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**Articles : Original and Selected.**

KINDERGARTEN METHODS IN PRIMARY CLASSES.

By S. B. SINCLAIR, B.A., OTTAWA NORMAL SCHOOL.

(Paper read at Quebec Teachers' Association, Montreal, Oct., 1893.)

Some one has said if you would know ancient philosophy, study Plato; if you would know modern philosophy, study Kant. Between these two systems there exists a sharply defined contrast.

Plato seeks for knowledge in externality, his "eidos" or "arche type" the ultimate incognition exists not in the mind but in some third heaven of thought supersensuous, but nevertheless, external.

Kant, on the other hand, is decidedly subjective in his investigation, and finds all knowledge to be of things within the mind. The mind makes nature out of a material which it does not make, and of this material "the thing in itself" we can have no immediate knowledge.

The two knights in the story who fought in regard to the shield, one side of which was gold and the other side silver, each contending that it was composed entirely of the material which he saw on his side, were not unlike the metaphysicians who, for hundreds of years, kept the pendulum oscillating between the two extreme poles, the sovereignty of environment

on the one hand, and the independency and initiatory character of mental action on the other.

The trend of thought to-day, however, is toward a combination of these theories, and while a knowledge of both the objective and subjective worlds is admitted to be possible, the highest certainty is held to consist in a knowledge of relations. The study of educational theories reveals the fact that during the last half century educators have advanced through three similar successive stages.

Most of us can remember the time when to the question, Why do you come to school? there was supposed to be but one answer, viz., "to learn." The mind was looked upon as an empty receptacle to be filled with knowledge as we might fill a cup with water. There naturally arose among thinking people a revolt against the unnatural, mechanical, devitalizing, cramming methods which, in extreme cases, followed as a result of this irrational view. Educators especially began to see that there are certain potentialities in the child that a living rational being is very different from lifeless matter. They perceived that in an especial sense all education must be self education, and many went so far as to believe the sentiment of the lines:

" There is an inmost centre in us all  
Where truth abides in fullness,  
And to know rather consists in opening out a way,  
Whereby the imprisoned splendor may escape  
Than in effecting entrance for a light  
Supposed to be without."

As a result of this, new and better conception methods of teaching were entirely changed and development was considered the chief end of education. It is to be feared that in some cases this view was carried to an extreme. As a result there was "development gone to seed," a seeking for something in the mind which was not there and time was lost in

" Dipping buckets into empty wells  
And growing old in drawing nothing out."

During late years there has been a reaching out after a higher and more comprehensive educational philosophy, and education is now being understood to consist not so much in a filling in or a drawing out of facts as in leading the child to discover and express existing relations and to develop in harmony with an inner law of Divine unity which is within us and without us God made manifest in the universe of matter and of mind.

It is the distinguishing feature of the Frœbelian philosophy

that it has emphasized this third view. Froebel says: "Education consists in leading man, as a thinking, intelligent being, growing into self-consciousness, to a pure and unsullied, conscious and free representation of the inner law of Divine unity, and in teaching him ways and means thereto." Such an educational ideal at once leads to a study of the child as he is, in order that we may discover the law of his unfolding, to a study of his environment, that he may be brought in contact with that best fitted to his proper advancement and, finally, to a study of the relation between these in order that he may discover the law of inner connection and express that law in harmonious and equable development of his powers.

With this appeal to the true test many dearly loved idols have crumbled in the dust. The trustee in "Hoozier School-master" who held the principle "lickin' and larnin', larnin' and lickin', no lickin' no larnin', sez I," had many companions fifty years ago, but he is beginning to feel lonesome to-day. I was surprised when in Paris to find that corporal punishment is banished from the schools.

The too enthusiastic objective teacher who thought it necessary to crawl on all fours on the schoolroom floor to illustrate "the ox" to his primary reading class is now convinced that even little children have common sense as well as sense perception.

When first I attended a teachers' convention and listened to learned disquisitions in regard to questions almost as remarkable as "on which side of their heads children should wear their faces," I went home discouraged. I knew my school was not like those described, but it scarce occurred to me to think that possibly these speakers might not have had *practical experience* or that the *conditions* were different in their schools.

I was in what Professor Caird calls the dogmatical stage. I thought if someone said a certain thing was true it must be true even if it wasn't true. Then came the sceptical destructive stage, when after repeated trials of certain methods only failure resulted and the thought came, What is the use of trying? perhaps there is no best way, or as I once heard someone who should know better say, "This talk of education and methods is all rubbish, the old ways repeat themselves like the fashions every ten years." It is only fair, however, to say that he had spent more time in trading horses than in the investigation of educational questions, although he was supposed to fill an educational position. God pity the man or woman who continues to teach school and does not at heart believe there is

such a thing as a science of education! I take it that all here to-day have emerged from the miasmatic sceptical region to the higher ground of the critical constructive stage, where having discovered the true touch-stone for sure building and rising upon the stepping-stone of former failure, steadily and securely build. Having found that in the past we have committed many errors, we are charitable in our criticism of others and are somewhat chary in arriving at final conclusions, for we know that the true educator must oftentimes in his search for truth find his position like that of

" An infant crying in the night,  
An infant crying for the light."

After such an experience one is not apt to "divide all opinions into two classes—absurdities and his own opinions." I am to speak to-day concerning Kindergarten methods in primary grades. Of the Kindergarten proper I am an enthusiastic admirer. I know of no other system so admirably adapted to the training of pupils between the ages of four and six years, and believe that all that the system requires is a fair trial in the hands of good teachers to win its way to the hearts of the people.

In the city of Hamilton all the children have a thorough Kindergarten training before entering the Public School. The utmost harmony prevails between the primary and Kindergarten teachers. The pupils on entering the primary grade are in every way stronger, as a result of the Kindergarten work done, and the methods are so sequential that the children find the transition from one grade to the other easy and natural. Let us enquire, then, what are the main Froebelian principles which can be applied in the primary school.

First—Our teaching must be based upon the child as he really is when he comes to us, and, therefore, each pupil must be studied individually. By far the most largely attended and helpful section of the National Educational Association held at Chicago this summer was that devoted to experimental psychology as applied to children. When we see such eminent scholars and thinkers as Dr. Stanley Hall, President of Clark University, entering with the most enthusiastic energy into an investigation of the most commonplace phenomena of child life, we are encouraged to hope that some day our system of education will be thoroughly scientific. As a result of that meeting, a national association for the study of children has been formed and thousands of teachers are entering upon a scientific study, along thoroughly sequential lines, with a view

to obtaining a concensus of results from which eventually to deduce laws. It is possible, of course, to carry anything to an extreme, but there are countless reasons why a certain amount of such individual study of children is imperative on the teacher, hence the necessity of making the conditions such that the teacher can study the individuality of the pupil. This cannot be done if classes are too large. I contend that no primary teacher can successfully train more than forty pupils, and that it is false economy to compel her to try to do so. A teacher with sixty children will do better work by putting them on half time, teaching thirty each half day, than by trying to teach the whole sixty at once.

Secondly—In order to effect this and other needed reforms the *parent* must be brought in touch with the school. Visitors are always welcome in the Kindergarten, and there is something wrong with any primary grade where the parent is not at all times a welcome guest, and something equally wrong with the parent who is not interested in the teacher who has the training of his child. The parent who makes disparaging remarks concerning a teacher in the presence of his child would be better occupied in burning five dollar bills. The best cure for truancy and many other ills that the genus small boy is heir to, is to place him "on a string," metaphorically speaking, with the teacher at the one end and the parent at the other, and make the string so short that there is not room for even the truant officer.

Thirdly—Having thus studied the child, we are able to put in practice the great educational principle, that we should proceed from the known to the unknown. The word *apperception* is a comparatively new but exceedingly important importation into the realm of Pedagogical Psychology. I hold this flower up before an infant and a specialist in Botany. The form of motion affecting the eye, the image on the retina, the affection of the optic nerve, the sensation itself in each case may be very similar and probably is quite as intense in the case of the infant as of the scientist, but the resulting perception is very different. To the little child there is a pleasing sensation of form and coloring, nothing more, while to the Botanist there is conveyed a whole volume of intelligence. The difference lies in the *apperceptive* or grasping power of the observer, and this principle should be constantly applied in education. Studying the child as he is, we find that his mind is not a blank page, but that when he comes to school he knows, perhaps, a third as much as he will ever know. This previous knowledge should

be utilized and the teacher should start building just where the mother left off. How interested the pupil, large or small, is in the investigation of the realm which divides the known from the unknown. Suppose the teacher gives a lesson on a cat. The little child has lived with cats, slept with cats, played with cats, looked down their throats, lain awake nights listening to them howl, and he is interested to know what the teacher is going to elucidate. The teacher begins with the question how many ears has this cat? Two. How many? You tell me how many? Now, Mary, tell me how many? Now, all together, tell me how many? Now, I'll write it in a pretty story on the board:—The cat has two ears? After five minutes' drill she reaches the astounding revelation that a cat has two eyes, and drills on that fact for ten minutes more, and dismisses the class. A better teacher touches lightly in short review on the eyes, ears, legs, etc., and suddenly propounds this question, Did you ever see a dog climb a tree after a cat? Note the sparkle in the eye as the child has come to this mysterious semi-unknown realm. Why didn't the dog climb the tree? That's easy. Because he couldn't. Why couldn't he? Because his claws are not so sharp as the cat's. Look at this cat's, etc., and the child is interested and helped. Interest once secured, attention, analysis, arrangement, abstraction, generalization, also judgment and reason quickly follow.

Fourthly—The child's self-activity should be called into play in the discovery and expression of facts. There is much force in the statement of the man who said, "I know why we had a good meeting; it was because I took part myself." At this period the child is ready to do a certain amount of definite work superimposed upon him by the teacher. I saw three children playing on the sea shore at Ocean Grove. They built a dyke of sand, and beyond it they constructed an imaginary town with canal, river, hill and bridge, and let the water in. Such an impulse can be utilized by dividing the class into sections of ten each and assigning proper busy work for those at their seats while you hear a class on the floor. This busy work may be conventional or spontaneous, *e.g.*, after a phonic lesson the child may copy the script form of the new letter, the sound of which he has learned to-day, or he may draw a picture of anything in nature which he thinks makes this sound.

Fifth—We should also endeavor to apply the principles that at this stage there should be a basis in sense presentation, that we should follow along the line of least resistance, selecting such objects as will enlist the involuntary attention of the

child. Availing ourselves of the great principle of the association of ideas, we should endeavor so to co-relate the various studies that there may be concentration and sequence. Suppose each child brings to the class a flower; for example, a pansy. By judicious questioning and suggestion, the pupil discovers many things which will be of value in practical life and gains a habit of scientific investigation preparatory to future language study. In the conversation regarding the flower, he learns language by the best possible method. By counting the leaves, etc., he gains incidentally upon the occasion of experience a practical knowledge of numbers. His sentences may be written upon the blackboard and he may be asked to reproduce them orally. This oral reading will involve only one new difficulty, that of word recognition, for the thought-getting and expression have been mastered in the language lesson. If, after the lesson, he is given interesting stories about the pansy, written on cardboard, he will read them silently with great interest. Having studied the object as to form, he is now prepared to model and draw it, for these exercises should be the expression of preformed concepts. No better opportunity could be presented for the study of color than in the charming color blendings exhibited in "Nature's wonderbook." Thus it will be found that there is no window of the soul which does not open out toward this little flower.

In conclusion, let me say that in no other realm of work is the higher educational ideal so helpful as in the most important of all, that of "heart culture." If the child knows what his relation to truth is, he will be far more likely to do what he ought. A system of co-operation can be adopted in school-room work which will ultimately do much toward the solution of the most vexed and difficult problems of political economy. By beautiful stories and in a thousand other ways the child can be led to the formation of ideals of the good, beautiful and true. In the school-room, where pupils have learned that the highest object of all education is to gain power to help others, and where the teacher lives so near to her pupils as to hear their hearts beat, disorder and other evils find no abiding place. Little can be accomplished by formal, "goody-goody" talks on morals. Preaching is not the teacher's forte. The teacher who wears the white flower of a blameless life and leads her pupils quietly and almost unconsciously to the formation of noble character, builds an ethical structure which will stand the stress and storm of life's battle and form a safeguard to the state.

Such work costs vitality and can never meet with anything



approaching commensurate financial reward. Many are here to-day whose hairs have grown white in such service. There is a recompense higher than this life gives. It was accorded Pestalozzi when, after forty years of self sacrifice, worthy of so devoted a follower of the Great Teacher, he lay down in the harness. His former pupils gathered about him and laid all that was left to them of that great man, to rest in the quiet village of Neuhoff. Over his grave they erected an unpretentious slab, and on it inscribed the words, beautiful as they are true, words which will ever be an inspiration in the hearts of our teachers:—"Our father, Pestalozzi, everything for others, for himself nothing."

### **Editorial Notes and Comments.**

The Christmas holidays are with us again, and we send greetings to all our readers. To the teacher who is in love with the work of teaching, we would say at this season, do not let all the decorations of the festive season be lost. Preserve some of them for the after-decoration of your school. As has been said by one who is fond of seeing things looking their best, "Make your school-room pretty. The influence of the teacher over the scholar is next to the parent. The school-room, in pleasant association, should be next to the home. The children have come from all sorts of homes and influences. To some beauty and taste are so closely connected as to form a part of their being, while others are strangers to all such, save, perhaps, an occasional glimpse of the fairy land. The fine sensibilities should be kept untarnished, the dormant ones awakened to activity. How is this to be done? Have, as nearly as possible, the surrounding such that the mind may feed upon. Awaken and cultivate a desire to study the new and beautiful. Fill the room with that which will have a tendency to elevate and refine. Children admire pictures. Let them bring some of their own little pictures from home, or each contribute a few pennies, which, put with the teacher's mite, will buy a picture or two. Encourage them to bring flowers, shells or pretty stones. A glass jar with two or three minnows will be quite an ornament. Fill the jar half full, or more, with water, put in a handful of pebbles and sand, also a bit of a branch or any swamp grass or weed. These will answer for a hiding place for the fish. Don't forget to pour out nearly all the water often and put in fresh."

—In referring to the relationship which ought to exist

between the home and the school, the *Boston Herald* says:—What our schools need, beyond appropriations, beyond good teachers, beyond capable supervisors, beyond an energetic school board and a capable superintendent, is the cordial support of the people at large. In the pressure of the duties of life upon all people, the school is one of the things taken for granted. With the churches unable to exercise a strong and central influence over the morals of childhood, with family care constantly being deteriorated by the pressure of business and society, the public school is continually being loaded down with duties and demands which weigh upon conscientious teachers, especially the large-minded and large-hearted women, who are the soul and strength of our public schools, and it is increasingly difficult to educate young people up to the proper standard in the knowledge of what they ought to know, and up to a proper appreciation of the relation of conduct to life. This is where our public school teachers cannot be too earnestly or too warmly supported by those who put children in their hands. It may be too much to ask busy men and women who believe in the public schools to take an hour now and then to visit the school-rooms and show by their presence that they stand by this or that teacher; but wherever this is done—and in many places it is done—the results far more than compensate for all the trouble which they compel. You would scarcely be willing to let a carpenter build a house for you without the work being examined frequently by you. You ought to also examine the work of your teacher. If there is any one class of unappreciated people in the community—unappreciated and yet deserving of the highest honor—it is the men and women who are our faithful servants in our public schools.

—Every day there comes the complaint from some teacher that it is all but impossible to maintain discipline in school under “the hard conditions the time is like to lay upon them.” Possibly such may find a blink of hope in the counsels of an experienced teacher who thus writes on the secret of discipline: The use of corporal punishment, except in extreme cases, is a thing of the past. What shall be its substitute? A careful study of the conditions which will bring willing obedience. There are material and personal conditions which help to obtain the desired result. Under the first head would be pure air and a proper arrangement of light. No teacher needs to be told the necessity for pure air in the school-room, and yet you may enter room after room in which the air is unfit to breathe. This is because the change from the pure to the impure air is

so gradual that those who are in it are not aware of it. For this reason, it seems well that the teacher should step from her room into the corridor once or twice during the session, when, on return, the condition of the atmosphere will instantly be apparent to her. The proper arrangement of light is not always in the power of the teacher. The windows are often very badly placed, giving cross lights which should have been avoided when the building was designed. But suppose there are no cross lights, we then find the chairs so placed that the light which should come from the back and right is more often directly in front, or nearly so. These conditions are not only injurious to the eyes, but they produce an unconscious irritation which makes children restless and disorderly. I have often heard teachers told to have plenty of light in their rooms. Too much light is as bad as too little. Raise your curtains to the top of your windows some sunshiny day, and leave them so all day. The next day of the same kind, draw them part way. Now tell me, were you not much more tired the first than you were the second day? Have plenty of light, but beware of too much, for it tires, and a consequent restlessness is observable. Having arranged the material conditions to the best of your ability, turn your attention to the personal: teaching, where it is possible, by example as well as by precept. Example is often much the more effective remedy. Order, cleanliness and plenty of work are tools which are most useful in the school-room. It is your right, teachers, to demand of the parents that their children shall have clean hands and faces and combed hair. I feel that you say the demand is wasted, for the children come just as dirty after it as before. This is only too true, but you have one remedy at your hand. Every school building has water in, or about it, and you can oblige the culprit to wash there, if he will not at home. If he does come one day unusually clean, let him know that you are aware of it and appreciate it. Many teachers examine the faces, hands, hair and boots of pupils at the opening of each session, and they say the result is quite satisfactory. Cleanliness and order are so closely allied that I feel that I must speak of them together. "A place for everything and everything in its place," is a great help toward cleanliness. We little realize what poor examples some of us are of this rule, which we try so hard to impress on the minds of our pupils. Can we go to our desks in the dark and take from them anything we want? Can we go to our closets and do the same? Here is an excellent chance to teach by practice as well as by precept. We should

have our things arranged as carefully as we expect theirs to be, and keep them so. Every pupil should have a place for each thing necessary for his work and keep it so carefully in its place that he can any time put his hands into his desk and take from it, without stooping, any article he needs. It is surprising how much noise and confusion this obviates, to say nothing of the time saved. Each pupil should understand that the chair he occupies, the desk in front of it, and the floor beneath and around it are his, and his only; that he is held responsible for the condition in which they are kept, whether the dirt which he finds on his premises were put there by himself or another. Now, give him as much, or more, to occupy his time, as he has time to occupy, and you will not miss the old time rod. There is one more very important thing, your voice. Imagine your feelings after sitting five hours under the incessant talk of a loud or harsh voice. If a child is hard of hearing it is better for him, and far better for the other children, that he occupies a front seat. Pitch your voice slightly above conversational tone and decline to repeat. The result is, ease to yourself, rest to the children, and a kind of attention hard to attain in any other way.

### **Current Events.**

—The death of Francis Parkman, who has done so much for Canadian history, is an event which nearly all our teachers have heard of with sorrow. The teacher who teaches Canadian history out of the fullness of his or her matured knowledge cannot overlook his services in this connection. We will try to give a sketch of his career in our next issue.

—The introduction of the system of vertical writing is attracting attention everywhere. The change is advocated on hygienic principles. Professor Shaw, of the School of Pedagogy of Toronto, has been visiting the schools in Kingston to examine the system and to ascertain how fully all the recommendations made by the physicians of Germany, after their investigations, were regarded and practised there. The system is meeting with success, we are told, in the Montreal High School.

—Mrs. Sarah B. Cooper, President of the Golden Gate Kindergarten Association of San Francisco, gave thirty-six formal addresses during her three months' visit in the east. Since her return to San Francisco, she has given ten addresses to very large and enthusiastic audiences and has been compelled

to decline many invitations from other cities. Over \$400,000 have been given to Mrs. Cooper, in endowments and otherwise, for the carrying on of the free kindergarten work under her charge. Of this Mrs. Leland Stanford has given \$174,000. There are now thirty-seven kindergartens under the Golden Gate board. The total annual enrolment the past year was 3,318. Miss Harriet Cooper, daughter of Mrs. Cooper, is the efficient superintendent of this great and good work, which has the warm support of the generous hearted citizens of San Francisco.

—The kindergarten exhibit was a pleasing feature of the flower show held in New York city this week. At last year's exhibition 1,000 seedlings were given to the little gardeners. A number of prizes were offered for the plants that showed the best evidence of care and attention. Three hundred of the plants were returned and placed on exhibition. Some of them were in remarkably fine condition and would be a credit to professional florists. It was part of Fröbel's plan that the little ones of the kindergarten should learn to love flowers and take care of them. Leaving out the prize offering, an annual exhibition of plants grown by children would be something worth attempting in kindergartens and primary schools.

—The Senate of the Glasgow University Court have given it as their opinion that the teaching of art subjects to women students should not be entrusted to independent lecturers, but should be carried on under the supervision of the professors.

—Governor Andrew was lately called upon to address the graduating class of a state normal school. In listening to their parts, he had been struck with the frequent recurrence of a tone of anxiety about their future responsibility as teachers, and he gave them what was probably an unexpected piece of good counsel. "That is all wrong," said he. "You have been well prepared here, and if you try to do your best, trusting in God, your responsibility will be not a bit greater than you can meet. You are too solemn about it. Look forward cheerfully."

—The Johns Hopkins Medical School has been opened at Baltimore, Md. Miss Mary Garrett has given over \$300,000 toward it, on the condition that women shall be admitted to the privileges of the College on the same footing as men.

—Mrs. Potter Palmer has offered to the board of lady managers of the World's Fair to erect, at any time a site is forthcoming, a Woman's Permanent Memorial Building, at a cost of not less than \$200,000. This fact was recently announced in the assembly hall of the Woman's Building amid

such applause as was never heard in that room before. Women climbed upon benches, waving their handkerchiefs, and men joined in the general demonstration. Before the first excitement was well over, California dedicated to the building its redwood room, and Michigan the beautiful bronze figure now in the gallery of the Woman's building.

—Topeka, Kas., has a kindergarten at Tennesseetown, which is the first colored kindergarten school west of the Mississippi river, and its work last year was successful beyond the expectation of its founders. In connection with this school, and in the same room, a library and reading room has been established, which is opened every evening for the residents of Tennesseetown. The expense is paid by the association, and being raised by individual subscriptions for the most part.

—There is, at least, one of the professors of our advanced classes who sees the folly of physical exercises carried to extreme. Dr. William D. Green, senior professor of the Theological Seminary, Princeton, has formally announced to the students of that institution that football playing will be hereafter interdicted. "The rough and brutal game," he said, "does not comport with the purposes for which students are here, and must be abolished."

—The University of Chicago has been given the World's Fair exhibit of the Standard Oil Company, valued at \$50,000. Thirty-three exhibitors in the Mining building have offered their exhibits to the university. Are none of the exhibits to come to our institutions in Canada?

—The advocates of woman suffrage are not at all satisfied because only 20,000 of the women of New York took the trouble to register in the expectation of casting their ballots for school commissioners. They had hoped for a good showing that would make up for the setback which their cause had received in Connecticut at the recent school elections. There the voters *feminini generis* had been urged to give unmistakable evidence of their desire to exercise the right of suffrage and to demonstrate their political power; yet only a small proportion of them went to the polls. The registration of women in New York may not prove much, as there were serious doubts as to the constitutionality of the law that gave them the privilege to vote, but in Connecticut, at least, the women have shown that they are not yet ready to take part in politics and government.

—An important movement has just been inaugurated in Alabama, in the formation of a Teachers' Lyceum, an organization for the professional improvement of teachers. It has a

central governing body, and local circles will soon be organized throughout the state. Its president is Supt. J. H. Phillips, of Birmingham, always a leader in work for educational advancement, and behind it are other men of influence and enthusiasm. A most excellent course of study for the first year has been adopted, embracing work in the history, principles, methods, and civics of education and in literature.

—The School of Pedagogy of the University of the City of New York has enrolled a larger number of students this year than was anticipated. There are thirty-four graduates of colleges, and nearly all the remainder are graduates of normal schools. Students have come from the following states:—Kansas, Indiana, Michigan, Pennsylvania, New Jersey, New York, Connecticut, and Vermont. Nearly half the students are ladies, and their interests are looked after by the Woman's advisory board of the university, sixteen in number, which, at its last meeting, elected the following officers:—President, Mrs. Henry Draper; secretary, Mrs. Eugene Smith; treasurer, Mrs. C. A. Herter.

—Zola, in his address to the Paris students, said: Gentlemen, I presume to offer you a faith; yes, I beseech you to put your trust and your faith in work. Toil, young men, toil! I am keenly conscious of the triteness of the advice. It is the seed which is sown at every distribution of prizes in every school, and sown in rocky soil, but I ask you to reflect upon it, because I, who have been nothing but a worker, am a witness to its marvellously soothing effects upon the soul. The work I allude to is daily work; the duty of moving one step forward in one's allotted task every day. How often in the morning have I taken my place at my table, my head, so to say, lost, my mouth bitter, my mind tortured by some terrible suffering—and every time, in spite of the feeling of rebellion, after the first minutes of agony, my task proved a balm and a consolation. I have invariably risen from my daily work, my heart throbbing with pain, but firm and erect, able and willing to live till the morrow. Yes! work is the only one great law of the world which leads organized matter slowly but steadily to its unknown goal. Life has no other meaning, and our mission here is to contribute our share to the total sum of labor, after which we vanish from the earth!

—Professor Virchow, who has been appointed to examine what is supposed to be the skull of Sophocles, recently found in a Greek tomb, is one of the first living authorities in the world

on ancient skulls. He has made a laborious study of the cranial skeletons of the oldest races of men.

—Mr. Marshall Field, of Chicago, has subscribed \$1,000,000 to found a Museum of Natural History in Chicago, on the condition that \$500,000 is subscribed by other citizens. The art building within the fair grounds will be retained as a permanent building for the new museum.

—The women's class in the law school of the University of New York has opened this year with nearly a hundred students. The ladies are under the instruction of Professor Isaac F. Russell, LL.D., D.C.L., and to his popularity the great success of the new movement at the University law school is due.

—The Industrial course, Santee, Neb., normal training school includes blacksmithing, carpentry, shoemaking, printing, farming and cooking. The institution is under the charge of the American Missionary Association, and is the chief training school of Indian teachers and ministers. Nearly 1,000 pupils have attended since it was started in 1870. At present it has 150 pupils and a corps of twenty-three instructors. The Rev. Alfred L. Riggs is the principal.

—Signor Martini, the Italian Minister of Public Instruction, has called the attention of the legislature to the evils of over-pressure in the public schools, under which the programmes have been enlarged without corresponding enlargement of the pupils' cerebral convolutions. The children in school are "swallowing much and digesting little," he writes, and adds: "While the able-bodied artisan demands the restriction of his labor to eight hours, we exact from our boys of ten a labor at once more prolonged and more severe." It is reported that Signor Martini has already begun to institute reformatory measures.

### **Literature, Historical Notes, etc.**

—This year the annual University lecture of the McGill University is of more than ordinary importance in the annals of education. It was delivered by the retiring Principal, Sir William Dawson, and comprised, for the most part, the story of the institution over which that gentleman has presided for thirty-eight years. There is much that is pathetic in the history of Sir William's rule, especially when told by himself as a parting word to all interested in the welfare of the institution. In telling how he had at first come to be connected with McGill, he said:—"My plans for life lay in an entirely different



direction. I had prepared myself, as far as was possible at the time, for field work in geology, and my ambition was to secure employment of this kind, or, next to this, to have the privilege of teaching my favorite science, with sufficient spare time to prosecute original work. In connection with this ambition, after having attained to some little reputation by papers published under the auspices of the Geological Society of London, I accepted an invitation to deliver a course of lectures on geology and applied subjects in Dalhousie College, Halifax, in the winter of 1849-50. When in Halifax, I had some conversation with Messrs. Young and Howe, afterwards Sir Wm. Young and Hon. Joseph Howe, at that time governors of Dalhousie College and the leaders of the Provincial Government, as to a new school law they were preparing for Nova Scotia, and in which important improvements were introduced. I had at the time no thought of being connected with the administration of the act. In the following spring, however, I was surprised with the offer of the position of Superintendent of Education, established under the new law. For three years I was engaged in this work. In 1852, when on a geological excursion with my friend, Sir Charles Lyell, I was introduced by him to Sir Edmund Head, the Governor of New Brunswick, who was much occupied at the time with the state of education in that province, and, in particular, as to its provincial university; and in 1854 he invited me, along with the late Dr. Ryerson, to be a member of a commission which had been appointed to suggest means for the improvement of the provincial university. This work was scarcely finished when Sir Edmund was promoted to be the Governor-General of Canada, and removed to Quebec, where, under the new charter granted to McGill College in 1852, he became visitor of the university; and as he was known to be a man of pronounced literary and scientific tastes and an active worker in the reforms then recently carried out in the English universities, the governors of McGill naturally counted on his aid in the arduous struggle on which they had entered. Accordingly, soon after Sir Edmund's arrival, a deputation of the board waited on him, and one of the subjects on which they asked his advice was the filling of the office of principal, which was yet vacant. Sir Edmund mentioned my name as that of a suitable person. At first, as one of them afterwards admitted to me, they were somewhat disconcerted. They were very desirous for the best reasons to follow Sir Edmund's counsel, but with his knowledge of the available men in England, of some of whom they had

already heard, they were somewhat surprised that he should name a comparatively unknown colonist. In the meantime, ignorant of all this, I was prosecuting a candidature for the chair of natural history in my alma mater, the University of Edinburgh, vacant by the death of Professor Edward Forbes, and in which I was strongly supported by the leading geologists of the time. By a strange coincidence, just as I was about to leave Halifax for England in connection with this candidature, intelligence arrived that the Edinburgh chair had been filled at an earlier date than my friends had anticipated, and at the same time a letter reached me from Judge Day offering me the principalship of McGill. I decided to accept the Montreal offer, provided that a professorship of geology or natural history were coupled with the office. Thus it happened that I became connected with McGill in its infancy under its new management. When I accepted the principalship the McGill College was represented by two blocks of unfinished and partly ruinous buildings, standing amid a wilderness of excavators' and masons' rubbish, overgrown with weeds and bushes. The grounds were unfenced and pastured at will by herds of cattle, which not only cropped the grass, but browsed on the shrubs, leaving unhurt only one great elm, which still stands as the "founder's tree," and a few old oaks and butternuts, most of which have had to give place to our new buildings. The only access from the town was by a circuitous and ungraded cart track, almost impassable at night. The buildings had been abandoned by the new board and the classes of the Faculty of Arts were held in the upper story of a brick building in the town, the lower part of which was occupied by the High School. I had been promised a residence, and this I found was to be a portion of one of the detached buildings aforesaid, the present east wing. It had been imperfectly finished, was destitute of most of the requisites of civilized life, and in front of it was a bank of rubbish and loose stones with a swamp below, while the interior was in an indescribable state of dust and disrepair. The residence was only a type of the difficulties and discouragements which met us in every quarter, and a not very favorable introduction to the Protestant education of the Province of Quebec. The teaching staff of the University then consisted of three faculties, those of Law, Medicine and Arts. The Faculty of Law had two professors and two lecturers. The Faculty of Medicine, the oldest and most prosperous of the three, had ten professors and a demonstrator. The Faculty of Arts, four professors and a lecturer, and all of these, except one,

gave only a part of their time to college work. They were, however, able and efficient men. The University at this time had no library and no museum, and its philosophical apparatus was limited to a few instruments presented to it some time before by the late Mr. Skakel. I had to use my own private collections and specimens, borrowed from the Natural History Society, to illustrate my lectures. Our great difficulty was lack of money; and the seat of government being at the time in Toronto, I was asked to spend my first Christmas vacation in that city with the view of securing some legislative aid. There was as yet no direct railway communication between Montreal and Toronto, and, of course, no Victoria Bridge. I crossed the river in a canoe amongst floating ice, and had to travel by way of Albany, Niagara and Hamilton. The weather was stormy and the roads blocked with snow, so that the journey to Toronto occupied five days, giving me a shorter time there than I had anticipated. Sir Edmund Head was very kind, and under his auspices I saw most of the members of the Government, and some initiatory discussions were had as to the Hon. Mr. Cartier's contemplated Superior Education Act, passed in the following year, and which secured the status of the preparatory schools, while giving aid to the universities. I was also encouraged by Sir Edmund and Cartier to confer with the Superintendent of Education and the governors of McGill on my return to Montreal with reference to the establishment of a normal school in connection with the University, which was successfully carried out in the following year. The direct aid, however, which could be obtained from the Government was small, and the next movement of the board of governors was our first appeal to the citizens of Montreal, resulting in the endowment of the Molson chair of English language and literature, with \$20,000 (subsequently augmented to \$40,000 by Mr. J. H. R. Molson), and \$35,000 from other benefactors. This was a great help at the time, and the beginning of a stream of liberality which has floated our University barque up to the present date. In connection with this should be placed the gift of the Henry Chapman gold medal, the first of our gold medals. The liberality of the citizens in 1857 encouraged the board of governors to strengthen and extend the teaching staff in Arts by the appointment of Professors Johnson and Cornish, and shortly afterward of Professor Darey, who still, after all these years of arduous and faithful service, remain to the University, and are now the senior members of its professoriate. To counterbalance these successes and advantages, in the early

part of 1856 the building occupied by the High School and by the Faculty of Arts was destroyed by fire, along with some of the few books which had been collected and some of our apparatus, and a large part of my private collections which I had been using for my lectures. This was a great pecuniary loss and for the remainder of the session the college classes were transferred in part to the original college buildings above Sherbrooke street, and in part to the Medical Faculty's building on Cote street. The year 1857 was signalized not only by the opening of the McGill Normal School and by the addition to our staff already noted, but by the institution of a chair of civil engineering, the first small beginning of our Faculty of Applied Science. Sir William then described the gradual growth of the University, its extension and the system of government. Of the principalship of the future Sir William Dawson said:—“The operations of McGill are now so extensive and complicated that the dangers of disintegration and isolation have become greater than any others, and the Principal must always be the central bond of union of the university, because he alone can know it in all its parts and weigh the claims, needs, dangers, difficulties and opportunities of each of its constituent faculties and departments. Much of this must, without doubt, depend upon his personal qualities, and I trust those who are to succeed me in this office may be men not only of learning, ability and administrative capacity, but of unselfish disinterestedness, of large sympathies and wide views, of kindly, generous and forgiving disposition, and of that earnest piety which can alone make them safe advisers of young men and women entering on the warfare of life. In conclusion, let me say a word as to myself and my retirement from office. My connection with this university for the past thirty-eight years has been fraught with that happiness which results from the consciousness of effort in a worthy cause, and from association with such noble and self sacrificing men as those who have built up McGill College. But it has been filled with anxieties and cares and with continuous and almost unremitting labor. I have been obliged to leave undone or imperfectly accomplished many cherished schemes by which I had hoped to benefit my fellow-men, and leave footprints of good on the sands of time. Age is advancing upon me, and I feel that if I am fittingly to bring to a close the business of my life, I must have a breathing space to gird up my loins and refresh myself for what remains of the battle. I have, besides, as you know, been somewhat abruptly deprived by a serious illness of my

accustomed strength, and in this I recognize the warning of my Heavenly Father that my time of active service is nearly over. In retiring from my official duty, I can leave all my work and all the interests of this university with the confidence that, under God's blessing, they will continue to be successful and progressive. The true test of educational work well done is that it shall have life and power to continue and extend itself after those who established it are removed. I believe that this is the character of our work here, and I shall leave it with the confident expectation that it will be quite as successful in my absence as in my presence. Such a result I shall regard as the highest compliment to myself. To this end I ask your earnest consideration of the sketch of our progress which I have endeavored to present, and I pray that the blessing of God may rest on the university and on every part of it, and that it may be strengthened with His power and animated with His spirit."

—In connection with the above event, the *Witness* has said: "In telling the story of McGill, Sir William told the story of his own life and work. A simple dignity was in it all. The words spoken to the undergraduates were farewell words. In that regard, they were peculiarly significant. In the story of life and work, in the laying bare of early ideals, in the aspect of the venerated Principal, cheerful and serene, lightly touching upon trials and difficulties which would have overcome many of less faith and hope, and, in the end, laying down the burden of office, invoking the blessing of God upon his successor—there was a note of deep pathos."

**PERNICIOUS LITERATURE.**—A sixteen-year-old boy was lately convicted of murder in the first degree in New Jersey. It was the occasion of a terrible indictment by a high authority, the presiding judge, of the vile fiction with which our country is flooded. It should arouse public sentiment against the sale of a class of tales sold at almost every street corner. After speaking of the character of the literature which the boy had read, Judge Depew said that it was the first time he had ever seen such novels, and that he felt it was the most pernicious literature that could possibly fall into the hands of children. He said, further, that upwards of twenty people in the city were engaged in selling such literature to boys and girls, and from an authoritative source he had obtained an estimate of the relative ages of persons brought before the courts for offences involving attempts to rob and steal and similar offences. The figures given were:—Persons charged with larceny under eighteen years, thirty per cent.; between eighteen and twenty-

three, sixty percent, making ninety percent; over twenty-three, ten percent. It is safe to say that of persons charged with some form of stealing, over sixty percent are under eighteen years of age.

**HYPNOTISM'S EFFECT ON THE MORALS.**—Speaking of the great danger with which hypnotism is believed to be attended or followed, it is ridiculously exaggerated, the reason being, I think, that many of those who have written on this subject have had very little practical knowledge of the same. There is no danger whatever in hypnotism, when the hypnotist makes it a positive rule never to hypnotize anybody unless friends or relatives of the subject are present as witnesses, in a position to control what occurs and what suggestions are given to the subject. I will here state to all those timid individuals that hypnotic conditions cannot be used as a mask by the hypnotist to commit crimes against humanity, as people usually believe, because it is a fact that even if the subjects are in the deepest degree of sleep they cannot be compelled to do anything immoral or criminal if the subject is an honest and upright person. The above has been proved by numerous experiments, and the subjects who are hypnotized positively refuse to obey where it is against their own morals and character. They will even awaken if anything very disagreeable is suggested.—*Chicago Inter-Ocean.*

### **Practical Hints and Examination Papers.**

**COURTESY TO PUPILS.**—If courtesy to parents is a duty, it is not less a duty to pupils. Everybody knows how Luther's schoolmaster, the famous Trebonius, used to take off his hat when he entered his school-room. "I uncover my head," he would say, "to honour the consuls, chancellors, doctors, masters, who shall proceed from this school." Dr. Arnold won his way to the hearts of Rugby boys by the simple respect which he showed in accepting their word as true. A master's success has sometimes been imperiled by so slight a matter as the mistake of not returning boys' salutes in the streets, for courtesy begets courtesy—it is a passport to popularity. The way in which things are done is often more important than the things themselves.

One special point of personal courtesy you will let me mention—it is punctuality. To keep a class waiting is to be rude and to seem to be unjust, for a sense of speculation arises when a master is apt to be late. If he is generally four minutes late boys will count the chance of his being one minute later, and the result will be disappointment, disaster, and then dislike.

LITTLE PETER GASSENDI.—Even when Peter was a little fellow toddling about his home in his bare feet he was very fond of watching the stars and the moon and the clouds. Even the trees and the grasses and the flowers were not so beautiful to him as these little points of light in the sky. He watched them so closely, and asked so many questions that when he was only ten years old he had learned as much about them as many a boy twice as old. One evening he was in the fields with his playmates. "See how fast the moon flies by!" cried one of the boys looking up at the sky. "It is not the moon that is flying so fast," said little Peter; "it is the clouds!" "But I can see it!" cried another boy. "Watch it! See it fly towards the west." "Still I say it is the clouds that are flying; and they are flying to the east." The children looked puzzled. Some of them laughed at Peter. One big, clumsy boy sneered, "What does a little fellow like you know," said he. "Come with me and I will prove that I am right," answered Peter good naturedly. Together the boys crossed the field and sat down beneath a great elm. "Now let us watch the moon through the branches," said Peter. You see it is now just between that big branch and the little one." "Yes, yes," agreed the boys. Then they watched. Five, ten minutes. Still the moon was in the same place. But the clouds—they had hurried scurried away, new ones had followed and they, too, had hurried and scurried away—all towards the east just as Peter had said. "You are right, Peter," said the big, clumsy boy who had sneered. "How did you find it out," cried the other boys. "O I like to watch the moon, you know," laughed Peter. "Now let's go play again." Little Peter kept on watching the moon and by-and-by when he was a grown man he came to be one of the greatest astronomers the world has ever known.

—A practical teacher writing to the *School Journal* says,—My students always had trouble in working lumber examples, until I taught them the following simple rule:—

Write on one line, the number of pieces of lumber, the width and thickness in inches, and the length in feet with the sign of multiplication between them. Cancel the factors of 12. The product of the remaining factors will be the number of board feet in the lumber.

*Example.*—How many feet in 7 pieces of lumber, 4 inches by 3 inches, 6 feet long?

$$7 \times 4 \times 3 \times 6 = 42 \text{ feet. } \textit{Ans.}$$

Also, in determining the number of bushels in a bin, I find the most serviceable rule is to multiply the cubical contents of the bin in feet, by the part that 1 cubic foot is of a bushel.

*Example.*—How many bushels in a bin 7 ft. long, 6 ft. wide, and 4 ft. high?

$$\textit{Solution.}—7 \times 6 \times 4 \times \frac{45}{56} = 135 \text{ bushels. } \textit{Ans.}$$

THE THREE KINGDOMS.—There is a pretty story told of King Frederick William's visit to the schools in Prussia. He was traveling through his country; and being detained for an hour in a pretty little village, he entered a school-house in which the village children were hard at work. "Will you not ask the children some questions?" asked the teacher. "The children would never forget the honor, sir, if you would." "What have you been learning lately, little folks?" asked the king. "Please, sir, we have been learning about the different kingdoms—the mineral, the vegetable, the——" "Ah yes, I see," interrupted the king. "Now little yellow-curly, tell me to what kingdom does this orange belong?" "To the vegetable kingdom," answered the little girl. "And this coin?" drawing a gold dollar forth from his pocket. "To the mineral kingdom, sir." "Well done, my little one. Now to what kingdom do I belong?" The little girl hesitated. "To the animal kingdom," she was about to say, when it occurred to her that perhaps a great king must not be told he belonged to the animal kingdom. "Please, sir," said she, blushing a deep red, "I think—you—belong—to—God's Kingdom."

CROSS QUESTIONING.—Frederick the Great prided himself upon the personal interest in every one of his soldiers. No matter how large his forces, he knew a strange face as soon as it appeared in the lines. Of the new soldiers, as they came to his notice, he always asked three questions: *How old are you? How long have you been here? And have you received your pay and your uniform?* These questions he always asked in this order. Therefore, when, one day, a Frenchman entered the ranks his comrades attempted to prepare him to meet the king. The Frenchman, knowing not one word of German, was taught the answers to these questions, it being explained to him what answers would be required of him. In due time the new volunteer appeared before the king. Frederick the Great spied the new comer at once, and called him out. Alas for the Frenchman and the three German answers he had learned. By some unhappy fortune the great king forgot his usual order, and began with, "How long have you been in the army?" "Twenty-one years, sir," answered the Frenchman glibly. "How old are you?" "Three days." Frederick the Great looked puzzled. Was the man trying to insult him. "Are you a fool," thundered the king, "or am I?" "Both sir," answered the Frenchman, politely. Frederick was furious. The poor man was seized by the body-guard; and no one knows what might have happened had not a comrade of the unfortunate man rushed forward and explained the trouble.

A TEACHER OF NEW YORK GIVES US A VALUABLE HINT:—"Some years ago I concluded to accustom my scholars to make their own speeches or lectures. It was very hard work at first. They all assured me that they could not possibly do it because they had nothing to say. I kept at it, however, getting each one of them in turn to stand up and say: 'Ladies and gentlemen, I am sorry to say that I



have nothing to say.' After two or three had said this, as it was rather monotonous, I suggested that the next one should make a 'feeble remark about the weather.' He did so, and another boy got off a funny sentence that set the boys all laughing. It was then proposed that they should give one another subjects to speak about on the instant. These subjects of course ranged from grave to gay, some of the boys giving the most ridiculous subjects they could think of. All this, however, helped on my plan. They became more and more accustomed to attempting impromptu speeches, and gained in power and quickness with every new attempt. Some one then said that they ought to have time to prepare their speeches. I said: 'Very well; on next speaking day I shall expect from each of you a well-prepared discourse on some subject of his own choosing, and if any one will illustrate his lectures by drawings on the blackboard I shall give him an extra mark.' Thus their impromptu speeches were quietly expanded into lectures. As they gradually improved in these I proposed that as soon as any four of the boys should each be able to lecture on any subject for fifteen minutes, so as together to fill up an hour, we should have tickets printed for this four-headed lecture, sell them for twenty-five cents each, and apply the money to buying new books for our library. This idea was successfully carried out, and all the scholars became so accustomed to lecturing that it was quite easy to get from each of them one lecture per week. Their blackboard illustrations also became more elaborate and better, so that the whole thing was a complete success. Its effect upon the newcomers was very striking. When a boy of ordinary size saw a little fellow get up and give his lecture with perfect ease and self-possession, it was so utterly nonsensical to say that he couldn't do what that little fellow did that he simply said nothing, and did his best. Of course his first efforts were very encouragingly received and he gradually went on gaining confidence until he felt sufficiently at his ease to do justice to any powers that he possessed. There is no mental process that calls out more fully the intellectual powers, or that tests more decidedly the amount of education, than preparing a lecture. The lecturer must investigate and collect his facts; he must marshal and arrange them in the best manner; he must either have or he must acquire sufficient command of language to express clearly his ideas; and if he attempts to illustrate upon the blackboard another power is developed. The steady improvement of their memories was also interesting, and it went on until there was not time to hear all that some of them could prepare, and it was necessary to cut short the lectures of these so as to give the others their chance.

**SUGGESTIONS ON TEACHING PRIMARY READING: I. Division of Lessons.** Do not make the mistake of supposing that because a lesson covers a certain number of paragraphs or pages you must assign all of it for a single lesson. Use your judgment. Assign such a quantity as pupils

can prepare thoroughly. A few lines or a single paragraph well prepared and well read is more beneficial than as many pages taught imperfectly or glanced over hastily. Every teacher must determine for himself how much his pupils can do well and profitably.

2. *Too much Drill.*—Nothing tends to discourage pupils more than a constant drill on the same lesson. Give your pupils variety. Rather let them read a lesson but moderately well, and give them some supplementary reading, than keep them drilling on a lesson until they tire of it. Many teachers in their anxiety to secure thoroughness fall into this error, and nauseate their pupils with constant and senseless repetition. The child, like the man, delights in acquiring new ideas, in fighting new battles, and in testing its strength in overcoming new difficulties.

THREE LANGUAGE STORIES FOR ABSTRACT WRITING:—*The Blush Rose.*—There is a rose called the Blush rose. Do you know how it came to have that name? One morning, very early, when only the fairies were up and about, a little rose bud stretched itself in its covering and peeped out. "Dear me!" said the little bud. "how that great, round sun stares at me!" "That is because you are so beautiful," smiled the sun. Then the little rose bud blushed a rosy pink; and in some way that pretty blush never again left the little rose. Do you see, now, why the rose is called the Blush rose?

*Dandelion's Story.*—I am a little, yellow dandelion. In the springtime, my leaves begin to grow, and just when they get long and pretty, some little boy comes with his knife and basket, and digs me up, takes me off and tells his mamma he has found a dandelion for her to eat. Just think of it! Sometimes I stay in the ground until my bright yellow blossom comes and then they do not want to dig me, for I am not good to eat then. Little girls like to pick my blossom and make curls out of my stem. So you see I am a very useful little plant.

*The Violets' Party.*—It was the last of May. Little Violet said to herself: "Here it is, late in the spring, and I have been planning for several days to have my party, and I shall invite only my relations. Let me name them and see how many it will make. Of course, I am Violet Blue—but I must name myself last. First, there is Violet White; she is so cunning and pretty. Then Violet Yellow; she is rather odd. But I think she will come. Then my two cousins from the meadow must come, they are so tall and graceful, and their names are just like the first two I have named, myself, Violet Blue, and Violet White. I must not forget my pretty cousin on the hill, Violet Horse-shoe; she has a queer name, but she is very pretty. Then my English cousin must come from her garden; dear little English Violet. She is always so sweet. They say *she* has a sister, Violet White, but I have never seen her, and so I shall not invite her, I think. That makes all—how many shall I have now at my party?"

*The Dog and the Baker.*—Fido was very fond of the little round cakes the baker made. Each day his master gave him a penny which he carried in his mouth to the baker's. This penny he would place upon the baker's counter, and then look up into the man's face as if to say, "I will take my cake now, if you please." One day the baker, thinking to play a joke upon Fido, gave him a cake piping hot, just fresh from the oven. But, poor fellow, it burnt his mouth and he was glad enough to drop it as quickly as he had taken it. The foolish baker laughed. Fido wagged his tail angrily, went straight to the counter, took back his penny, and left the store. He never could be coaxed into that shop again.

### Correspondence, etc.

The following letter has been sent to the editor of the *Educational News*, which cannot but be of interest to all teachers:—

MY DEAR SIR,—By the time this communication reaches your desk, possibly the World's Fair will have passed into history; and now that observation ceases, reflection takes place. The mind's eye has taken in from day to day so much that it was impossible to arrange or to classify, it could simply hoard; but now faithful memory comes to the rescue, and with her practised hand treasures the worthy, rejects the worthless, labels the important, and classifies the mass. While this process is going on, a few thoughts come to the surface, which it may be well to chronicle. The Fair has been declared a success financially, a fact so important as to take pre-eminence in the minds of many. Its success or failure will be viewed from numerous standpoints; the most general, is the feeling that it has been an incentive to other countries as well as to other portions of our land. Already we hear of a World's Fair in London, a mid-winter fair in California, a fair in Georgia; all of which are to profit from the experience gleaned at Chicago. Architecture has taken an advance step which will mark an era in that art; "Architectural Drawings and Objects of Art" are already placed side by side in Exhibitions of Art in our cities. The wonderful creations of the White City, with their arches, columns, domes, pillars, paintings and statuary, afforded ample opportunity for all the wonderful conceptions of the architects,' artists,' and sculptors' minds, and we enjoyed the result, but the end is not yet—that result will appear and reappear for future generations to view and admire in various repetitions and combinations.

The farmer has returned to his home in the far west or the crowded east, not satiated with what he has seen, not discouraged by a comparison with the products of other countries or other climes, but with a determination to combine science, energy and skill as the best

fertilizer for his land, the best reaper of its products, and the best investment for his gains. This experience is true, doubtless, in every department of enterprise and manufacture; can we say as much for the educator? There were educational congresses, 'tis true, whose deliberations have already passed into literature; there were exhibits of books and school appliances by Publishing Houses; there were displays of school work by pupils of different schools from various cities, but the writer is voicing the opinion of thousands in saying that the educational displays of our public and private schools did not do justice to themselves in comparison with the displays of other features of the great World's Fair. It is to be regretted that there was not one building set apart for educational displays alone, where the work might have been arranged and classified, from the lowest to the highest grade, in such a way as to show by comparison the different methods of different countries, and thus demonstrate at a glance the best facilities for accomplishing a desired end. Such a scheme would have been productive of much discussion, of some jealousy, perhaps, but who will doubt the efficiency of the results obtained? The writer noticed in numerous school journals an earnest appeal for all teachers to visit the Fair, and it is said by railroad officials that they conveyed teachers by the hundreds, but it was a noticeable fact, thought worthy of comment by a companion of the writer, that the "school displays were not visited, those being the only part of the building that you could get breathing space." Was it the fault of the teachers or the fault of those who had charge of the educational displays?

During children's week in Chicago, that is, when the children of the schools were admitted at ten cents a head, the writer failed to see any indication of a desire on the part of the children to make any portion of the Fair a study, the booths that dispensed orange cider and pop corn were liberally patronized; the displays that favored visitors with bright-tinted advertising cards, the rides on donkeys, the ice-railway and the sliding platform were the objective points of the eager little visitors. The Liberty Bell in the Pennsylvania building was an object of interest to crowds of adults, but the "Birth of the Flag" which one would suppose to be a familiar subject to all American children, received little attention from either young or old.

Pardon this digression from the original intention; the writer intended to ask whether we have reason to believe that the Fair will be productive of as much good from an educational standpoint as from any other? Of course, we admit that whatever broadens our intellect or adds to our acquirements is an educational factor, but we mean in a less general signification of the term, have we reason to believe that our educators, our teachers and schools, received such an impetus that they will go grandly forward achieving the best results by the best methods, thus erecting a standard of education which shall be a monument for ages to come, not only of this World's Fair but of the

intellect of American educators who, untrammelled by prejudices or practices, advocate what is best, whether old or new, whether native or foreign, whether original or acquired. With best wishes for you and the readers of the *News*, I am,

Yours very truly,

THOMAS THOMSON.

DEAR MR. EDITOR,—The *Critic* recently called for a vote on the ten greatest American books, which resulted in a majority for the following :—

1. Emerson's Essays.
2. Hawthorne's *Scarlet Letter*.
3. Longfellow's *Poems*.
4. Mrs. Stowe's *Uncle Tom's Cabin*.
5. Holmes' *Autocrat*.
6. Irving's *Sketchbook*.
7. Lowell's *Poems*.
8. Whittier's *Poems*.
9. General Wallace's *Ben Hur*.
10. Motley's *Rise of the Dutch Republic*.

The decision may be of interest to those of your readers who are taking an active part in furnishing the school library with the best books. Could we not find out in a similar way, from the teachers, the ten best Canadian books?

Yours respectfully,

A TEACHER.

The following is a letter from Dr. McLellan, the Professor of Pedagogy in Toronto University, in answer to an article which appeared in the *Week*, and which will be read with interest :—

SIR,—In your editorial referring to my criticism of an article on the Theory of Division by a Professor of Method in a noted American normal school, you have, I think, drawn a wrong inference as to my attitude towards the New Education. You say that probably no two persons agree as to the exact meaning of the terms. That is indisputably true, and so you and I may appear to differ and yet be at one. The New Education that I do not believe in, and the New Education that you do believe in, are two totally different things. The principles and methods which you so clearly state and illustrate, as defining the New Education that you defend, are not the principles and methods of the New Education that I attack. Your principles I accept, under, of course, their proper limitations. But these principles are not the discovery or even the re-discovery of the canting evangelists of the (so called) New Education. In fact Col. Parker himself, who, as you say, is regarded by many as the apostle of the New Education, declares that "many, if not the most, of its principles and methods have yet to be discovered."

What I do not believe in, and what you, I think, do not believe in, is the perfectly absurd methods—methods at variance with both logic and psychology—which are promulgated in the name of the New Education. The very principles and methods which I criticized, and which you characterize as “bosh,” emanated from a training school which claims to be par excellence the great representative of the New Education, and the best exponent of the new “divine philosophy” of education. The new Education which I sometimes venture to criticize is not a well ordered system of rational principles, such as you clearly set forth ; it is a mob of petty devices and irrational methods which its apostles proclaim as an infallible rubric for all educational procedure. The New Education with which I am at war is described by you as something that “has been run into the ground”—involves “a thousand trivialities and all kinds of absurdities”—abounds in “needless simplifications and endless repetitions and wearisome mannerisms.” This New Education has been similarly described by an equally able American writer : “The movement had its origin in sentiment, and its strength lies in the fact of its vagueness ; wherever this sentiment appears in any strength it tends to destroy the school as it actually exists, but provides no definite substitute for it ; it counsels a violent revolution instead of an equable evolution ; it employs the language of exaggeration and appeals to prejudices and narrow views ; it preaches absolute freedom and versatility, but it is dogmatic in its utterances and authoritative in its precepts ; it represents an impulse to abandon certain errors in practice, but rushes blindly into errors of an opposite kind, and so is in direct opposition to normal progress.” This New Education as characterized by yourself and by the ablest educational writer in the United States, is the New Education which I do “not believe in.”

I am somewhat surprised that I should be represented as not believing in the sound principles of education, upon which your New Education is based. But let that pass. Any misunderstanding as to my views upon the New Education is as nothing compared with the fact that so influential a journal as the *Week* is thoroughly sound on the philosophy and methods of education ; and, what is of even greater importance, is using its influence to create a public interest in educational methods—a subject which, as you remark, “receives an astonishingly small share of public attention.”

J. A. McLELLAN.

### Books Received and Reviewed.

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

THE WORLD OF MATTER, a Guide to the Study of Chemistry and Mineralogy, by Harlan H. Ballard, President of the Agassiz Association, is the title of a timely volume just issued by D. C.

Heath & Co., Boston. The book is adapted to the general reader, for use as a text-book, or as a guide to the teacher in giving object lessons. It has the remarkable quality of arresting attention and awakening interest on the very first page, where it presents in a fascinating way a study of a "Piece of Ice." The interest, thus aroused increases as the student is led on by easy steps from what he knows to what he learns. The book is purely inductive, being a guide to the actual handling of the objects named.

AN INTRODUCTION TO THE FRENCH AUTHORS. Being a practical Reader for Beginners. Edited by Alphonse N. van Daell, Professor of Modern Languages in the Massachusetts Institute of Technology, Boston, and published by Messrs. Ginn & Co. This book, which is sufficient for a year's work, prepares the student for the reading of contemporary French authors. It is not only French in language but in spirit, no translation from the writings of any foreigner having been admitted and the subject being altogether French. It aims not only to entertain the pupil, but also to interest him in the country whose language he is studying, and to this end gives a brief outline of the geography and history of France. This outline may be used as a basis for instructive conversational exercises. The vocabulary covered by the selections is very large and the range of style includes that of many of the best prose-writers of our age.

D. C. HEATH & Co., Boston, have in press for immediate issue the first four books of Goethe's *Dichtung und Wahrheit*, edited for them with Introduction, Notes and Index, by Professor C. A. Buchheim, editor of the Clarendon Press Series of German Classics. This edition is especially adapted for pupils preparing for entrance to colleges, offering the *advanced requirement in German*, but also has in view the numerous colleges that devote a portion of their time to the reading of Goethe's prose.

STORIES FROM PLATO AND OTHER CLASSIC WRITERS. By Mary E. Burt, author of *Literary Landmarks*, etc., and published by Messrs. Ginn & Co. This volume is a collection of stories from Plato, Hesiod, Aristophanes, Pliny, Ovid and other classic sources, which the writer has culled from year to year and used in school work in primary and grammar grades and kindergarten institutes. They are edited as a reader for second, third or fourth year work and as a book of stories for Kindergartners.

THE PSYCHOLOGY OF CHILDHOOD, by Frederick Tracy, of Clark University. The author presents as concisely and as completely as possible the results of systematic study of children, and has included everything of importance that could be found. The various chapters treating of Sensation, Emotion, Intellect, Volition and Language, are sure to give many practical hints to all who have to do with children. The book is published by D. C. Heath & Co., Boston.

**Official Department.**

## NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, under date the 26th September, 1893, to appoint a school commissioner for the municipality of Ste. Louise, county L'Islet.

30th September.—To appoint a school commissioner for the municipality of Ile Bouchard, county L'Assomption; one for Pointe aux Esquimaux, county Saguenay; one for St. Samuel de Horton, county Nicolet; one for St. François Xavier, county Shefford; five commissioners for Preston, county Ottawa; and to appoint Serone Brooks, George Brooks and Samuel Barton school commissioners for South Lowe, county Ottawa; and Samuel Ployart, school trustee for St. Pierre de Durham, county Drummond.

His Honor the Lieutenant-Governor has been pleased, by order-in-council, dated the 28th day of September last (1893), to erect into a school municipality, for Catholics only, the parish of "Sainte Rose de Lima de Sweetsburg," in the county Missisquoi, with the following limits, to wit:—

Bounded on the north by the township of East Farnham, on the east partly by the township of Brome, partly by the township of Sutton, on the south by the line separating Nos. 15 from Nos. 16, in the ranges I., II., III. and IV. of the township of Dunham, by the line separating No. 17 from No. 18 in range V.; by the line separating Nos. 20 from Nos. 21 in ranges VI. and VII.; by the line separating No. 23 from No. 24 in range VIII.; on the west by the line separating Nos. 16 and 17 of range IV. from Nos. 16 and 17 of range V.; by the line separating Nos. 18, 19 and 20 of range V. from Nos. 18, 19 and 20 of range VI.; by the line separating Nos. 21, 22 and 23 of range VII. from Nos. 21, 22 and 23 of range VIII.; by the line separating Nos. 24, 25, 26, 27 and 28 of range VIII. from Nos. 24, 25, 26, 27 and 28 of range IX. of the same township of Dunham. This territory actually forms part of the school municipalities of Dunham, of Cowansville and of Sweetsburg, in the county of Missisquoi.

This erection to take effect on the 1st July next, 1894.

6th October.—To appoint Mr. Malcolm Smith, school commissioner for the municipality of Metis, county Matane; also to appoint a school commissioner for Longue Pointe, county Hochelaga; and one for St. Gregoire le Thaumaturge, county Hochelaga.

15th October.—To appoint two school commissioners for the municipality of St. Giles, county Lotbiniere.

25th October.—To appoint five school commissioners for the new municipality of Ste. Appoline, county Montmagny.

31st October.—To appoint a school commissioner for the municipality of St. Benoit, county Two Mountains.

2nd November.—To appoint a school commissioner for the municipality of St. Samuel de Horton, county Nicolet.



6th November.—To appoint George Blackmill, school commissioner for the municipality of Upper Litchfield, county Pontiac; also to appoint a school commissioner for the municipality of Notre Dame du Sacre Coeur, county Rimouski.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 15th November instant (1893), to detach from the school municipality of Saint François Xavier, in the county of Temiscouata, that part of eighth and ninth ranges of township Viger, from lot No. 1 to lot forty-five, inclusively, and annex them to Saint Hubert, in the same county.

To take effect only on the first of July, 1894.

15th November.—To appoint Albert Monaghan, Wm. Meagher and Robert Davidson, school trustees for the municipality of St. Gabriel East, county Quebec; also to revoke the order in council of the 1st July, 1893, (342) concerning the school municipality of St. Théodore d'Acton, county Bagot.

27th November.—To appoint five school commissioners for the new Roman Catholic municipality of St. Marguerite de Brown's Gore, county Argenteuil.

24th November.—To appoint a school commissioner for the municipality of Perce, county Gaspé, and one for Dalibaire, county Matane; also to appoint a school trustee for Kingsey Falls, county Drummond.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 18th of November, 1893, to detach from the municipality of Saint François Xavier, in the county of Temiscouata, the part of ranges six and seven, of the township of Viger, from lot No. 1 to lot forty-five, included, and the part of range five, of the same township, comprised between the line which divides lots numbers four and five and the line which divides numbers forty-five and forty-six, and which are mentioned in the proclamation of the 22nd of April, 1892, and annex this territory to the municipality of Saint Epiphane, for school purposes as it is for religious and civil purposes.

24th November.—To annex to the school municipality of the village of St. Michel, county of Yamaska, the territory comprising lots 568 to 583, both included, of the official cadastre of the parish of St. Michel d'Yamaska; this territory not forming actually part of any school municipality.

This annexation to take effect only on the first of July next, 1894.

To detach from the school municipality of Saint Michel No. 8, county of Yamaska, lots Nos. 443, inclusively, to No. 541, also inclusively, of the official cadastre of the parish of Saint Michel d'Yamaska, and to erect this territory, as well as lots Nos. 542 to 568, both included, of the said cadastre of the said parish of Saint Michel d'Yamaska, into a separate school municipality, under the name of "Saint Michel No. 9." Said lots Nos. 542 to 568 not forming actually part of any school municipality.

This erection to take effect only on the first of July next, 1894.