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EDUCATION FROM A FARMER'S STANDPOINT.*

It must have been a strange freak of fancy that prompted your President to ask me, an old farmer with hayseed in my hair, and whose tongue betrays a want of learning taught in schools, to stand up before this body of educated and trained teachers, and talk to them upon the subject of education from a farmer's standpoint or any other standpoint. It is barely possible that he wished to exhibit me as an object lesson, to show by contrast the needs and benefits of intellectual culture and scholastic training. I don't believe he would have asked me anyway had he ever seen me; but be that as it may, I am here and I am free to confess that my motives in coming are mainly selfish. The pleasure I hope and expect to derive from looking into your faces—to catch something of the inspiration that is always felt in the presence of an intelligent audience, to feel the sluggish blood in my veins flow quicker by that mysterious, subtle, magnetic influence which is inseparable from youth, these are motives that brought me here. But, if in addition to this I can say anything that shall give you a juster conception of what education is, or cause you to have a higher appreciation of the importance of your calling, or

* An address delivered by C. R. Beach, Esq., at the Educational Institute in Palmyra.

awaken you to more enthusiasm in your work, it will give me additional pleasure. But you will *distinctly* bear in mind that I am not here to *teach* you, or to tell you how to teach, and therefore whatever opinions I may entertain, or whatever views I may express, you will take them only for what they are in themselves worth.

By education we mean those particular and direct external influences that have helped or hindered the growth and development and use of our born qualities of body and mind. In a more limited sense we mean the instrumentalities and means by which we acquire knowledge. The idea sometimes advanced that the mind is a pure, colorless sheet, and that you may write upon it what you will, has no foundation in truth. In one of our old school readers was this thought: "Education is to the human mind what the sculptor is to the block of marble." The statue is in the marble, but the sculptor, he alone can find it. The underlying thought is that all the mind needs for its best and highest development is that external obstructions be taken out of the way; but this is but half the truth, for it excludes the need of participation on the part of one being educated. It discards the power of choice and individual action; it makes no provision for *growth and development*.

A better simile is that of the acorn, in which exists the embryo oak—root, trunk, branch, twig and leaf in miniature. It must have moisture and heat to awaken its dormant life, and if planted in congenial soil will grow into a majestic oak; a thing of beauty, of strength and of utility. Yet this growth, this development, was not the result alone of the favorable conditions that surrounded it, or the richness of the soil. There was wrapped up within that acorn a mysterious, all-prevailing power, that transformed every particle of matter in that gigantic tree from its original character into oak, and nothing else, and still had force to transmit to a thousand acorns the same power it originally possessed.

This same law holds good in animal life. You may graze your horses, your sheep and your cattle upon the same field from birth to maturity; yet you do not expect, nor will they develop, the same form of body, quality and kind of flesh, a similarity of instincts, of dispositions, of tempers. You can educate and train

each of them to certain uses, but the education and training must be along the line, of natural fitness. You may suppress or develop certain functional characteristics, but you cannot create or obliterate.

The cow, by skillful handling and feeding, may give abnormal quantities of milk, or the colt, in the hands of the skillful trainer, show wonderful speed, yet in each of these cases the animal must have had the structural formations which fitted it to do what it did, or no feeling or training could have developed them. And so with us physically. Food of the right kind and in proper quantities must be furnished to develop growth of the body, but its particular form and features will be determined by laws as unchangeable and as all pervading as those that give form and character to the tree or plant. And so with regard to mental growth and development. The schoolmaster can impart knowledge, give mental training, exert influences, but back of them all is the mind itself, with *born qualities, original faculties*, capabilities, limitations, tendencies, a living vital force that will use all training and knowledge in a way determined by the law of its own individuality.

Do I then argue that on account of these born qualities of body and mind the school and the school-master are not needed? Certainly not. The born trotter will never be a prize winner unless he be developed by training, and the more skillful the training the more sure he is of winning. The fact that he is a born trotter is the best of reasons why the training should be along the line and in harmony with natural capabilities. It is for a want of proper recognition of this truth that there are so many failures among those who are highly educated. They have been trained to fill places and do the kind of work for which nature never designed them.

But without farther philosophizing, let us turn our thoughts in a more practical channel. While we are born with intellectual faculties, we are not born with knowledge, or the skill to use it; those must be taught. We need not only to know, but also how to apply what we do know. But everyone, in order to perform the common duties of life, needs to know how to read and write, to speak his mother tongue with reasonable correctness, to under-

stand the four primary rules of arithmetic, and likewise should know something of the geography and history of his own country. Recognizing this truth, government has, through our common school system, made ample provision so that every boy and girl in the state may receive thorough instruction in these fundamental branches of education *free of cost*. Our common school course of instruction, if thoroughly mastered, lays the foundation upon which *any one*, if so *disposed*, may build for himself a *liberal education*. It furnishes him the key that will unlock all the treasures of learning. They are the people's colleges, and the only ones from which nine-tenths of the boys and girls will ever graduate.

While I am not in favor of largely extending the course of studies in our common schools, I would like to have every scholar taught *drawing* and also some of the first principles of *sanitary science* in connection with *physiology*. It is as important that we teach knowledge that is necessary to a healthy physical development, as to teach that which helps toward healthy mental development, for the first is indispensable to the latter. As to drawing, we now in our common schools teach nothing but writing that in any way educates the hand or any of the senses. Drawing gives skill to the hand, the habit of *critical observation* and *correctness of perception*, and there is hardly a trade or occupation in which it could not often be used with benefit. Our common schools are doing a work that could be accomplished by no other agency, yet I think we do not appreciate them as we ought. Not one man in a hundred in Wisconsin is ever seen inside of a school-house while school is in session, or talks with his children about their studies, or show any interest in their progress by consulting with their teacher, or expresses any wish as to what they should be taught. We talk about making laws compelling parents to send their children to school a certain number of months in the year; would it not be better to pass a law compelling parents whose children attend school to visit them at least once a month? Were there a trotting track in the school district where each man had a colt in training by a professional jockey, do you doubt about the parties interested being spectators, or each man consulting with the trainer about the capabilities of his individual colt? Is a colt of more value than a boy? And would not the boys and

girls feel more pride and ambition in their school [work if we showed that we felt an interest in it?

This same want of interest in the school training of the boys and girls is farther manifest by the apparent indifference to the surroundings of our country school-houses. Go where you will, in any neighborhood, and can you find another half acre of ground that looks so God forsaken, and man forsaken, as the one upon which the district school-house stands? Can you imagine how they could be made to look more desolate and uninviting, not to say repulsive—and do we not in most cases find the inside a counterpart to the outside surroundings? Some one has said that our religion, our civilization and refinement are like the rings and layers of an onion, peel them away and you have at the core an unregenerate savage. Should we wonder that the boy shows traits of his origin when placed without the pale of civilized surroundings? Add to this that there are often 25 to 30 scholars shut in a room that has healthful heating capacity for *not more* than 8 or 10, and then place in the center of the room a stove with burning capacity to consume all the oxygen in a couple of hours, with no provision for ventilation, so that the vital force of the scholar and the teacher becomes stupified, and then we wonder that the scholars make such slow progress in their studies. But in spite of this indifference on the part of patrons, and these unfavorable surroundings, owing either to the fidelity and skill of the teachers, or the natural aptness of the scholars, or both, it is rare that we find anyone who has spent any considerable time in the district school but has learned to read and write, and to know something of arithmetic, and has so far learned the conjugation of verbs as to say sometime in his life I love, Thou lovest, We love. We beautify our homes and their surroundings; we do so because we think and say they have a civilizing and refining influence, and we say, "Well, they do." Would not the same hold good if applied to the school-house and its surroundings?

But aside from the knowledge acquired in our common schools the scholar is trained to the habit of systematic intellectual labor. We hardly realize how this habit of systematic mental application makes even *difficult* things *easy*. And then the scholars being

grouped together in classes, each one is stimulated to put forth more effort and to do better work than he would were each working alone.

There is another benefit derived from our common school that we must not overlook. It is a miniature world, where each must take his place and play his part as best he may; learn to *hoe* his *own row*, without asking *favors*. Scholars, by associating together, learn to form a juster estimate of themselves, and if this estimate is not always in their own favor, so much the better. An English nobleman tells a story upon himself after this fashion: "I had never been in a school-room until I was twelve years old, when I was sent to Eton. Soon after arriving I went out into the playground dressed like a cock sparrow. In a few minutes a boy came up to me and asked my name; I answered 'Henry Vance Viscount Southam, son to Lord Castlerough.' He looked at me a moment, took me by the collar and kicked me *three times*, saying as he did so, 'One for Southam and two for Castlerough.' All the prestige of rank was kicked out of me, and I learned to stand on my own footing. It was a good lesson, and no teacher could have imparted it better."

Our common school education is the foundation upon which all higher education must be built. The better the foundation the better the superstructure. So we see that it is of the utmost importance that the teachers should be thoroughly fitted for their work, and they should make each scholar a special study, so as to impart instruction in such a way as to bring out the best that is in him.

I remarked that our common schools are the only ones from which nine-tenths of the boys and girls will ever graduate. But their influence and teaching is largely supplemented and aided by the newspaper, the pulpit, the public lecturer, books and magazines, Chautauqua reading clubs; all these, and many more I might mention, tend to stir intellectual activity and to broaden the field of general knowledge among all classes, so that we in the United States probably surpass any other nation on the globe in amount of general knowledge among the masses. But we lack definite scientific knowledge combined with mechanical skill and training in the various departments of productive

industry. The tendency of our higher institutions of learning has been to educate away from physical labor, to prepare only for the learned professions; to train the mind to think and the tongue to speak, but not the hand to do. But the world has grown wiser. It is beginning to perceive and recognize the truth that the trained hand is needed to do the trained mind's work, and that the best exponent of the thinking brain is the working hand.

The application of steam and electricity as motive powers, the rapid increase of mechanical contrivances to lessen labor and to increase production, and the subdivision of labor, especially in the mechanical arts, have created a demand for men who possess scientific knowledge combined with mechanical skill, and the want is constantly increasing, first to manufacture machinery and then to run it. Does anyone believe that a mechanic uneducated in scientific principles could build a locomotive and run it? And the more we are able to make the forces of nature take the place of human muscle, so much the more will be the need of educated and skilled labor as directing agents.

This state of things calls for a reorganization of our educational system, and we shall need in the future not alone the scholar to work out and formulate scientific truths, but also men skilled in their application; and as the various branches of productive industry become more and more divided and sub-divided, and competition becomes sharper, success will depend upon concentrating the greatest possible amount of scientific knowledge united with the greatest amount of skill in a single direction, hence the needs of special training. One advantage that will result from this kind of education will be that men will seek to perfect themselves in that kind of knowledge for which they have the most liking, and therefore most in line and harmony with their natural abilities. Among these kinds of schools I will name civil and mechanical engineering, architecture, commercial colleges, telegraphy, schools of agriculture and mining, dentistry, music, drawing, chemistry, navigation, and many more I might name. These schools of special teaching and practical application of scientific knowledge are becoming quite common in this country, especially in our large cities, and they are constantly increasing. Only recently

a wealthy citizen of Philadelphia gave \$2,500,000 for the establishment of a mechanical school for boys; another has given \$1,500,000 for an industrial college for women; and in most of our universities various branches of science are taught in connection with mechanical training, but such schools are much more numerous in Europe. Fifteen years ago Germany alone had five hundred schools for the training of scholars in the practical application of scientific and mechanical knowledge. Such schools that teach how to unite the work of the *thinking brain* with that of the *working hand*, tend to lift labor out of the sphere of mere mechanical drudgery and to give it rank among those we now call learned professions.

We sometimes forget how much applied scientific knowledge combined with mechanical skill has done for the world. It is estimated that the force of steam applied to mechanical work is equal to the labor of 1,000,000,000 men. More than the whole number of people on the globe, counting women and children. Atkinson estimates that the wealth created by the self-binder has already been equal to that of the national debt; and Whitney's cotton-gin has added untold millions to the wealth of the nation. The Bessemer process of making steel rails has cheapened transportation beyond computation, and yet the application of scientific knowledge is but yet in its infancy, and dates back *scarcely beyond the memory of living men*. Not long since a man of scientific attainment stood in my yard and pointed to a wind-mill, and said: "There is the power that we shall use in generating electricity, which we shall store up and use to light and warm our houses, do our cooking, run our farm machinery, and do a hundred things for which we now tax our muscles." We may say that it was a mere stretch of imagination, but bread has already been baked by electricity, and machinery has been run forty miles away from where the power was generated. Surely great is the power of scientific knowledge, but equally important is the skill that can apply it, and the teaching of both must form a part of the coming system of education.

A wise man was once asked what a boy should be taught, and answered, that which he was to practice when a man. The field of knowledge grows broader and broader, and no one, no matter

how great his capacity, can ever hope to cover the whole field; the scholar who wishes to make his influence felt will be forced to confine himself to special branches of study, and the more he is able to make a practical application of his knowledge the greater his success.

I have thus far spoken of education only as a factor in the world's productive forces, as a means to enable us to do more and better work, as an instrumentality by which we can earn bread and butter. But this is not the whole end of education. Man does not live by bread alone, and the man who is educated only in reference to his physical or mental development, or both combined, is but half educated. We are each of us members of a family, one of a neighborhood, citizens of a country, one of the great brotherhood of *man*, and to fulfil aright all the duties that grow out of these several relations, requires qualifications not acquired by physical or scientific training. The qualities that enter into true manhood and womanhood—honesty, honor, the grace of courtesy, generosity, courage, fortitude, patriotism, philanthropy, benevolence, charity—these and kindred qualities form no part of any school curriculum, yet they must be taught, and form a part of all educational training. These cardinal virtues, so essential to the well-being of the individual and the prosperity of the state, can be most successfully *taught, enforced and inculcated* in the home and in the school. It is in these two places that the earliest and most lasting impressions are made. Other agencies have their influences, but they come later and are further removed from every day life. Intellectual knowledge can be taught by rule, and dealt out by measure, independent of the personality of the teacher, but these qualities that enter into character, while they can and should be inculcated by precept, can be best enforced by *example*. The teacher himself must therefore be a living impersonation of the qualities he should inspire. The law requires and public opinion demands that those who teach should be of good moral character, and it gives me pleasure to say that in my opinion no equal number in any business or profession rank higher, or are doing more not only to sustain, but also to advance and build up public morality. I might speak of the knowledge and the training needed for the proper perfor-

mance of our duties as citizens—of the educational influences of literature, of poetry, of music and of art, but by doing so I should weary more than I should amuse or instruct you.

In conclusion let me say, we are born with a given amount of vital force. We have faculties of body, mind and heart that have also come to us by inheritance, and the object of schools and teachers and all educational appliances is first to impart knowledge and then to help us to develop and train these faculties and to apply these forces to the best possible advantage. This mysterious thing we call *mind, ourselves*, is shut up in a material, living house, built expressly for it. We can use it as a store-house, a workshop, a parlor, or a palace, as we may choose, but we are in it alone and we cannot go out of it or admit anybody into it. We can move it about, and gather knowledge and receive impressions from without. We can store this knowledge up for our gratification, but these gathered stores, before they will have any practical value, must be worked over and stamped with our own personality. "Destiny is not about us, but within us."

The only way then in which we can do anything that will be worth anything to ourselves or to the world is to choose our *special work*, gather our own materials, learn what we can from science, and then run our own intellectual machinery and do our own work as best we can in our own way, and be our own masters. Said a lady to a girl who had many suitors, yet had given her heart to none of them, "You will some day find your master." "I am looking," said she, "for a man who is *master of himself*." When we have become masters of ourselves in the best sense, and are inspired with high motives to do the best we can to fill the sphere we have chosen for ourselves, or the one in which we find ourselves, in the best possible manner, we have become well educated.

AN EXPERIMENT IN COMPOSITION WRITING.

I was tired of listening to so-called compositions on the trite subjects of Friendship, Winter, Education, Hope, Pleasures of Memory, Punctuality, *et id genus omne*. Every Friday afternoon I had suffered untold torments while the lads and lasses of my class stumbled up to the platform by my side and mumbled off their wise nothings on these subjects. The affair was getting to be as much dreaded by me as I knew it was irksome to my scholars. Could anything be done to awaken an interest in this really most valuable exercise? I had often striven to answer this query, and had occasionally broken the bonds of habit and had given out subjects which I wished to be discussed or written about. Sometimes it would be biographical, and the lives of great men in history would be the subject, but the encyclopedias were the sole source of information, and the results, in a literary point of view and value, were practically *nil*, and this line was abandoned after a few weeks. After many trials with varying degrees of success, I finally hit on the following plan: I announced a week previous to the afternoon for literary exercises, that the only subjects for composition were descriptions of something each scholar had seen being done; they were to be accounts of the actual working of some business or occupation, and such writer was to be familiar with his subject. The composition was to be written in the school-room, and was to occupy the hour usually given to the reading of the regular weekly essays.

As the hour approached I observed that there was considerable eagerness on the part of the children to begin their writing, and when the paper was distributed there was not a moment spent in preliminary excursions and wool-gathering. All went industriously and eagerly to writing. Fifty-four papers were handed in at the end of the allotted time and fifty-four satisfied boys and girls sat back in their seats with calm expectancy and contented mien. It may not be worth while to recount all that this exercise meant to us all, and how it was followed up with ever-increasing interest and profit. Let me state some of the subjects on which the first compositions were written.

Twelve girls and one boy described the process of making bread, and their directions were for the most part lucid and safe

to follow. The one boy knew all about it, to my surprise, and on questioning him, I discovered that it was his custom to make the bread in his home. Two girls wrote rather discouraging reports on how to keep a house clean. It was painfully evident that they know most about this occupation and had a plentiful lack of delight in it. Three boys described the *modus operandi* of horseshoeing, and wrote intelligently and minutely. The fathers of two of the boys were practical horseshoers. Three boys wrote careful and interesting accounts of the excavations being made for the relief of Stony Brook.

The games or pastimes were well cared for, three boys describing the ever-revered game of hockey, while lacrosse, cricket, baseball, and tobogganning, were written about by their devotees. The sons of artisans looked after the trades of their fathers, for seven boys wrote about the building of wooden and brick houses, and several described the making of rubber shoes, weaving of carpets, type-setting, building of the running parts of a waggon, planing of boards, etc. One girl went into the details of making butter; another, of making pincushions; another told how to knit and gave a catalogue of the various articles she had knitted during the past year. Washing was the topic of one girl's essay, and she solemnly averred that she enjoyed doing the weekly wash, and thought "blue Monday" the best day in the week; while another girl gave her experiences in ironing clothes, and told how she often burned her fingers. A dainty miss, who had visited Marblehead during the summer, gave a four-page description anent lobster catching; another told how to color Easter eggs, and another gave full details in the arts of papering a room. One boy, the son of the proprietor of a variety store, told how express carts were put together, and the boy who plays the violin wrote an interesting account of how the violin is made and what must be done to learn to play it. One boy, whose grandfather is a farmer, told all about weeding carrots, and didn't seem to think there was much fun in the occupation.

The experiment succeeded beyond my expectation, and I had a good opportunity to study the likes and dislikes, and the inclinations of my pupils. I know it is a good plan, and I commend it to the consideration of others.—*Allen Dale in American Teacher.*

Editorial Notes and Comments.

It is difficult for us to conceive what the pace of progress would be were we all to be of one opinion, in regard to matters involving the public weal; and yet it is even more difficult at times to conceive how some men can justify themselves in their advocacy of what is palpably wrong. For example, we find the president of the Philadelphia Board of Control lately expressing himself to this effect: "It is, in my estimation, a mistake to put a woman in charge of a school. Not that I would cast any reflection upon those who now hold such positions, for their duties are performed as well as they can be by a woman, but in the very nature of things, a man would be better qualified to hold the position, and to bring up the pupils in the way they should go, not only from an educational point of view, but from a moral one as well. A man can reason with a boy about matters that some female teachers would not care to talk about." On this the *New York School Journal* makes the following comment: "While there is some truth in this, we venture to say that the most influential teachers to-day are women; and while men have a hold on the older boys that women have not, so do women have an influence on boys that men have not. And it must be borne in mind that the rougher stage, when the teacher governed by brute force, is passing away. And then again the power and influence of woman is mightily increasing. Woman's power as a teacher has doubled in the past twenty-five years." As a third opinion on this subject, we quote our contemporary the *Educational News*: "In our judgment there is a golden mean here as elsewhere which is the safest ground to occupy. We are fully prepared to admit the excellent influence of a woman in the schoolroom both as a teacher and as a woman; we are even agreed that the majority of places in the teacher's calling should be filled with women, but at the same time it will be admitted by all that there is a time in a boy's career when his association with those of his own sex as his instructors is a matter of vast importance. What he needs at this age is the companionship of those who have gone through similar experiences and who know his weaknesses and his ambitions, as none of the other sex can know them."

—The discussion going on in Ontario just now over the matriculation examination is likely to be of benefit to education generally. Whether the matriculation standard is too low or not, it is evident it requires assimilation, and the suggestion which Principal Grant has made is one which will probably lead to the establishing of some such an examination as the A. A. examination in connection with the universities of McGill and Lennoxville—which is looked upon by our teachers as the graduation examination from our schools. There is a growing feeling that this examination—and this examination alone—should be the one recognized for admission into our colleges, and that when candidates fail to pass this examination, they should find their way back to school until they are prepared for it. In the present competition for numbers among our colleges—a competition which tends to lower the standard—there will be, of course, a strong opposition to the acceptance of the A. A. as the only test. Yet the shrewd remark of one of our Professors, who lately said that one of the best features about the A. A. examination was that there were no supplementals to it, shews that there are some who favour a fixed standard. An exception has been taken to the A. A. standard because it is too low; but so far there is no evidence that the candidates find the examination too easy. To raise the standard of the A. A., in the meantime, would tend to make the system a little top-heavy. It is true that, were such done one or two boys might remain longer at school; but even such would hardly be realized in face of supplementals connected with the various matriculation standards. Why should Ontario not join with Quebec, and have the university school examinations the standard for leaving school and for matriculation? The movement thus inaugurated by the two provinces would soon be recognized all over the Dominion.

—Dr. Johnson, in his late address to the students of McGill, referred to the B. A. and its recognition as a certificate of scholarship in the plainest terms. In speaking of the universities of the world and their work, he said: "Noble has been their work, vast their influence, wide-spread their reputation. But there are regions of the world that know them not as yet. I need not speak of Asia, though even there, under the fostering care of our great

empire, they have begun an existence that promises to be prosperous; nor shall I refer to the islands of Polynesia or the wilds of Africa, but I must speak of a province of this Dominion, of a part of the inhabitants of this very city, of a body of gentlemen belonging to what is termed by courtesy one of the "learned" professions, who deliberately and as a body have declared their ignorance of the value of a university training in arts and of the B. A. degree, which crowns its termination; not the B. A. degree of this university alone, observe, nor that of Lennoxville, but those of *all* universities, whatever be their province or country, in the new world or the old, however ancient or however famous they may be. All alike are rejected as unworthy to give sufficient preparation for the bar of the Province of Quebec. I am perfectly aware that there are many able men and men of learning who belong to the profession, and I am also equally aware that they cannot but feel shame at the action of the body to which they belong, a body whose title to be called a learned profession in other countries, depends upon the fact that so many, if not all, the members of it have been and are compelled to take a university degree before admission to it. It may be asked how is it possible to account for the fact that while in all the rest of the civilized world a university training is so highly esteemed, in this province so little is thought of it. I shall not attempt to account for it. It is no more my duty to account for this than to explain why a man, in addressing a letter to me, puts two f's in professor. He may insist on his legal right to put in two f's if he chooses. At any rate the fact is there. It may give some comfort to you, gentlemen, to know that the degrees which you receive to-day are appreciated elsewhere than in the Province of Quebec. If you go to Ontario, your diploma will admit you to study for the bar without further examination; so will it for the bar of England, and not less for the bar of France. In your own native province only will it be ignored. I hope, however, that this will not last long. The light of knowledge has often been compared to that of the sun. I fear that in the present case the comparison to that of the electric light would be more appropriate; through it, as you must have noticed, there often shoot long beams of darkness, forming a violent contrast to the brilliancy

which envelops them. It must be some such beam, perhaps a survival from the dark ages, that has been resting on the legal profession, while the people of the province at large have proved that they are sensible of the light, as shown by the vote of their representatives in the Legislative Assembly last session, when the majority in favor of universities was so large."

—Sir William Dawson, turning from the cheerless picture of a province that would throw a slur upon its own university, remarked :—"We have reason to congratulate ourselves on a step of progress made by the local legislature with the aid and concurrence of the college of physicians and surgeons, and its president, Dr. Hingston, in the matter of reciprocity of medical degrees with the mother country, and through it with the other colonies and with foreign countries. When completed, this arrangement cannot fail to be a great stimulus and encouragement to our most ambitious and able medical graduates, who will thus be offered the possibilities of an Imperial career. It is to be hoped that other provinces will in this follow the good example set by Quebec, but if they do not, the loss will be that of their own young men. It is an additional ground of satisfaction that in all our struggles for the rights of our universities we have had the cordial aid and co-operation of the authorities of Bishop's college and of the friends of education in general. We cannot fail to remember the kind and encouraging words with which Lord Lansdowne took leave of us at our last meeting of convocation, and we have had evidence in the recent visit of their Excellencies Lord and Lady Stanley, and the medals just awarded, of the interest taken in education by his successor, who had hoped to have honored us to-day with his presence as visitor, but has been prevented by the demands of official duty; sending us, however, the expression of his regret and of his cordial good wishes. It is and has been one of the advantages enjoyed by this Dominion in its connection with the mother country, that the representatives of Her Majesty have so well and worthily represented her in the patronage of literature, science and education.

Current Events.

--The thirteenth anniversary of Johns Hopkins University was celebrated Feb. 22, by addresses from President Gilman, Professor Adams and Mr. Allan McLane, Jr. In his remarks, President Gilman expressed his confidence that the loss of income from the Baltimore and Ohio Railroad will be in part made up at an early day by the subscriptions of individuals, more than half the sum desired (\$100,000) having already been pledged. The trustees, the faculty and the alumni are determined to turn their temporary loss into a permanent gain. Special endowments for great purposes like a medical school, an institute of physical science, and an academic hall are now called for.

--Dr. Johnson, in referring to the benefactors of McGill University, in his late address as Dean of the faculty of Arts, said there is one class of such deserving of special thanks, not only from you, but from Canada at large, for you are in one sense but media for the transmission of the benefits to Canada. These are the benefactors who have given not only their money, but their time, and thought and labours to build up this university. Some of you, the graduates, may, in the future, perhaps equal them in zeal, but you will never surpass them. Most happy has this university been in having a succession of such men; some having gone to their rest, but not without leaving behind them others influenced by the same spirit. They belong to a body external to the college, yet so constantly associated with it that it is often overlooked that they are not directly members of the university. I need hardly say that I refer to the members of the the Royal Institution for the advancement of learning, governors of McGill College. Upon these gentlemen, has often devolved in the past the burden of relieving the college from its difficulties, whether financial or political, or otherwise. Nor have they shrunk from the task in the present, when the rapid growth of the university educationally has caused the expenditure to exceed the income by six thousand dollars a year. This sum, to mention it only, this small body of gentlemen are paying out of their own private resources rather than put a check on the education of the country. All can appreciate this as a test of zeal and of that

true patriotism which looks to the highest interests of the country, but we, the professors, can more fully estimate the value of the time and thought and labor that they have bestowed.

—The *Montreal Medical Journal* which may be taken as an exponent of the feeling of the medical men of the province, in most matters pertaining to the profession, remarks on the rejection of the B. A. Bill to the following effect: "The Bill introduced by Mr. Lynch to allow possessors of the B.A. degree to proceed to their professional studies without further preliminary examination has been rejected by the Legislative Council, after having passed the Legislative Assembly. It is now many years since Sir William Dawson first pointed out the great injustice suffered by the universities of this province in excluding their graduates from privileges granted to them in every civilized country. The end of this blind and ignorant opposition cannot now be far away. The sooner this is recognized by our legislators the better for all concerned."

—We are glad to learn of the continued prosperity of the Waterville Model School, and the active interest which its patrons still take in its affairs. The system of school entertainments has enabled the teachers to add to the apparatus of the school, while the following have kindly offered prizes to be competed for at the final examinations:—Mr. and Mrs. Gale, Mr. and Mrs. Macintosh, Mr. Gale and Mr. Pennoyer.

—Sir William Dawson, in referring to the special classes for the higher education of women, at the late convocation, said:—"I am concerned as to the further development of our Donalds special course for women, in accordance with the expressed intention of the founder, that it should become an independent affiliated college. To those who think of this special course as a thing of yesterday, its development may seem rapid; but to those who, like myself, have been working toward it since the establishment of the McGill Normal School, in 1857, it is the slow growth of more than thirty years, first in the provision for higher education of women in the Normal School itself, and the preparation of a high class of qualified female teachers; next in the organization of the Ladies' Educational Association in 1871, and its noble work for fourteen years; next in the institution of

the Girls High School in 1874, and in the admission of women to the examinations for associate in arts in 1877, and to that for senior associate in 1880. Those who are familiar with this history and with the struggles and efforts with which it was accompanied, up to the time of the endowment by Sir Donald Smith, know how much our present position implies. On the other hand, those who are acquainted with such institutions as Girton, Newnham, Vassar and Wellesley, know how far it falls short in its present form of those higher social and æsthetic surroundings which there encompass and refine the education of women. For my own part, I have always maintained that a college for women should stand on a higher plane than one for men, because it could be emancipated from some of those traditional and professional hindrances which embarrass our ordinary colleges, and because it should aim not merely to fit professional and business persons for the struggle of life, but to form the minds and characters of the mothers of a cultivated and progressive people. I had hoped that before this time the liberal founder of our Donald course would have been able to carry out his purpose to develop his scheme farther in this direction; but hindrances have been thrown in his way which, for the time at least, have prevented his liberal intentions being carried into effect. May we hope that these may soon be removed, and that the Royal Victoria College for Women may complete our long series of efforts in this direction. I should hail such a consummation as a crowning educational triumph for McGill, and should then be prepared contentedly to terminate my educational work."

—It is a hopeful sign of the times in educational circles in the Province of Quebec, that one of our institutions can keep up such an excellent journal as the *Collegian*, of Stanstead. It is further an evidence of the continued prosperity of the Stanstead College, which is applying for immediate affiliation with McGill University. Morrin College, of Quebec, has lately sent up to the University examinations two young ladies who have passed creditably, and now take rank among the B. A.'s of our Province; and in the near future Stanstead College may be found assisting in the progressive movement inaugurated by McGill in favour of the higher education for women.

—The *Morning Star*, New Orleans, says “that it is sad to know teachers have not even heard of the names of Pestalozzi, Froebel, La Salle, Mann, and other geniuses of the profession. We would look with astonishment at the musician who never heard of Mozart, Haydn, Handel, or Weber; at the painter who knew nothing of Raphael, Hogarth, Michael Angelo, or Benjamin West; at the physician who never read of Galen, Harvey, or Dr. Jenner; and at the lawyer who never heard of Blackstone, and still we find teachers who do not know even the names of the founders of the system of education now followed in all civilized countries. An old teacher of over thirty-five years’ experience asked us once what a Kindergarten is. He was under the impression that it was some kind of a lunatic asylum.”

—A curious manuscript, preserved in a Devonshire family, throws some interesting light on school-life at Eton in the reign of Queen Elizabeth. It is a record of the school expenses of the sons of Sir William Cavendish, of Chatsworth, and includes the following singular items:—“A breast of mutton, 10d.; a small chicken, 4d.; a week’s board, 5s. each, besides the wood burned in their chamber; an old woman for sweeping and cleaning the chamber, twopence; mending a shoe, one penny; three candles, ninepence; a book, ‘Æsop’s Fables,’ fourpence; two pairs of shoes, sixteenpence; two bunches of waxlights, one penny.” The total expenses of an ordinary scholar at Eton in 1514 were about five pounds per annum. The Cavendish boys would cost a larger sum, for they had, among other luxuries, a man-servant to wait upon them.

The Rev. Dean Norman in addressing the candidates for A.A., successful and unsuccessful, expressed the satisfaction he felt at the general results. The number of candidates was greater than ever before, and the papers gave evidence of a higher degree of accuracy. A gratifying feature was the high standing candidates from the country academies obtained, so much so that the city schools would have to look to their laurels. Sir William Dawson also remarked on some encouraging features of the present results. One hundred and forty-one candidates had come up from twenty-four schools. Of those who passed, fifty-one had taken the subjects necessary for matriculation in arts, and twenty-three those requisite for entrance into the faculty of applied science. A great advance, he said, was manifest in the quality of the answering, and it is satisfactory to find that the pupils of several of the country academies taking

high or creditable places in the list. Others not so successful may take a better position next year. These examinations McGill College instituted twenty-three years ago, and after long perseverance in the face of many difficulties, they have now become a recognized factor of our educational system.

—The Rev. Dr. Henderson retires from the position of Principal of Stanstead College in September, and we are sure that everybody connected with the institution regrets that gentleman's departure from our province. His successor is Professor Sparling, of Upper Canada College, Toronto. Mr. N. T. Turell, of Dunham Academy has been appointed Principal of the High School at St. Johns, in room of Mr. Howton. The appointment is an excellent one for the people of St. Johns. In connection with other vacancies, we may say that all communications sent to the editors of the *Record* have received proper attention, and they will be glad to receive notice of any further changes.

—Several of the teachers, writing to us concerning the routine of the late examinations, have expressed themselves in favourable terms of the general fairness of the questions set this year. An examination paper beyond criticism, is something that has yet to be written, when many teachers have to be satisfied. To strike a mean is all that can be accomplished, and the A.A. examiners have evidently done so this year.

—On Tuesday evening, May 21st, the twenty-seventh Annual Meeting of the Teachers' Association in connection with the McGill Normal School was held. The President, Mr. A. W. Kneeland, occupied the chair and opened the proceedings with prayer. The adoption of the minutes of the last meeting, was followed by the acceptance of the Treasurer's report, which showed a balance on hand of \$9.18. The secretary then presented a report of the year's work. An address referring to matters relating to Protestant Education in the Province of Quebec, was delivered by Sir W. Dawson. He prefaced his remarks by congratulating the Association on the good done by such organizations, as having a great influence on education, which he compared to a monumental pyramid, based on solid foundation, every proportion being part of a symmetrical whole. The peculiar position of the English speaking population in the Province was mentioned, namely, that of a British colony in a Foreign Country. Further remarks were made on the essentials for advancement in education and the forward strides made in the system of education during the past twenty years. At the close of the address, a vote of thanks was given to Sir W. Dawson. The election of officers for the ensuing year was then made by ballot, with the following result:—*President*, Mr. A. W. Kneeland; *Vice-Presidents*, Dr. Robins, Mr. Curtis, Dr. Kelly, Miss Moore; *Secretary*, Miss Peebles; *Treasurer*, Mr. Humphrey; *Members of Council*, Mr. Peterson, Mr. Smilie, Mr. Ferguson, Prof. Parmelee, Miss James, Miss E. Scott, Miss Robins. The Presi-

dent having thanked the members for the honor of re-election, the meeting adjourned.

Through the beneficence of Jacob Tome, of Port Deposit, Md., there will, within the next few years, be erected upon his private grounds a magnificent group of buildings for the cultivation of the mental and physical faculties of the youth of Cecil county. The trustees of the institution mean to push their work rapidly, and the first building will be begun within a few months. It will stand on the Susquehanna river bank several hundred yards south of Mr. Tome's residence, and will be employed for mechanical instruction. It will contain broad commodious workrooms, fitted out with various kinds of machinery. The building will be 130 feet long, by 85 broad, and three stories high. The first story will be of granite, and the rest of brick. Half a dozen other buildings similar in design, will be erected upon the adjoining property, and will be used for various educational branches, and Mr. Tome's elegant granite residence will, upon his decease, be utilized for the purposes of the school. The school is to be modeled to some extent after the Pratt school, in Brooklyn. It will be open to boys and girls alike, and will accommodate from 800 to 1000 pupils. No one will be admitted under 10 years nor retained after the age of 18 years. It is not the aim of the founder to board and clothe the pupils as will be done in the Williamson Institution, but it is expected that many of them will live within easy traveling distance, and that the remainder will board in Port Deposit at their own expense. All books, implements, apparatus and machinery will be furnished free of charge, and an extensive reference library will be a prominent feature. Although the teaching of trades will play a prominent part, the institution will by no means be a trade school principally. The founder rather aims to give to the boys and girls of Cecil county a broad general education, which will so train hand and eye and brain as to make their possessors intelligent and useful citizens. The common school branches will be thoroughly taught, along with the higher mathematics, languages and literature, and other studies pursued in first-class seminaries and academies. Painting, drawing and music form a part of the plan, as also telegraphy, typewriting, designing in wood, copper and steel engraving, stenography, and to the girls, cooking, sewing and the elements of housekeeping. The boys will, moreover, be privileged to be trained in the use of tools and machinery operated by steam, electricity or other forces, and such trades as plumbing, carpentry, plastering, blacksmithing and the like will be taught by all who select them.

Literature, Historical Notes, &c.

Let the world be as bad as the most morose of pessimists sometimes make it out to be, there is at least a practical Christianity abroad among young men, which is every day showing what the true Christianity means,—the Christianity which snarling skepticism dare not sneer at, and which the ecclesiasticism that plumes itself so often in the finery of princedom cannot outshine; and the following instance of the results of sweetening the atmosphere around humanity, that of necessity finds its budding season in the midst of depravity and poverty, we give as an illustration of the good that is making the world all the time better. We have spoken of Dr. Barnardo's before, and of the lads whom he had been instrumental in sending to Canada, and this is the story of another of them, as it is recorded in *Night and Day*:—

One bitter winter night, nearly four years ago, a helper of mine was distributing tickets for our Annual Street Boy's Tea along the waterside and among the by-ways leading up and down the mysterious No Man's Land which fringes the River Thames. After midnight he passed over London Bridge, and among the thin-faced outcasts who shivered in the niches he found a lad of peculiarly forlorn appearance. His clothing was tattered and ripped; his dishevelled hair, his naked, swollen feet, and his haggard face, told their own tale of want, friendlessness, and misery. A ticket was given to him, and he was cordially invited to the Waif's Supper. He duly came, and when at the close, an opportunity was given to those of the guests who were eligible to apply for admission to the Homes, this lad (whom I will call Horace) was among the first to stand up, with eagerness in every feature. I was favourably impressed with his face, and with his manner in telling his story; and after that story had stood the test of our investigations, Horace was admitted.

I found that he was an orphan, whose parents had died in Manchester, and left this lad, with an older brother to front the world alone. The older brother had "exploited" the younger for his own advantage for several years. Horace had been an "odd-jobber" from the very first, hawking envelopes, matches, toys, and newspapers, cleaning boots, holding horses, running

errands, sweeping crossings, and following many such another little expedient of poverty. But his brother—and master—grew tired of him after a spell of “dull times,” and one evening Horace returned to the garret he called “home” to find the door locked. His brother had quietly decamped, and the pair never again met each other. Then Horace tramped to London, as his welcome in Manchester appeared to be outworn, and began a round of “dossing-kens” and sleeping out, which had lasted some months prior to that eventful night on London Bridge.

The ever-open door of our Labour House for Destitute Youths thus gave him his first chance in life, and admirably he availed himself of it. Not merely was he industrious, obedient, obliging, kind, and upright, but he soon gave abundant proof that the seed of the Kingdom had fallen into his heart as upon prepared ground. A month after his admission his report reads: “Horace’s conduct is most exemplary, and his character is that of an earnest Christian.” “A good worker and anxious to do well” is his subsequent record.

In 1886 Horace applied for entry on the Canada list. He was accepted, and was in due time sent out with the summer party of that year. He found a good situation with a farmer immediately on landing, and soon ingratiated his employer by his civil manners and ceaseless industry. For a short time he was unsettled, till the newness of his surroundings wore off, and then the accounts received from him became uniformly satisfactory. He wrote to me very regularly, and very shortly began to subscribe himself, as he has since continued to do—“One of your prospering Y.L.H. lads—HORACE.” Out of his wages of “140 dollars a year and all found,” he has not forgotten the claims of the Home which helped him. “I am getting on first-rate,” he wrote last Christmas. “We do not have such a good time here at Christmas as in the old Home, but we cannot always be boys.”

Last summe I had the pleasure of sending him our bronze medal for industry and good conduct. I received in acknowledgement a letter of overflowing gratitude, concluding with—“I am still doing well, and getting along,” and enclosing a donation for the work. In October I had another letter, in which Horace “reviews the situation,” so to speak, and from which I

subjoin a liberal extract, only keeping his whereabouts to myself, lest he should be exalted above measure:—

“DEAR SIR,—I hope you have received my small offering safe; it is only a small sum to send, but it comes from a free and open heart. I expect to send you more before long. I would have sent before this, only I had to pay for a couple of young horses, which I paid 75 dollars for. If they have luck till next spring they will be worth 150 dollars. I bought them from a man that had no feed, so he had to sell some of his stock, as the hay crop is very poor round here. Well, sir, I must tell you that I have got a splendid place and a good master to work for. We have 80 acres of land; 26 is in apple, pear, peach, and plum. There are 1,500 apple-trees, 200 pear, 150 peach, and 100 plum, and we have just planted one acre of strawberries and two acres of grapes. I can assure you it is a splendid place. I have worked here for two years and have hired for another. I got 100 dollars for the first year, 120 dollars next, and am getting 140 dollars for this; so I think I am getting along first-class. My master has got 16 acres of land 16 miles from here that he wants to sell to me. There is a house and barn upon it. He wants 600 dollars for it. I must pay 200 dollars down, and pay the rest when I can; but I think I shall work as I am doing yet for a little while longer. I do not think I can do better. If I do buy at all, I shall plant it all out in berries and grapes; then I can work out the best of my time. Dear Sir, it seems a great change to me now from the time when Mr. A—— gave me ticket on London Bridge to come to one of your tea-meetings. I was on my last legs then, but thank God you came to my rescue, and I shall never forget you for it. I hope you will remember me to Mr. A——. I do not think I can say any more just now, so I must conclude, wishing you health, wealth, and prosperity, from one your prospering Y.L.H. lads.—HORACE.”

Horace's spelling is in some instances shaky, and he is too modest to use a capital “I.” These eccentricities have been set to rights, but otherwise his letter has been left to speak for itself. The “gospel of getting on” is perhaps too much to the front; but I know that the *root of the matter* is in him, and that the word has neither been “choked” nor rendered “unfruitful” in his case by the deceitfulness of riches.

Thus to Horace, as to hundreds more, have our Homes been enabled, under God, to hold open the door to a golden future of respectability and usefulness; and for an existence where everything was contracted into a frantic struggle for bread, has been substituted a life that is worth living, and in which the claims of duty and the service of God have their rightful place allotted to them. Thank God for the countless opportunities which I am permitted to offer to Horace's poor brethren in the fight! Would that all and sundry could avail themselves of them!

But I have only little space at my disposal this month; so that I must not continue to dwell at such length upon my recent rescues. It will suffice perhaps to show my readers on page 72 a group exhibiting seventeen poor boys and girls who have recently passed from squalor and semi-starvation to the comfort and happiness of our several Homes.

There is, I think, no work on God's earth to be compared with this—the *saving of poor boys and girls from the perils of the streets, the dangers of orphanhood, and the more serious evils which flow from Sin and Ignorance.* If Christian men and women throughout England, and all over the world, will but continue to hold up my hands, I will press on unflinchingly with that work of rescue while God gives me breath.

THE OLD CHATEAU ST. LOUIS.

Hail, beauteous shrine of nature, gay festooned
 With woodland grandeur, where the fervid soul
 May drink a draught from summer's rippling bloom,
 Like sweet ambrosial odour mortalized!
 Beyond the glacis' slopes as vantage ground
 The picture groups—horizoned by the hills
 Of dark Laval and Levis' frowning forts.
 The river broadening into laughing lake,
 Whose face the virgin blue of heaven reflects,
 Breaks cadence with a kiss on Orleans Isle;
 And laves the cheek of Eden grace and bloom
 That blushes 'mid a thousand rural tints
 In view of Montmorency's bridal wreath.
 From Cap Rougo glades a fringe of forest runs
 Now here, now there, along the fertile plain,

Where drowsy nature hums the sower's song
 Or cheers the reaper in his harvest toils.
 Bright emblems of Arcadian peace and joy,
 That blink at commerce rushing through the streets,
 The cowering hamlets, dotted o'er the glebe,—
 Sweet clustering gems that glimmer in the light—
 Bespeak themselves the havens of a peace
 That hovers, like an angel, in the air.
 Near banks of velvet moss and waving fern
 The river's silvery links steal through the groves,
 Where brooklets find their strength of woodland song,
 Where laughing poplars quiz the solemn pines;
 Then leap the waters in their hissing haste
 The rocks of old Lorette, like headlong steed;
 Till, weary grown with frolic's escapade,
 Befoamed with many a flake, they lave the holms,—
 Now creeping through a silent salmon pool,
 Now bubbling o'er the minnows in their play,
 Now singing requiem near the old graveyard.

And still to charm the scene with varying light,
 The contrast lies four hundred feet below,
 Where dance in myriads sun-born sparkling gems
 Around the summer's fleet at anchor near.
 Nor far is heard the hum of noonday life
 That seeks not hither from its toilsome gains,
 Till sunset sends it climbing up the hill
 To rest on threshold of the moon's fair realm,
 On kiosked terrace or on esplanade.
 The Chateau's faded splendour still remains
 In Castle Haldimand; and when the tints
 Of golden twilight bathe its weathered walls,
 'Tis then a thousand voices fill the air
 With gleeful sounds—gay citizens astir
 To breathe the soothing balm of eventide.
 Whence comes the music near its open courts
 As flit the shadows round its gables gaunt?
 Whose ghosts are these that dismal flit around
 The lingering aspect of the olden time,
 When brilliant groups of knights and courtly dames
 Rang gallery and garden with their cheer?
 Within a flood of festive light that glares
 A dazzling nucleus 'mid encircling gloom,
 Where earth below seems heaven for brilliant stars
 That twinkle in the landscape and the glass

Of waters gleaming like a nether sky,
 Two streams of gayety go tripping past.
 Now here, now there, they time their gladsome pace
 To music's strains that sweeten friendship's hour,
 That mingle with the whispered tale of love
 Soft breathed and coy in ear of blushing maid,
 Or yet renewed to joy the matron's cares.
 And is it here, on ground where living mirth
 Its incense burns to scent the evening shades,
 Where caste and kindred join the wreathing throng
 To wile away the irksomeness of life?
 Is't here we seek the spirits that sentry keep
 To watch how human joys repeat themselves?

Yes, here it is, where Haldimand still throws
 Its silken shadows on the terrace lawn,—
 Here where is seen the river's rippling smile,
 As Phœbus weaves his evening web of gold
 Around the woodland setting of the scene!
 The breeze makes grotto of the terrace-nooks
 That sentinel the frowning rock; and here
 Of choice escaped awhile from commerce-cares,
 The memory, cradled on the velvet charms
 Of nature, hums its olden song, and plays
 With history's fingers to assure its tune.

'Tis vantage-ground; for here the Chateau stood,
 To pioneer the prowess of New France,
 Ere prolicidal pride had razed its walls.
 Even here, the sepulchre of war's behest,
 Seen through the telescope of time reversed,
 Reads curious epitaph, as near converge
 The weird perspective shadows of events
 Which old St. Lawrence saw within his realms
 When ancient things were at a second birth.

In eagle's eyry that defiance bade
 To cunning lurking in the glades around,
 The hero of St. Croix intrepid-borne,
 Sought destiny beyond the seas, where realm
 Was wilderness, a kingdom unsubdued.
 In name of king, 'twas his to organize
 The restlessness of man, and even seek
 From craft alliance in the cause of peace;
 'Twas his with threads of woe to weave a wreath
 Of glory for the brow of France; alas!
 To see disaster crown his many toils
 When foreign foe beset his forest home.

And still his fame sounds sweet in nature's song
On hill and dale around the river-lake ;
For was it not the anthem his the first
To hear, as solace of vice regal cares,—
Even his the first to bless, as round him pressed,
The dismal dawning of a fate severe
That since has been a halo round his name ?

And as the years saw realized their hopes,
When regal pomp sought place beyond the seas,
And palmier days grew sweet in courtesy,
The Chateau's walls arose to crown the cape,
Where stood the fort of Champlain's first defence.
For here it was there thronged the old noblesse
To seek the fame the gay Versailles refused,
And shed the lustre of its court abroad.
Here courtiers proud, and belted knights have paced
These battlements in dust beneath our feet,
Here held they in the halls high festival
Or council state, where pageantry a new
Reflection shone from Bourbon majesty.
And dare we not, within the corridors,
Catch lingering glimpse between of luxury's couch
Adorned with trappings of vice-regal sway,
Perchance behold the poet-painter's touch
Reveal a history our own in those
Whose prouder deeds shine golden in the past.
Beyond, within the chamber most remote,
Where, drooped with ample folds of red and gold,
The throne commands the seats of councillors,
Is seen uplift on Parian pedestal
The statue of the king who boldly sought
Renown through deeds his own ; and as we scan
The rigid lines where lip meets nether lip,
We read the record of a spirit that rose
Above the flatteries of minionry,—
Ne'er trusting sceptre in another's hands
To guide the destiny of sovereign power
In France, the New or Old. And yonder near,
This side the throne, as if to guard it still,
Are seen to glance the haughty Cardinal's eyes,
As, through the art that dares to tell the truth,
There comes from them the light that men had feared,
Made milder by the rays that women loved.
And strange, so far away from scenes of yore,

We here may read the tale of princely craft,
 With aims admired that sought a country's good
 With aims abhorred that sought its own advance,
 And yet make great the less in what was done
 For France beyond, where vain was seen for long
 The budding feudal strength bestowed on it
 A seeming ground for greatness yet to be.
 On other side, in purple robes adorned,
 Is seen the dignity of Buade's grace
 Portrayal fitting of a feudal lord,
 Who thought to rule a king, yet stooped to find
 His strength in court intrigue and homage paid
 To beauty's power in her who called him spouse.
 'Twas his the hand that shaped a destiny
 Anew, where Champlain dared impending doom ;
 As else 'twas his to show, in rule renewed,
 How far the great in littleness is seen.
 Behind the gildings of the chair of state,
 A colour contrast to its crimson glare,
 There hangs the portrait of Laval : his robes,
 The simple vestments of a priest betray
 No churchly pomp : 'tis only when the light
 Plays round his face is seen the prelate-king,
 Who swayed a realm beyond the will of king,
 And gave it firm abode in western wilds.
 And Colbert's craft that ruined Fouquet's fame,
 Looks out from eyes on spacious canvass near
 To turn its glance on Richelieu the great !
 The smile that wreathes his lips still seems to speak
 Of proud success,—of guile that honest wove
 A garland-wreath in honour of New France.
 And there beneath the country's liliated crest,
 In niche retired, is Talon's modest bust,
 The wisest of intendants, who, with aims
 His own well-curbed, sought prouder fame
 In working for a people's weal,—to whom
 The smiling fields may well sing lusty praise
 And commerce raise a lasting loud acclaim ;
 For was't not he who found a wilderness,
 To make it radiant with a harvest-bloom ?

The light is fading, yet we still may see,
 On western wall where twilight magnifies,
 Grouped round the gravings of the brave Champlain
 And Malo's mariner, the forms of those

Whose life's devotion solved a country's fate.
 The heroes of the past! Their spirits near
 Are with us still, as float within the courts
 And corridors the silver accents sweet
 Of motherland, the sounds they loved so well:
 A living music echoes through the nooks
 They knew; the sounds of louder joy approach:
 The dream takes sudden wing, and ere we know,
 The spirits near have laughter in their song
 That wakes us to the life this side of death.

Practical Hints and Examination Papers.

It has been truly said that "An idle mind is the devil's workshop," and anyone who has had the management and training of young children knows that idle hands are always ready to aid and abet in carrying out the schemes of mischief which have been conjured up. How to keep young pupils busily and usefully employed is, it seems to me, a question which should command the attention of every careful and conscientious teacher, engaged in primary work. What shall we do with these wriggling, twisting, squirming little atoms of humanity, when they are not saying lessons? We are all agreed that by some means they must be kept still, and if not given profitable employment their energies will find an outlet in the only way known to them, through the "activity of play."

And we farther believe that—

"He who checks a child with terror,
 Stops its play and stills its song,
 Not alone commits an error,
 But a great and moral wrong."

To take a stick, then, and make them be still, as did the pedagogues in the good old days of the "deestriek skule," is not in accordance with the New Education.

It is somewhat the fashion of late, among some of our leading educators, to speak rather slightly of kindergarten methods, but so far as I am able to judge, we are largely indebted to the kindergarten theory for whatever advancement has been made in primary school work. While I would not make a hobby of kindergarten work, I am sure that children learn by doing, and that many of the kindergarten employments could be introduced into the public schools with positive advantage to the little ones. Froebel has said that "when we separate the mind and hand in the work of young children, we lose one of the most powerful means of educating him, and that a correct comprehension of external material things is a preliminary to a just comprehension of

intellectual relations. Again, knowledge of material things can be had only by handling them, and formation and transformation of material constitute the best mode of gaining this knowledge for childhood. Anyone has but to watch young children when they are working at some form of busy work to know that they are working along the right lines toward self-development.

One of the most useful forms of busy work that I have used is a device for teaching spelling. It consists of sheets of Bristol board cut into strips about five inches wide. Upon these are printed letters in three-line pica type. The little folks cut these strips up as the letters are needed; the only attention necessary from the teacher at this point is that the cutting shall be neatly and accurately done. Each letter should be cut off into a nice little square by itself.

We always have some restless soul who will get through with his slate work before the others, and when he is discovered "just dying" for something to do, it is a good plan to give him the letter card and the scissors. This has been known to keep some jumping-jack still for twenty whole minutes. When the letters are cut and put into boxes they are ready for distribution. As a means of teaching spelling they are unexcelled, and all classes in the grade can use them. The chart class can build their word from the chart, and the other divisions take lists from the board or the book, as the teacher may direct. Care should be taken at first not to give too many words to beginners; one, or at the most two words, are quite sufficient for the first few lessons. They should not be allowed to scatter the letters, or waste them in any way. If, by accident they do get spilled upon the floor, the children must pick them all up. With proper care on the part of the teacher, one dollar's worth of letters should serve a school one whole term. The little pink and green squares seem to be very attractive objects for the children to handle, and they learn to spell almost without knowing it. A good many plans may be used whereby these letters may be made to furnish a great deal of busy work for the little ones at their seats.

Another device which I have found useful is corn and toothpicks. They are a help in teaching numbers, and a great variety of figures, for drawing can be made with them. The corn should be soaked until soft enough to use. With a few toothpicks and a dozen grains of corn, a busy child can keep himself employed for half an hour. I generally put the forms upon the board that I wish them to make; and even the youngest pupil will very soon learn to construct a square, a triangle, a chair, a house, a boat, and many other figures. The corn or sticks may be used alone if one likes, and it is much less trouble for the teacher, but they are not so satisfactory to the children, as the forms cannot be handled after they are made. Peas may be used instead of corn, but as they must be bought by the teacher, it makes the play rather expensive. It requires patience

and some skill to make these forms; and for the first few months of school life there are some young children who can't do much else. I have often noticed that after they have made these forms at their seats, they are able to reproduce them at the board with the chalk. While these things seem to many to be trivial and worthless in themselves, who of us shall say that there is not a power in them to educate the child, when by means of them we can train his eye to be accurate, and his hand to be skilful? It is also of prime importance that we help him to bridge over the long, weary time when he is so likely to learn the very lesson of all others that will be a calamity for him to learn, namely, to hate school.

Let no one suppose, however, that these devices will make perfect spellers of all, nor will all children learn to draw by means of them. Neither will they make angels of bad children, but they do help to reduce mischief to the minimum, and lessen occasion for discipline.—*Busy Work for the Little Ones.*

ARITHMETIC PROBLEMS IN PER CENT.

I.

1. If a horse that cost \$400 is sold so as to gain \$4, what per cent. is gained?
2. If 4 is two per cent of some number, what is 5 per cent of the same number?
3. What is 10 per cent of $\frac{1}{3}$ of 3 times 30?
4. What per cent of a half-dollar does a two-cent apple cost?
5. $2\frac{1}{2}$ cents are what per cent of 50 cents?
6. If \$3 be added to \$50, what per cent is added?
7. If 14 bushels of potatoes were sold out of a pile containing 200 bushels, what per cent was sold?
8. If a hat that cost \$10 is sold at a loss of 20 per cent, what is the selling price?
9. \$45 is what per cent of $\frac{1}{2}$ of \$1,000?
10. $2\frac{1}{2}$ is what per cent of $\frac{1}{2}$ of $\frac{1}{4}$ of \$200?

II.

1. If 30 per cent is lost by selling hats at \$2.52 each at what price must they be sold to gain 25 per cent.
2. Joe bought bananas at the rate of four for 5 cents, and sold them at the rate of three for 4 cents, thus gaining 60 cents. How many bananas did he buy? What per cent did he gain?
3. A merchant bought silk at \$2.40 per yard and sold it at a profit of $33\frac{1}{3}$ per cent which, however, was $33\frac{1}{2}$ per cent less than his marked price. Find the marked price. If his key was the word "Charleston," what letters denote the cost price? The marked price?

4. Two horses were sold for \$200 each. On one there was a gain of 20 per cent and on the other a loss of 20 per cent. Was there a gain or a loss on both, and how much?

5. Two houses were sold for \$8,900. One of them is valued at $\frac{2}{3}$ the value of the other. Find the value of each.

CLEANING SLATES.—A water-bottle is a very necessary adjunct to the primary teacher's work. A flat bottle, with square corners, and holding about a pint, is the best style to use. It will stand firmly, and is easily carried in the hand. Fit it with a stopper such as is used in a bottle of liquid dentrifice; or a cork with a short quill inserted will answer the purpose—though not so neat looking, and more liable to get out of order. As you pass down the aisles and look at each child's work, carry your bottle with you, and one shake of it will prepare the slate for cleaning with the cloth, with which each child should be provided, and will do away with the annoyance of moistening sponges, or the detestable habit of spitting upon the slate.—*Ed. Gazette.*

A teacher should be at the school house early every day for the following, among many reasons which may be adduced:—

1. *To set an example.*—As is the teacher, so will the pupils learn to be.

2. *To prevent damage.*—Children arriving at the school house early get to playing in and about the room, and very frequently do unintentional damage.

3. *To see that all is right.*—There are many little things to be “put to rights” or arranged before school opens.

4. *To secure ventilation.*—The house, shut up from the time the school closed the day before is unhealthful, and should be opened and fully aired in season to be closed and warmed at school time.

5. *To greet the pupils.*—Children kindly and cordially greeted on arriving at the school house are far less inclined to torment the teacher through the day.

6. *To administer discipline.*—A kind greeting and a kind word of discipline spoken to one who has been careless or misbehaved the day before, when he can be thus approached alone, is far more effectual than detention at night or punishment in the presence of the school.

7. *To help those needing assistance.*—During the school hours but little personal assistance can be given. If an industrious pupil thinks he can be helped in some difficult point, if at the school house before time, he will appreciate and avail himself of the opportunity.

8. *To win the love of the pupils.*—Kind greetings, kind words, kind assistance will win the love of the pupils, whether they are themselves the recipients, or see it given to others.—*The School Bulletin.*

EXAMINING SLATE WORK.—A question usually arises about examining slate work, to what extent it is best to examine, and how can it be done

without the loss of much time. When the exercise is merely copying, or lists of words, a look at the slate as a whole, with here and there a commendation for neatness, or a correction of prominent mistakes, is sufficient.

We have seen two ways of doing this rapidly which have proved good. Let each child take his slate in both hands and hold it as he would his reader. The teacher can pass quickly up and down the aisles and see the work at a glance; at the same time the school presents an orderly appearance. Another way, especially adapted to primary schools, is to have the pupils of one row rise and pass down the right hand aisle to the teacher, letting her look at the work, then passing around the left-hand side to their respective places, when the next row will rise and proceed in the same way. There need be no confused group, but rather a continuous procession; it also gives the little folk a change of position and motion.—*Pop. Ed.*

The writer has seen this plan tried. A number of students in a school which shall here be nameless, were in the habit of injuring doors and furniture in their rough and tumble wrestling. All efforts to ferret out the guilty ones failed, until finally the teacher in charge announced that in the future all damages done to building or furniture in the hall where the trouble existed, and it was the main one inhabited by students, would be assessed on every member of the hall, and that only those would be excused from payment who would come to the Principal's office at a specified time and pledge their honor that they had nothing whatever to do with the mischief. From the moment that announcement was made, the vandalism stopped, and each boy instead of acting as a protector of each and all of his associates at once found that his interest lay rather in the line of detection, and when vandalism was suggested, the counter-suggestion came up that inasmuch as those who shielded the mischief-makers would have to pay equally with those who perpetrated the mischief, it would be better and more profitable for all to prevent the mischief rather than protect the mischief-maker after the damage had been done.

—Our human race is prone to grumble. Discontent with self, friends or environment, is not uncommon, while if the conditions were viewed in a right light what seems undesirable is really a blessing. At nothing do we grumble more continuously and more ferociously than at our hard work. Is not this same hard work a blessing? Is not this same hard work the very thing that makes life endurable? What would existence be without this boon? Can anyone imagine anything more dreadful than a life of idleness? The contemplation is sufficient—the reality is beyond conception. Let no one complain in earnest about hard work, just as he may. We glory in work. Our regret is that out of twenty-four hours we have only enough to busy us twenty-three hours. Not

long since we were reading an article in which the writer pled for the abolition of labor in our penitentiaries. What folly! Ask any convict what kept him from insanity; he'll tell you hard work. No calamity in prison management could compare with the doing away of the industrial feature of our reformatories. Teachers work hard, and are wont to complain about it in language more or less vigorous—and yet no class appreciate the blessings of hard work more than these same complainers.

—IN COMPOSITION WRITING.—I have found it of the greatest help to read an interesting story in the usual way on Friday afternoon, and ask the children to bring it written out on Monday morning. This weekly exercise is always corrected by myself at home. The following method I have generally found successful: The exercise should consist of (1) short essays on familiar subjects, (2) reproducing narratives and letters. To these may be added the summaries of lessons, paraphrasing of easy poetry, and synopsis of any book they may have read. Two things must be specially attended to in these exercises, namely, neatness and accuracy. A letter should occasionally be written on the black-board by the teacher as a model for the pupils, showing the form, how to begin and end it, how to write the address, etc.

—Are you ever annoyed by having your pupils come into the school late in the morning? If you are, try something like this: Clip an interesting story from a newspaper; paste it upon card-board; cut into short paragraphs; distribute among the pupils (first, number the paragraphs). This plan gives each one an exercise in reading, too. Sometimes, I give them what we call "dig" questions. We call them this because it takes so much searching to find the answers. My pupils work diligently to find the answers, and are anxious to give their answers. This exercise is the first, after the "Lord's Prayer." Sometimes we have information lessons for a change. I am not troubled with tardy pupils.

—There are always in every school bright children who finish their work before the others, and then are ripe for mischief. For this class I have been placing on the board topics from the daily news of the day. For instance, selecting some item from the newspaper embodying some interesting fact, I write this item on the board with a few suggestive questions, and as we have an excellent reference library at our command I have those who have finished their regular work look up the questions and give the result to the school in a few moments which I reserve for this purpose. I then supply in a brief talk whatever is lacking that seems to be important. I am often quite surprised at the ability shown in writing and the interest manifested by the children. It also creates an interest at home, as I find by the statement prefaced by "Papa says."

The crying need of children is for something to *do*. Supply this need by the right kind of work, and the children are happier and better and the cases of discipline will diminish to a wonderful degree.

—TO PREVENT COPYING IN ARITHMETIC.—Children copy from each other because (1) the work is too difficult for them; (2) they are slower than the majority of the class, but do not like to stay behind; (3) they have not enough self-confidence; or, (4) they are too lazy to work for themselves. For the first class, either the teacher must be willing to remain after school and help them, or the class must enter a lower grade. Give the second class more time than the quicker ones, and the first chance of showing their work and in answering, allowing the quicker pupils meanwhile to work out problems placed on the board, or providing them with other suitable work; or name a certain time in which the work must be done, allowing ample time for the backward ones, then very gradually shortening the time until they no longer hinder the progress of the class as a whole. The third class need principally generous and constant encouragement, mixed with judicious praise, and such trust in the teacher's willingness to help that they would rather ask him or her than any one else. With the lazy class I have not much sympathy; I should *make* them work. If patience, kindness and all kindred measures did not do so, they would have to encounter the opposite in no little degree; but work they *must*, both for their own sakes, their own generation and future ones, if—and this is a very serious “if”—the case is *real* laziness and not a result of a weak constitution or passing ill-health.—*Ex.*

—A very fruitful source of disorder in some schools, and yet one easily banished, arises from the manner of dismissing pupils for recess. Instead of passing them out quietly by signals as at recitations, simply saying “recess,” followed by a whooping on the part of pupils, that would provoke a grunt of approval from the savage warrior in his war paint and hostile decorations, a scrambling over seats and desks truly appalling, chasing around the school-room and a dire confusion generally. The visiting officer finds that a school in which such disorder is allowed at recesses usually manifests a spirit of uneasiness and lack of interest, if not of positive disorder, during study hours.

—On the blackboard every morning, in a conspicuous place, visible to all the pupils, there should be a motto from some author. A line or two, or more, of poetry or prose, embodying a thought which in future years will be found in many a heart as “a well of water springing up into everlasting life.” That line laboriously written by you in your copy-book on that rough-hewn desk in the long, long ago, lives in your memory still, and shall live forever. Has not the thought in that line contributed its mite, too, in leading you upward to any good you may possess? Where to get your mottoes? On the right hand and on the left; in the Bible, an inexhaustible mine; and all literature is at your disposal. No matter if your school is nearly out; begin now. In four weeks there may silently steal into those young hearts twenty thoughts freighted with infinite possibilities.—*Western School Journal.*

CORRESPONDENCE AND NOTES.

ENQUIRER: The Summer School is being held at Dunham in the College Building, and all information in regard to its organizations has been sent to the teachers by circular. The movement is a step in the right direction, and is especially for the benefit of those of our teachers who wish to make a special study of French, Drawing, and Vocal Culture. The services of an excellent staff of instructors have been secured, and we expect to publish in our next issue a full report of its success.

QUBRY: The following we take from *Handy Helps*, which gives you the information required. "It would require years of study to acquaint one's self with enough of the Chinese language to be able to converse in it. There is a written and a spoken one, and the two are so unlike that a man can read and write Chinese without being able to speak it, and can speak without being able to read or write it. Very few foreigners who go to China to stay for years, ever trouble themselves to learn the language, but are content with "Pidgin English." What is it? In attempting to pronounce the word "business," the Chinese were formerly unable to get nearer to the real sound than "pidgin" or "pigeon," hence the adaptation of that word, which means nothing more nor less than "business." "Pidgin English" is therefore business English, and is the language at the ports of China, or where the Chinese and the men of other nations come in contact. Few words do the duty of many, so very little inflection is given either in the noun, pronoun, or verb. Telegraphing seems to be promoting a "Pidgin English" among ourselves.

THE FIRST OF US: It is almost impossible to say who was the first layman to open school in Canada. We would welcome information on this matter.

The Messrs. Ginn and Company of Boston are soon to issue *Patterson's Arithmetical Reviews* and *Practical Latin Composition* by Mr. W. C. Collar, of Boston. *The School Iliad with Vocabulary*, by the same house, promises to be an excellent volume. Messrs. Heath and Company are also issuing a *German Reader* for beginners by Mr. Joynes, *De Garmo's Essentials of Method*, and Isaac Pitman's *Shorthand Books*.

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TWENTY-SEVENTH ANNUAL REPORT OF THE TEACHERS' ASSOCIATION IN CONNECTION WITH THE MCGILL NORMAL SCHOOL.

MR. PRESIDENT, LADIES AND GENTLEMEN:—The scholastic term had no sooner begun in September, 1888, than the Council of your Association commenced to rally its forces. The work has been carried on from Sept. 12th to May 21st, 1889. The Executive Committee has held ten meetings at which there has been an average attendance of about seven out of a possible fourteen. The programme for the year was mainly compiled

on suggestions made to the president by members at the beginning of the season; and to judge from the increased attendance and general expressions of interest, it appeared to give pleasure and satisfaction. The ordinary meetings were held monthly from Oct., '88, to April, '89, seven in all. It was deemed advisable to try the experiment of holding afternoon meetings, which was accordingly done twice, but the innovation did not meet with the general patronage of the members. At all the meetings, both council and ordinary, the President, Mr. A. W. Kneeland presided, and at the one in October, commenced the work of the association by giving an able address on "The Teacher's Training of the Child."

In November and March the programme took the form of debate on the following: I. That Home-Work as customarily assigned is objectionable, and II. That the Teacher has more influence in the community than the clergyman.

The subject, Object Lessons, was discussed at the January meeting.

A Resumé of recent educational events, formed part of the programme on three different occasions, and it must be admitted that much pleasure and profit have been derived thereby. It may be of interest to state here that the work for these meetings, either to take part in the debates or to contribute papers, has been prepared by eleven members and two non-members.

In the months of December, February and April, lectures were delivered before the Association in the following order: by Dean Carmichael on Sleeping and Dreaming, by Dr. Clarke Murray on Somnambulism, and by Mr. S. E. Dawson on Tennyson, and the members have just cause for congratulation in having had such literary treats provided for them. At these meetings, music and readings were rendered, and it is the desire of the Association to convey its warmest thanks to those ladies and gentlemen, who have contributed, by their talents and time, so much instruction and pleasure. The thanks of the Association are also due and hereby tendered to the Protestant Board of School Committee and to Messrs. Willis & Co. for the use of a piano on these evenings.

Numerically your Association has increased during the past year, thirteen members have been elected and two resignations received. The membership, at present, is as follows: three honorary members and ninety-seven ordinary, the latter including seventy-one ladies and twenty-six gentlemen. Total number, one hundred. At the Annual Meeting, last May, a revised edition of the Constitution and By-laws of the Association was adopted, and was duly printed and circulated among the members. By it the students of the McGill Normal School become Associate Members on registration, and it gives the association much pleasure to recognize them as such and to extend them a warm welcome to the meetings.

This report is submitted with all respect by your Secretary,

MARY J. PEBBLES.

ARBOR DAY :—The celebration has not been very general this year, on account of some indefiniteness about the date on which the holiday should be kept. No day was proclaimed this spring by the Lieut.-Governor.

DID A SCHOOLMASTER EVER BECOME A KING? Near Riechenau, Switzerland, stands a simple old castle or chateau that has become historic; for here, under the name of Chaband-Latour, a future king of France, Louis Philippe, when impoverished and banished from his native country, served in the modest capacity of assistant teacher at a salary of fifteen hundred francs—about three hundred dollars—a year.

HOW IS THE BAD BOY TO BE TREATED?—The teacher should not strive to crush the manhood of the child, but create in it the firm resolve to do the right and discard the wrong. A rigid espionage deadens laudable emulation; and suspension, in many cases, is a hardening instead of a reformatory measure. Tell him he is expected to conform to the requirements of the room as a matter of *justice to the school*; that he wrongs the school by his disobedience and does himself no good. If he is still maliciously disposed, a sound thrashing has frequently been a curative agent. But the teacher of tact *never* whips. He may make such a display of his own muscular powers on the school play-ground as will deter the pupil from any overt act for fear of corporal punishment. Sometimes giving the boy a "new sensation" will stop him in his attempt at evil. We have known a hard character to be ruled by the eye and gesture of a teacher, who never addressed a word of admonishment to him.—*Quiz Manual*.

Books Received and Reviewed.

HANDBOOK OF RHETORICAL ANALYSIS by Dr. John F. Genung, of Amherst College, and published by the Messrs. Ginn & Company. This is a series of studies in literary style and invention, and is designed to accompany the author's excellent treatise entitled *Practical Elements of Rhetoric* which we noticed in a former issue. When John Morley says that men will do better for reaching precision by studying carefully and with an open mind and a vigilant eye the great models of writing than by excessive practice of writing on their own account, he does not mean that those in whom the literary spirit has been awakened are to neglect the

practical. His purpose is merely to impress upon young writers the value of the study of literary models. Possessed of a like opinion, Dr. Johnson advised the student of English to give his days and nights to the study of Addison. But beyond Addison, Macaulay has had perhaps more to do with the moulding of other authors' styles than any other writer, and many a young man and woman can trace his or her education, in this direction, to the careful examination of Macaulay's Biographies and Essays. This volume of Dr. Genung is meant to do what such volumes as the above have done, and we fully believe that his selection being thoroughly representative, will be gratefully received by our young writers. Not one of the selections could be eliminated; they are all excellent.

BACON'S ESSAYS, edited with introduction and notes by F. G. Selby, M.S., Fellow of the University of Bombay, and published by the Messrs. MacMillan & Co., London and New York. It is more than twenty years since the writer was called upon to commit the most of these to memory, and the book so neatly printed and arranged comes to him as the visit of an old friend in a new dress. The volume is a fitting companion to the above handbook, showing as it does, how English composition has undergone a change since the Elizabethan period. The notes are very valuable, and we have read the introduction, which has a reference to the intellectual and moral development going on in India at the present moment. These essays, as the author remarks, are the fruits of Bacon's observation of life. They reflect his experience of men and the world, and there is probably nothing in the whole range of literature which would be more appreciated in an Indian darbar than these "certain brief notes set down rather significantly than curiously: not vulgar, but of a kind whereof men shall find much in experience and little in books." This edition is cheap and may be ordered from the Messrs. Brown & Co., of Montreal.

THE PITT PRESS SERIES OF CLASSICS, published by the University Press, Cambridge, England. We have received three volumes of this excellent series of text-books, numbers V, VI and IX, including *Lucretius*, *Herodotus* and *Homer's Odyssey*. The Fifth Book of the *De Rerum Natura* by the first mentioned author, is edited with introduction and notes by J. D. Duff, M.S., Fellow of Trinity College, Cambridge. The selection has been made for beginners on account of its being less technical than any of the other books; its aim being to explain the matter and method of the poet during the study of one book in such a way as to lead to the easy comprehension of other and more difficult parts of the poem. As a class text-book we could wish for nothing better. And the same may be said of the Greek texts. The Sixth Book of Herodotus (*Erato*), with an exceedingly interesting introduction, and with the special feature of a copious historical and geographical index, is one of the best arranged

classical text-books we have seen. The editor is E. S. Shuskburch, M. A., Fellow of Emanuel College, Cambridge, and Master at Eton. The Tenth Book of *Homér's Odyssey* is edited by G. M. Edwards, M. A., of Sidney Sussex College, Cambridge, who a year ago issued an edition of the Ninth book on the same plan. Mr. Edwards has spared no pains in behalf of the student.

ALGEBRAIC ANALYSIS, Solutions and Exercises, illustrating the fundamental theorems and the most important processes of pure algebra, by G. A. Wentworth, M. A., Professor of Mathematics in Phillips' Exeter Academy; J. A. McLellan, L. L. D., Inspector of Normal Schools, Ontario, and J. C. Glashan, Inspector of Public Schools, Ottawa. No gentleman is better known on the other side of the line for his series of Mathematical text-books than Professor Wentworth, any of which may be had by application to his publishers the Messrs. Ginn & Company, of Boston. Nor is any algebraist better known in Canada than Dr. McLellan, and no doubt, the reputation of the compilers of this excellent treatise on what may be called "the New Algebra" will induce the most of our teachers to examine it with the greatest of care. This, the first or introductory part to a work which the above mathematicians propose to prosecute, is intended to supply students of mathematics with a well-filled storehouse of solved examples and unsolved exercises in the application of the principles of pure algebra, and to exhibit to them the highest and most important results of modern algebraic analysis. It may be used to follow and supplement the ordinary text-books, or it may be employed as a guide-book and work of reference, in a course of instruction under a teacher of mathematics. As a note to the end of the preface Messrs. Wentworth and McLellan state that the main part of this algebra has been done by Mr. Glashan, and we hasten to congratulate that gentleman on the excellence of his undertaking under such auspices.

FUNDAMENTAL PROBLEMS, or the Method of Philosophy as a systematic arrangement of knowledge by Dr. Paul Carus, and published by the Open Court Publishing Co., Chicago. We have spoken more than once of the high character of the investigations undertaken by our exchange *The Open Court*. The paper is ably conducted by the author of this volume, who places its columns at the disposal of some of our best writers and thinkers. His present work consists of a series of philosophical essays which have passed through the crucible of criticism, and thus clarified, revised, and re-arranged, with many additions and an exhaustive index have been issued in a neat volume for the students of philosophy, the science of the sciences. The method of the author is the systematic arrangement of knowledge. Knowledge is the possession of certain truths; truth the conformity of cognition to reality; and reality the sum total of all that is; and from such a standpoint Dr. Carus proceeds to discuss the great problems of life and thought. The book will

be read with zest by thinkers—a valuable *addendum* to the philosopher's library, and a great help to the student in his investigations.

Heath's Modern Language Series, we have noticed from time to time as we receive the various volumes. The last two volumes are *Le Mari de Madame de Solange* by Emile Souvestre, and edited with English notes by Dr. O. B. Super, of Dickinson College, and the popular modern society drama of *Die Journalisten* which is edited with an English commentary by Professor Walter D. Toy, M.A., of the University of North Carolina. These works, which are designed for use in schools, sustain the high reputation of the series, and illustrate what truth there is in Professor Stuart Blackie's opinion about learning a language. "Do not teach a boy a language, but throw him into it, as you would a young dog into water. Do not be afraid of it. He will be sure to swim." We would say: "Yes, if he falls in with such books as the above."

SIR THOMAS WYATT AND HIS POEMS, presented to the philosophical Faculty of the Kaiser Wilhelm's University at Strasbourg, for the acquisition of the degree of Doctor of Philosophy by William E. Simonds of Cornell University, and published by the Messrs. D. C. Heath & Co., Boston. The student of English literature will highly prize Mr. Simond's work. A man who honours virtue, and loves sincerity is always respected, and such a man was honest Sir Thomas. His poems are a picture of his own character. No indecency mars his poetry; no word of his suggests the tolerance or the condoning of a vicious thing. Mr. Simonds, with the career of such a man to pourtray, has thrown side lights upon the age in which he lived for which all readers will be grateful.

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