read a map aright children must know map language and interpret it correctly. Let us see to it that mountains suggest far more than elevation, far more than changes in slope and changes in temperature. They should suggest varied plant life, varied animal life and man at work; man taking from earth's storehouses hidden treasures. Let the river system suggest far more than it usually does; let it also suggest water at work, wearing and tearing, carrying and depositing soil; let it also suggest life—life on the river banks, life on its surface, life in its depths.—*The Teacher.*

### STORIES FOR REPRODUCTION.

The following short stories, suitable for purposes of reproduction in connection with the composition class, are taken from *The New Education* :—

#### THE SUN'S CHRISTMAS CALL.

The sun peeped into a back room last Christmas morn-

ing, and this is what he saw. In the middle of the room two white-robed little boys, each eagerly looking into the inside of a small white stocking. Santa Claus had not forgotten them, and, from their cries of delight, he must have known just what each one would like. "A top," exclaims one; "and a knife, and candy, and a ball." And "A pencil, box, and book, and some candy too," cries the other, "and way down in the toes, a tiny whistle" And so they laugh and play with their presents, until mamma comes to say "Merry Christmas, boys!" And the boys leave their presents to get dressed. Wasn't that a pretty picture for the sun to see, on his morning call?

#### FIDO'S TRICKS.

Fido is a large black dog, belonging to Tom, and Tom has taught him many tricks. He will bring Tom's hat to him, many times during the day, and bark, as if to say: "Come, Tom, let us take a walk." He stands on his hind legs and begs, in a very cunning manner, and, if not noticed at once, will dance around, and show off all his tricks, one after the other. Tom will say, "Go to sleep, Fido," and Fido will lie down and shut his eyes, and will not move until Tom says, "Wake up, Fido," when he will spring up very quickly. He helps Tom drive home the cows every evening, and if one of them goes in the wrong direction, Fido runs in front of her and barks, and she soon turns around, and goes toward home.

#### THE NEW SLED.

James has a new sled, and is very anxious for a snow-storm. One morning he found the ground covered with snow, and after school, tried his new sled. On its side, in big letters, was the word "Speed," and it deserved its name. James would start at the top of the hill, at the same time the other boys did, but reached the foot of the hill before they did, every time. He was very kind, and lent it to several of the boys to try. He spent a very happy afternoon, and made others happy also. The next time there is a good chance for him to use his sled, he is going to take out his little sister, and give her a ride. How she will enjoy it, and what a kind, thoughtful brother she has.

#### FILLING THE WOOD-BOX.

"Tommy, you must fill the wood-box before you go off

to play," called out mamma, as Tommy was running off to join his playmates. "O mamma, I can't," said Tommy crossly. "I promised to meet the boys at nine o'clock." "You have plenty of time," said mamma. But Tommy felt ugly, and wasted his time, and lingered over his work, so that when he reached the spot, where he was to meet the boys, it was quite late. They were not there, and he passed a very lonesome day. The next day, he learned that each of the other boys had to chop wood, before they met for their play; but they worked cheerfully and finished in a short time.

—MESSRS. STEINBERGER AND HENDRY have organized themselves into a new Company under the name, The Steinberger, Hendry Company, Limited.

Mr. Steinberger is well and favorably known in this Province for his courtesy, fair dealing and enterprise, having come here many times in the interests of his firm. Now that Empire Day and patriotism are topics of interest, the new firm has acquired a large stock of portraits of the Queen, suitable for framing, and of flags of a superior quality. Those who order by mail are as sure of satisfaction as are those who can examine the goods in advance.

—MR. LIPPENS has elaborated a very useful chart for school purposes. It has been purchased in Montreal, Toronto, and many other places for use in the schools. We call the attention of our readers to the advertisement of Mr. Lippens and recommend them to send him an order for at least one chart, that they may judge for themselves of its value.

### Correspondence.

*To the Editor of the EDUCATIONAL RECORD :*

DEAR SIR:—Last month's journal referred to Empire Day with promised suggestions as to its keeping. It is well for us as a people to remember that we owe it to our children, the inheritors of an heroic past, that they should go forth to life's battle, strong in patriotic sentiment and nerved by every loyal impulse to not only sustain for Canada her present proud position—but win for her a still higher place among the peoples of the world.

In no way can this be done better than by the teaching

of our schools—and while the child's mind is in its formative character.

In Empire Day we gather up as it were the patriotic fragments of its loyal school year for a right loyal past.

Three things I would respectfully suggest as necessary ingredients for this. First—*singing*—let the children practise each day for a short time the songs so dear to us all—"The Maple Leaf Forever," "Fair Canada," etc., and that song of all songs perfectly, "God Save the Queen."

Secondly—*Speaking*—whether recitation or address, or composition; for this last some one might give a prize on the best essay on Canada, her government, resources, growth, history, etc., and let the officers in Church and State be asked to be present and help with wise words and patriotic sympathy to keep alive the pure sentiment of Canadian nationality.

Thirdly—*Flag exercises*—by a League of the Union Jack. Some pretty drills. There is such a pretty musical exercise by Novello, easy to learn and most effective, teaching as it does the making of our glorious Union Jack. Not the least among these exercises being a blackboard demonstration on the making of the Flag as told by Barlow Cumberland in his most fascinating work, which should be in the hand of every teacher (certainly in every school library.) Speaking of this, I should like to know how many could correctly draw its proportions or tell the reason why its several crosses are so arranged, or when Scotland and Ireland entered the Union as indicated by their several positions thereon.

These are a few of the suggestions that might be carried out in every village and town, and we trust the day is not far off when from every school-house the old flag shall float out on all its keeping days, as in many places on the Continent, and our heart's utterance be: "God bless our Queen and Empire, and keep us loyal."

CLEMENTINA FESSENDEN.