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THE CANADA

EDUCATIONAL MONTHLY

NOVEMBER, 1900.

EDUCATION IN NEWFOUNDLAND.

By INSPECTOR G. J. McCORMAC, P.E.I.

NEWFOUNDLAND is a part of British America, but it is not included in the Dominion of Canada. It is about twice the size of Nova Scotia, having an area of 42,000 square miles. It is triangular in shape, but the coast line is deeply indented with many bays and harbours. The surface is hilly and the soil is not well adapted for agriculture. There are many lakes, rivers and marshes. The climate is cold and severe. The country is rich in minerals, especially copper, iron, coal and lead, but the people live mainly by the fisheries. The principal varieties of fish caught are cod, herring, lobster and salmon. The population is estimated at 202,000 and are chiefly the descendants of the settlers who came from Britain. The original race, called Boeothies or Red Indians, has been extinct for many years. The form of government is the same as in the Canadian provinces, consisting of a Governor appointed by the Crown, an Executive Council of seven members, a Legislative Council of 15 members, and a Legislative Assembly of 36 members, elected by the people. St. John's (30,000) is the capital and chief seaport. It possesses one of the best harbours in the world. Harbor Grace, Carbonear, Twillingate, Trinity, Bonavista and Heart's Content are important towns.

Newfoundland is said to have been discovered by John Cabot on June 24, 1497, and called by him Prima Vista. It was formally taken possession of by Sir Humphrey Gilbert in 1583. For many years the island was regarded merely as a fishing station, and it was not until 1813 that land grants were first made. As late as 1811 no one was permitted to build a house on the island without special license.

The first school established in Newfoundland was started at Bonavista in 1726. In 1744 a school was established in St. John's, and in 1766 one at Harbor Grace. These, as well as thirteen other schools, were founded by the Society for the Propagation of the Gospel in Foreign Parts. This society had control of education until the establishment of the Newfoundland School Society in 1823. It is said that the S.F.P. spent £375 annually in its schools. It paid the teachers' salaries, usually £15 to £20 each, supplied the school with books and apparatus and established libraries. A fee of a quintal of fish for each

child in attendance was collected at every school. The schools were in session during the summer months for twelve hours per day.

During the first quarter of the century the population increased from 25,000 to 75,000. The Newfoundland School Society was founded through the efforts of Mr. Samuel Codner, a Devonshire trader. Its headquarters was in London, England. The Home Government gave grants of land for school purposes, free passages from England on ships open to teachers, and pecuniary assistance towards the erection of school-houses and the payment of teachers' salaries. In 1824 the society opened its first school, and at the end of eighteen years, when the first Education Act was passed, it had 60 schools in operation. This society still exists, and to-day has 21 schools, employing 24 teachers, and having an attendance of over 2,000 pupils.

In 1832 a Representative Government was granted to Newfoundland and in 1836 the Assembly passed its first Education Act. This Act made provision for the division of the island into nine educational districts and the appointment of a Board of Education of twelve persons for each district to spend the appropriations. Out of the grant of £2,100, £600 were paid in equal proportions to the Newfoundland School Society and to the Roman Catholics towards the support of schools then established.

In 1843 a new Act was passed, by which the education grant, £5,100, was divided equally between Protestants and Roman Catholics, and the island divided into 18 Roman Catholic and 18 Protestant districts, and a Board of Education appointed for each district to spend the allocation of the grant. Provision was made for the appointment of an In-

spector at a salary of £300 sterling per annum.

This Act remained in force until 1851, when an Act was passed increasing the grant to £7,500 and creating two central Boards of Education, one for Protestants and one for Roman Catholics. Local Boards were appointed to act under instructions from the Central Boards. To each of the Central Boards was allotted £2,400 of the grant. However, in the next year power was given to the Boards to administer the whole of their respective grants. This method did not prove very satisfactory, and in 1853 the island was divided into 23 districts and local Boards appointed to spend the appropriations. In this year £380 was voted for the establishment of nine commercial schools in local centres.

In 1850 the grant was increased to £10,525, and divided between Protestants and Roman Catholics, according to their respective numbers. £1,000 was allotted to commercial schools which then numbered fifteen, £750 for the training of teachers, and £400 for the inspection of schools. This law continued until 1875, when the present system of education came into force and the grant divided among all the religious denominations of the colony. Then school inspectors were appointed in 1874, one each for the Church of England, Methodist and Roman Catholic schools. The inspection of the other denominations is undertaken by the Protestant inspectors year about. The island is divided into districts: a Board of Education for each district is appointed by the Governor-in-Council. The resident clergyman is always a member of the Board. It is the duty of these Boards to manage and expend all monies appropriated for educational purposes in its respec-

tive district and to publish yearly audited accounts of income and expenditure to the people's superintendent. The salary of each superintendent is \$1620. He has to pay his own travelling expense, office rent, etc., out of this amount.

The Superintendent is ex-officio Chairman of the Board of Examiners appointed to grant certificates of qualification to teachers. There are no Normal Schools in the Island, so the teachers receive their training at the various colleges. Each male teacher in training is allowed by Government \$100 per year, and each female teacher \$80 a year, towards defraying their college expenses. Examinations are held at stated periods and certificates granted. There are three grades of certificates, I., II., and III.

The average salaries paid male teachers of the first grade are: Church of England, \$434.96; Methodist, \$391.95; Roman Catholic, \$264.00; teachers of second grade: Church of England, \$274.09; Methodist, \$281.75; Roman Catholic, \$202.00; teacher of third grade: Church of England, \$198.96; Methodist, \$247.57; Roman Catholic, \$166.10. The average salaries paid female teachers of the first grade are, Church of England, \$308.26; Methodist, \$265.14; Roman Catholic, \$218.00; teachers of second grade, Church of England, \$191.81; Methodist, \$219.98; Roman Catholic, \$156.00; teachers of third grade, Church of England, \$152.76; Methodist, \$197.90; Roman Catholic, \$125.00.

There is no system of school tax, but pupils are required to pay quarterly, in advance, to the teacher certain fees. Each pupil in standard I. and II. pays \$2 per year; each pupil in standard III., IV. and V. pays \$1.50 per year; each pupil in standard VI. pays \$2 per year,

and each student studying navigation pays \$4 per year. The School Boards have the power to remit these fees or any part of them to such pupils as may be unable from poverty to pay them.

The total amount of the annual Legislative grant for Elementary and Secondary schools is \$154,085.17, or about 70 cents per head for the entire population.

Grant for Elementary Schools..	\$102,351	19
“ “ Augmentation of Teachers' Salaries..	25,297	87
“ “ Training Teachers ...	5,610	84
“ “ Inspection, Office and incidentals.....	6,060	00
“ “ Colleges.....	9,565	29
“ “ Council of Higher Education.....	4	000 00
“ “ Pension to Retired Teachers.....	700	00
“ “ Pension Schemes	500	00
Total.....	\$154,085	19

This grant is divided among the different religious denominations according to population:

Church of England	\$51,732	93
Methodist	39,468	79
Roman Catholic.....	54,085	04
Presbyterian	1,073	54
Congregationalist.....	579	39
Reformed Episcopalians.	360	81
Salvation Army and others	1,584	69
Council of Higher Education...	4,000	00
Pensions to Retired Teachers ...	700	00
Pension Schemes	500	00
Total.....	\$154,088	..

There are 628 schools and colleges, with an attendance of 34,531 pupils. So the cost per pupil to Government is about \$4.30, and the percentage of the entire population attending school is seventeen. There is no compulsory attendance law. The total amount of school fees collected in 1897 was \$24,122.19, and the people voluntarily contributed \$13,068.66; so the total amount paid towards education by the people was \$37,190.85, about 18 cents per

head, or less than a quarter of what the Government grant amounts to yearly.

The number of teachers employed is 759, 63 per cent. of which number are females. The Council of Higher Education is a Board consisting of 23 members, established for the purpose of promoting sound learning and advancing the interests of higher education by holding examinations and by awarding diplomas, prizes and scholarships to successful candidates at such examinations.

In 1802 a Teachers' Pension Fund was established for the purpose of providing for the retirement of all teachers upon their reaching the age of sixty years. The school year consists of 210 days. There are four Colleges for higher education, all situated in St. John's, they are subsidized by the Legislature to the extent of \$9,565.29.

Last year the first Convention of the teachers of the colony was held at St. John's and lasted three days. One thousand dollars had been voted in 1895 to defray the cost of the gathering and aid the teachers living in the more distant parts of the colony to meet their travelling expenses. Four hundred teachers were in attendance. The programme embraced the following subjects: (1) Technical Education; (2) Kindergarten Work; (3) Pictorial Teaching; (4) The School and Its Surroundings; (5) Industrial Training; (6) Science as a Factor in Education; (7) How to Handle Mixed Schools; (8) How to Secure Good Order in a School; (9) Duties of Parents in Relation to the School. The outcome of the Convention was the establishment of a Newfoundland Teachers' Association.

IS IT WISE?

A. H. YOUNG, M.A., Trinity College, Toronto.

THIS school year sees, if not the introduction of a new policy, at least the extension of an old one in regard to text-books in the languages prescribed for junior matriculation and the junior leaving examination. Is this new-old policy wise?

Some years ago the work prescribed in Greek for the examinations just mentioned was made to coincide with the contents of White's textbook now in use in the schools throughout the province, this one book doing duty for Xenophon and grammar alike. This year textbooks, prepared on similar lines, have been issued in both Latin and French, and trustworthy information says that the principle is to be further applied.

Naturally the present writer may be allowed to speak about the revised French book and its additions. For the scholarship displayed in the grammar and of its many improvements over the former editions, nothing but praise of the heartiest kind can be given, for the few mistakes which appear in it will probably be corrected in a later imprint. This praise is especially merited in the case of the new and interesting exercises found in the book. The reading selections are as well arranged as they could be, considering the limitations imposed upon the editors by space and price. But, once more, is the principle of combining grammar and authors a wise one?

In the first place, the selections included in the book are those set

down in the calendars for the year 1902, but "La Joie Fait Peur," which is also prescribed for that year, has been omitted. One would like to know whether the work for 1902 is to go on and on for ever, year in and year out. If so, I for one am thankful that I am not on the treadmill of schoolroom work. If this work for 1902 is not to be repeated from year to year, what benefit is to accrue from the policy of binding the authors and grammar together ?

There must be some benefit intended to some one, for changes are not usually made merely for the sake of change. I am credibly informed that neither publishers nor editors gain in this instance, but that they actually lose. Considering the expenditure of money and brainpower involved, both parties have a right to fair remuneration, and this they are said not to be receiving.

The benefit does not accrue to the teacher, as can easily be seen from what has been already said. To them can come nothing but paralysis if the same programme is to be covered year after year without any variation. The benefit must be reaped by the pupils if by any one, the supposition being that the new plan is cheaper than the old one. Even here, however, it may be doubted whether it was wise to make the change.

The new "Grammar and Reader" costs a dollar and "La Joie Fait Peur" costs at least twenty-five cents. Over against this the old grammar used to cost seventy-five cents and the book of selected authors about the same. So small a saving to the pupil as a quarter of a dollar does not justify a change which is indefensible on any sound pedagogical grounds. Hence the change is not a wise one.

The book is too bulky to be used with any comfort and will therefore

go to pieces more quickly than a book of moderate and more convenient size, thus proving to be a greater source of expense than the old one. It will be handed down from generation to generation with its ragged leaves begrimed with much handling and soiled with the notes of its successive owners. Neatness and cleanliness are virtues that ought to be inculcated in the school room as elsewhere.

If the work prescribed for 1902 is to become the fixed programme for all time, changes will have to be made in the combined work from year to year and they will only make the book more expensive to pupils who have to read for examinations in subsequent years. Again, the argument in favor of economy falls to the ground.

What is needed is a grammar such as the editors have made—with not too many exercises, for every teacher ought to make his or her own exercises if there is to be freshness and life in the classroom. An elementary reader of about the same difficulty as the present one or the older one by the same editors is needed for junior classes. But for the higher grades something better than we have yet had is required. We are far behind England and the United States in the character of the books we place in the hands of our senior pupils who are studying languages.

Most of these pupils neither go to the Universities nor enter the already overcrowded ranks of the teaching profession. They need something to be a present help and a future guide to them. The High Schools and the Collegiate Institutes should be their Universities and should place them in such a position that they shall have a desire and be able to continue their studies in the languages by themselves after they

leave school. On this ground also the new policy is far from wise, for it takes no account of the future requirements of any one. It seems to aim merely at providing a cheap book because it is cheap and it tends to bolster up our examination system for it aims at little or nothing beyond matriculation and the junior leaving examination.

Since neither publisher nor editor, nor teacher, nor pupil profits by the new order of things, it is to be hoped that it will be speedily changed for something better. As a believer in constructive, rather than in destructive, criticism, I can conceive of a reader illustrating French literature being prepared which, while moderate in price and not great in bulk, would, by reason of introductions, biographical sketches, portraits and sane annotations, so inspire a love for the language that it would be studied earnestly after the school

days were over. And that would be a fine thing for our national life. Most of what has been said in reference to French might be said also of Greek, Latin and German, but at the same time we must strive to advance yet farther upon the road of reduced examinations along which the Department has happily begun to travel. With no examination between the entrance and the leaving examination (the latter not being divided into senior and junior), teachers might do something to replace the disgust for study and reading with which too many pupils now leave school by a keen thirst for knowledge which, though ministered to constantly, could never be satisfied. That ultimate good seems to me to be better as a goal to make for than cheap text-books, which after all are cheap in appearance only and not in reality.

TEXT BOOKS.

MODERN LANGUAGES.

THE Ontario Department of Education is not exactly noted for getting into ruts, unless its efforts to develop a system be one, or for letting its regulations become moss-grown. On the contrary many of its regulations change so often that the very effort to keep pace with them must alone be educative to the teaching profession and the general public. Change is, of course, a law of healthy life and progress, not the change, however, which characterizes the weather-cock, moved by the wind which "bloweth whither it listeth."

A recent change in some of the regulations of the Department calls perhaps for some comment. In the High Schools there have been, as is known, two authorized grammars,

one in French and one in German, while the literature, though prescribed, has varied or alternated from year to year with no authorized edition. Some exercise of judgment and initiative was thus left the teachers, and publishers and editors had, in a small measure in the grammars, and entirely in the editions of the literature a free field and no favor. In the matter of the literature, it was even hoped, if not generally understood, that the choice of authors would soon be left with the teachers themselves, in which case examinations, so far as translation is concerned, would consist entirely of sight or unprepared passages, "a consummation devoutly to be wished." But instead of advancing, even if slowly, along this

clear line of progress, the Department has, it would seem, made a decidedly retrograde movement. It has recently authorized one grammar only, and has made a portion of the literature permanent, which is to make one book with the grammar, and which is called the "High School Grammar and Reader," *authorized by the Department of Education*. It is true that at the same time the Department issued a sort of saving regulation, giving masters the liberty to use other editions of the literature which they might prefer. But, considering that the use of the grammar is compulsory, and that an edition of the literature is bound in the same book, this permission seems rather illusory.

This movement on the part of the Department is a retrograde one from every point of view. In the first place, it is playing into the hands of certain publishers and editors and creating a monopoly in the production of these text books. Then a permanent reader is injurious to teacher and pupil. After the first year of its use, the teacher is freed from further reading or thinking, if he is so inclined; he may stagnate mentally as the regulations of the Department reduce his work to a sort of treadmill performance, and he will doubtless infect the pupils with the same spirit. Further, the same text books used year after year are in many cases apt to pass second-hand from one generation to another. As they pass along, they receive, very likely, additional marginal annotations and full annotations, as these are likely to become, are not conducive to mental activity. It may be answered that the teachers themselves demanded this change, viz, a fixed "Grammar and Reader" bound together in one book. A resolution to this effect, it seems, was passed by the modern language

section of the Ontario Teachers' Association at its last session. The meeting at which this was done may have been representative, or it may not. Very likely it was not. The mover, too, may have acted on his own initiative, or he may not. It may be hoped that he did. It is to be noted, however, that this resolution was passed last Easter, and that about five months thereafter one of the books embodying the desired change—the French "Grammar and Reader"—appeared. This is a book of 550 pages. To produce it the old High School Grammars had to be re-written, exercises on the added literature composed, and a long vocabulary made; and then the whole printed and bound. All this was done in five months. That must have been a strong and urgent resolution, the Department must have been even unusually susceptible to public opinion, such as it was, and those editors and publishers who then received the mandate must have been "hustlers."

The new hybrid book is very bulky, and bulkiness is not a quality likely to make a text book more attractive. It rather tends to make the subject-matter more repulsive than it inherently is. For this reason text books generally should be reduced to as small a compass as is consistent with efficiency. This is best done by the omission of non-essentials. There is a marked tendency to this in Britain and the States, particularly in the publication of foreign grammars for Secondary Schools. Economy is ostensibly the prime motive for the production of this hybrid book. Granting this to be correct, would it not then be carrying the economy still further if the non-essentials were omitted? There is, in the first place, a mass of illustrated exercises that probably would never be done,

and that could very well be replaced by the exercises on the literature. The omission of the absurd system of hieroglyphic phonetics and the introductory chapter devoted thereto would be a further improvement along this line. A shorter, simpler and more direct substitute would be a brief chapter on sounds, where the sound to be learned would be represented by its equivalent or its nearest equivalent in the mother tongue. Instead of this, the cumbersome, round-about and seemingly learned method is adopted of representing the foreign sound by a hieroglyphic, which is then explained by an English sound. The general grammatical contents could also be effectively shorter. The oral exercises are good enough in principle, but they should be suggestive rather than exhaustive. The editors forget that there are intelligent and inventive teachers in the schools. Such a revised grammar and reader as the above suggestions would produce would not cost, perhaps, much more than 50 cents. This would be something for a reforming and popular Minister of Education, and for self-sacrificing and public spirited editors to be proud of. It would be something which would make them live long in the memory of a grateful country.

As it is the grammar and reader costs a dollar and some of the prescribed literature is to be bought besides. Cheap editions of this additional prescribed literature are published in the States and would doubtless be imported by the publishers of the grammar and reader. As an instance of how nicely this would work, a certain little book once published by an American firm

was sold by them for 20c. The same book was imported by the patriotic publishers of our "High School Grammar and Reader," and sold for 60c. Possibly, similarly, some cheap editions of this extra literature, not found in the authorized book, will be available through the efforts of those gentlemen. But why not buy such a book direct from the American publishers at once? will be asked. The answer is that these publishers will only sell through their Canadian brethren of the craft who also control the grammar and reader. This is another example of how public-spirited some people can be.

Apart from the defects already referred to, the new grammar is in and for itself an improvement on the old one. The exercises are more connected and on concrete and familiar themes. They are, however, too long and the new words and expressions introduced with each lesson are too many. This is particularly noticeable in the early exercises. The editors have not been accustomed to dealing with young pupils, evidently, or they would have avoided this mistake. Mechanically, the book on inspection betrays flimsiness and shoddiness, characteristics that, unfortunately, also mark the productions of other Canadian publishers, especially in text books.

With its good and bad points, the grammar ought to stand on its own merits. The reader should do the same, and, apart from the grammar, and the Department should not allow itself to be made the cat's-paw of any ring of editors and publishers.

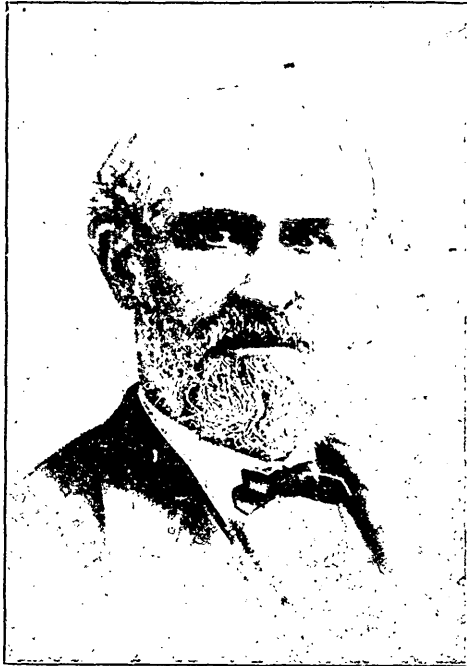
You can no more help a people who do not help themselves, than you can help a man who does not help himself.—*Letter.*

MANUAL TRAINING IN THE PUBLIC SCHOOLS.

BY PROF. JAS. W. ROBERTSON.

Commissioner of Agriculture and Dairying, Ottawa, in Exhibition number of *The Farming World*.

THE real controlling influence which shapes the direction of education flows from the ideals of the people and those who lead them in educational matters. What do they desire that the children shall fold use: the imparting of knowledge and the drawing out of the natural abilities and capacities of the pupils; but it is the teacher—the human element in the school and in the system—that counts for most. The



Sir William C. Macdonald.

be when they grow up? On that question turns the educational system and methods. If the supreme desire be that the children and grown people shall be happy and capable in the sphere of life in which they are to live, then the education and educational processes will be directed to attain those ends. personal qualities of the teacher are the prime power outside the pupil which make for educational culture—that is for growth by a leading out of the powers of the child. The main endeavor should be to lead out the mind by nourishing ideas rather than to cram in an unprofitable knowledge of facts.

We all know schools have a two-

BOOKISH SCHOOLS.

It has been said that the schools, where book studies are the only or chief ones, turn the children from contentment with occupations in which bodily labor plays an important part, and also inclines them to leave rural homes for cities and clerical and professional pursuits. Doubtless one of the many causes which have helped to bring about a distaste for manual and bodily labor has been the too exclusively book and language studies of the common schools.

Much has been written about the danger of over-educating the rural population and thereby leading them to leave the farms. I do not think it is possible to over-educate anybody. On the other hand it is easily possible and has been quite common to over-school boys and girls as well as grown people.

When a spirit of bookishness—bare scholasticism—rules the Primary Schools, the High Schools, the Colleges and the Universities, it is likely to leave the young men and women able to pass examinations on paper, and that is nearly the measure of the enlargement of their ability through such education—falsely so called. But when scholarship and practical and manual instruction join hands in the schools to train the whole child, and not merely the memory and language faculties, the children will leave school facing aright, capable and happy in making the right things come to pass, at the right time and in the right way.

TRAINING SCHOOLS

Education begins with the child's life, and should continue of the right sort throughout. It seems unnecessary and wholly undesirable that the school period should be

different from the years which go before and follow it in its influence on the development of some of the most important faculties. Before the child goes to school it is receiving most of its education by its senses bringing it into conscious relationship with the material world around it and by doing things with its hands. After the boy and girl leave school they are required to do things with their hands and to recognize and control their relationships to the things about them. It is too much to expect that education in the school period, while imparting information and developing the general intelligence, should have cultivated their senses to be keen and alert and to report accurately and fully on what lies around them. That prepares the mind for frequent experiences of "the joy of clear apprehension." None the less should their hands and eyes be trained to obey readily and skilfully the desires of the mind. These (systematic training of the senses, of the hands and eyes, and of the mind) are some of the objects of practical and manual instruction. Manual training is a means of developing mental power, and not a short cut or a long step towards a trade.

THE KINDERGARTEN.

Kindergarten takes its name from two German words signifying a children's garden. It has come to indicate the method of teaching and training and also the place where these are carried on. A gardener does not furnish plants with leaves and fruit to be attached to them. He does everything necessary that they may grow. Since the order of mental growth is desire, action, sensation, thought, the desire of the child must be quickened towards an action or series of actions, having an

educational value. Thus mental growth begins and thus mental power is gained. The spirit and the principles of true kindergarten teaching should continue throughout the whole educational course, even if that lasts during the allotted three-score years and ten.

NOT TRADE SCHOOLS.

Manual and practical instruction (under the name of Schools of Industry) was advocated a century ago mainly as a means to fit the children of artisans to earn their own living successfully. These schools were more generally promoted in Germany than elsewhere and were not educationally a success. Manual and practical instruction is now recommended as an educational means for developing intellectual and moral qualities of high value in all children, without particular regard to the occupations they are to follow afterwards. It is not technical education, although it gives, during the period of general education, the necessary preparation whereby anyone may derive the full measure of benefit from technical instruction at a later age.

DIFFERENT FROM APPRENTICE WORK

The manual training room is not a workshop where operations are carried on with a view to the commercial value of the articles turned out. A workshop is a money-making institution, whereas a room for manual training in connection with a school is for the training and developing of the children, without regard to the intrinsic value of the work turned out, or to the length of time required to make any particular object. The course is really a series of exercises so arranged as to have educational results.

THE BEGINNING IN LONDON.

Manual training in the Primary Schools was begun in London about

1886. As woodwork was not then recognized by the English Educational Department as a subject to be taught in Elementary Schools, the School Board was unable to use public monies to maintain it. Next year a grant of one thousand pounds was obtained from the Drapers' Company through the City and Guild's Institute. A joint committee was formed whereby the funds were administered. The manual training was found so thoroughly useful and acceptable that it was speedily extended. In 1890 woodwork was recognized by the English Education Department as a school subject. The School Board was thus enabled to expend its own funds upon this branch of school work, and in the same year money was provided by Parliament for grants for it from the Imperial Exchequer.

WHAT I SAW IN ENGLAND.

In both of the two past years, I have visited some of the Primary Schools in London, Liverpool, Manchester, Birmingham, Leeds and other places. So far as I could learn, the manual training centres, established in England in 1890, did not provide for the boys from more than 50 schools. It is estimated that in 1900 the manual training centres in England alone provide for the boys from about 5,000 schools.

At a typical school which I visited, the room was fitted with some twenty benches, each provided with about a dozen woodworking tools. There was also a supply of general tools for the room in addition to the particular tools at each bench. One instructor took charge of the twenty boys. Each boy attended half a day per week. Consequently, the manual training room in that instance provided facilities for 200 boys, there being ten half days in every week.

BENCHES AND MODELS.

The benches are of convenient height and size, and each one is fitted with a rack for the holding of tools, and also with tools. Some of them are also fitted with a simple device for the holding of the drawings, so that the work with the tools may proceed with the drawing in full view all the time. General class instruction with the aid of a black-board, is given by some teachers in a fifteen minutes' talk, before the particular work of the half-day begins; and instruction is given also to the pupils individually as the work at the benches proceeds.

A series of articles technically called "models" are made by the boys. The things are articles of use, and are known to be such by the pupils. Each one is wholly made by the pupil. When the teacher needs to give practical demonstration, he gives it on another piece of wood, and not on the piece on which the boy is working. It is not much learning, but much interfering, which makes anybody mad. The pupils make the objects by copying directly from the actual models. They also make drawings of the models from measurements, and make the objects from the drawings.

NATURE OF THE MODELS.

In some schools the first object to be made is a wedge or flower stick or plant label. These involve (1) cutting to an exact length, (2) cutting the ends square by the use of a fine saw, (3) reducing to the proper thickness and width, and (4) making a taper with the same angles as those of the model. In other schools a small pointer is the first model; and in others some object equally easily made. The first article is easily made; the second introduces some slightly different use of a tool or the

use of some different tool; and so they proceed, arousing, training and gratifying the child as he makes all of each one himself.

HAND AND EYE TRAINING.

The manual training includes practically as much drawing with a pencil on paper as it does woodwork by the use of tools. It is really hand and eye training. It is not in the nature of a new subject or study to be added to an already over-burdened school course. It is in the highest sense a recreation for the mental powers of the boys. Its purpose is to train the child with system and care, to observe, to interpret, to construct and to describe. The course of instruction lasts for three years, and each boy gives half a day per week to it.

In some cases the manual training rooms are in the ordinary school building; in other instances, the manual training is carried on in a separate building, which serves as "a centre" for the boys from two, three, or more schools in the locality.

THE BOYS LIKE IT.

I learned that the attendance of the boys at the manual training was more regular than at any of the other classes during the week, and that discipline was not hard to maintain.

I observed that the children were deeply interested in their work. A casual glance of observation was all they gave to the visitors. A spirit of earnestness, self-reliance and careful perseverance seemed to pervade the school. The teachers told me that in accuracy of observation and clearness and accuracy of expression there was a noticeable improvement in the children after they had gone through the manual training course.

THE REFORM IS FAR-REACHING.

This manual training movement is only a part of the educational re-

form which is making headway in Great Britain and other European countries. In 1897, a Royal Commission was appointed to determine how far and in what form manual and practical instruction should be included in the educational system of the Primary Schools under the Board of National Education in Ireland. The report of that Commission is a most instructive document, in which they point out certain changes in other parts of the system of National Education which they think will become necessary with a view to the development of manual and practical instruction. The order in which they consider these changes, is as follows: kindergarten, educational handwork, drawing, elementary science, agriculture and some others.

AS IT WILL AFFECT AGRICULTURE.

The kindergarten system has already been quite generally adopted in many of the Canadian schools, and manual training is intended to include educational handwork and drawing. Elementary science is finding a place in many of the Canadian schools under the name of nature studies. Regarding agriculture, the report of the Commission says:

"We do not think that agriculture as an art, that is to say practical farming, is a subject that properly belongs to elementary education. At present the study of what is called the theory of agriculture is compulsory for boys in all rural schools, and is highly encouraged by fees. But our enquiry has shown that this study consists, for the most part, in committing a text book to memory; and we have come to the conclusion that it has little educational or practical value. We recommend instead that the course of Elementary Science to be taught in rural schools, should be so framed as to illustrate the more simple scientific principles that underlie the art and industry of agriculture. We also recommend the maintenance and extension of school gardens, as a means by which these scientific principles may be illustrated and made interesting to the pupils."

The gift of Sir William C. Macdonald to provide prizes for boys and girls in the seed-grain competition is in accord with the recommendations of these Illustration School Gardens.

The Progressive Agricultural Branch of the Manual Training Fund has great possibilities of usefulness. Over 1500 boys and girls have entered the competition; and there is no saying whereunto its educational influence may grow.

THE CHANGE TO BE GRADUAL.

The Commissioners go on to say:

"We think that the changes recommended ought to be introduced, not all at once, but gradually and tentatively. They should be tried first in the large centres, and afterwards extended to more remote districts. It would be necessary, at the outset, to engage the services of experts, from outside the present staff of the National Educational Board, whose duty it would be to organize the classes, and to aid the teachers with their counsel and instruction. But we have no doubt that this work, after a little time, could be taken up by the ordinary staff of the Board. Again it is obviously important that all teachers should be trained in the new subjects; and the programme of the Training Colleges must be framed to this end, with as little delay as possible."

THE PLAN FOR CANADA.

The plan which the generosity of Sir William C. Macdonald, of Montreal, has made it possible to adopt for introducing manual training in the Public Schools of Canada was based very largely on the information and recommendations of that report. It is intended to furnish an object lesson of manual training in the Public Schools of at least one town or city in every province in Canada for a period of three years. Sir William has also provided a fund sufficient to permit the teachers in training at one Normal School in every province to receive instruction by thoroughly qualified instructors. Under the Macdonald Manual

Training Fund, I was able to arrange for the opening of a Manual Training School at Fredericton, N. B., in April of the current year.

The school authorities provided a room. All the other expenses were borne by the Macdonald Manual Training Fund. A Saturday forenoon class for teachers was also provided. It was taken advantage of and highly appreciated by them.

A Manual Training School was also opened in April in Brockville, Ont. The School Board arranged for a commodious room, and, as in Fredericton, the expenses were met from the Macdonald Manual Training Fund.

A summer course for teachers has been provided during the holidays at Brockville, Ont., and Fredericton, N.B.

TEACHERS FROM ABROAD.

To introduce this improvement into the school system of the various provinces of Canada, with the best possible results, it has been necessary to engage teachers who have been specially trained and who have had experience elsewhere. At this date seven teachers who have come to Canada from Great Britain are engaged in giving manual training, or in preparing for the opening of their schools early in September. Two instructors have been engaged in the United States. Seven others are expected to arrive from England before the end of September. These will complete the number of teachers of experience who are required in the various schools where manual training is being established. Several assistant teachers will be engaged in Canada, who will have an opportunity to become thoroughly proficient as full instructors.

THE PLACES IN CANADA.

So far as the places are arranged for at present, they are Ottawa,

Ont.; Brockville, Ont.; Waterloo, Que.; Knowlton, Que.; Fredericton, N.B.; Truro, N.S.; Charlottetown, P.E.I., and Summerside, P.E.I.

I intend to make similar arrangements with the school authorities at Winnipeg, Man., Calgary, N.W.T., and Victoria, B.C., to have manual training in connection with their Public Schools before the end of October of the current year.

All the boys of suitable age attending the Public Schools in those places may have the benefit of the course of instruction free, and practically without expense to the School Boards.

As soon as practicable, an equal opportunity will be provided for the boys in the Public Schools at Regina, N.W.T., and for the teachers in training there.

The teachers in training in the Normal School at Montreal will be afforded the same privilege as those in the other provinces.

Altogether provision will be made for about 5,000 boys and 600 teachers attending Normal Schools, to receive manual training during each of three years.

In choosing the places to receive the offer of these Manual Training Schools, consideration has been given to the desirability of selecting centres from which the movement could spread most readily throughout each province, and most quickly and effectively benefit its school system and its children.

POWER TO OVERCOME OBSTACLES.

Manual training develops in children habits of industry and leads them to thoughtfully adjust their acts to desired ends. That of itself is of great educational value. It brings about the mental habit of appreciating good work for its own sake, and is quite different from that sort of education which consists

in informing the pupils about the facts within a definite area of knowledge in order that they may be able to pass examinations on the subjects included within it. The so-called dull boys, who are not quick at book-studies, have in many cases been found to show great aptness in the manual training part of education. It prevents them from being discouraged with school life, and from feeling any sense of inferiority to the quick children. It gives them self-reliance, hopefulness and courage, all of which react on their mental and physical faculties. It also is a soothing and strengthening corrective to the quick and excitable children who become over-anxious about examinations on book-studies.

The glow of satisfaction—akin to the joy of triumph—from having done something well has a stimu-

lating effect. Is it different from what is revealed by the sacred historian when he wrote: "And God saw everything that he had made, and, behold, it was very good"? Indeed, one can hear the echo, if he will, of that divine satisfaction in the murmur of the waves; in the rustle of the leaves; in the soft, the almost silent, cadences of the ripening grain; in the singing of the birds; in the trees of the forest clapping their hands, and in the lullaby of the sunshine and breezes to the cattle on a thousand hills. It is a good thing to let boys and girls become partakers of this divine joy in their own work. The reaction gives mental power, power to overcome obstacles; and the power to overcome obstacles is perhaps the most desirable mental quality, inherited or acquired.

WHERE ARE THE FATHERS ?

GREAT strides seem to be making towards the union of the home and the school in the education of the child. And this is well; let the good work go on. It is high time that all should recognize the fact that, whether we will or not, the education of the child, from infancy to adult life, is shaped by the home, the school, and all other institutions or influences with which the child comes in contact. It is the outcome of the influences of his total environment. But it may be safely assumed that, while they are not all, the home and the school are the chief factors in the child's education. And they should work in harmony together, along the same safe pedagogic lines.

Much is doing now to bring home and school into harmony, by "Mothers' Meetings," "Woman's Clubs," "joint conferences of

mothers and teachers," and by other means. But, so far as we can see, the fathers are conspicuously absent from this movement. And, in the home itself, it seems to be assumed generally, that the chief, if not the sole, responsibility for the training of the children rests upon the mother. And, for years, the tendency has been more and more to commit the teaching into the hands of women only. It is, perhaps, a rebound from the old practice of confining the work of school-teaching almost exclusively to men. But it is the opinion of many of our best thinkers that the rebound has gone too far.

Some time since, Rev. Jenkin Lloyd Jones, of Chicago, published in the *Mothers' Voice* an article entitled the "Divinity of Fatherhood," from which we take the following copious extracts. We be,

lieve they contain thoughts worthy of the most careful consideration, both in the home and in the school. Not until children are born of one parent only will it be safe to commit their education to one sex only, either in the home or in the school.

If the mother is a type of love and, through her, tenderness has come into human life, and love has been discovered as an inherent part of the universe, as the quest of life, the end of creation, then through the father has come into human life the thought of law, through him came the benignity of government, through him has the soul been tutored to respect authority, through him have we been made to see that the universe is not only cradled in love but that it is centred in justice. Righteousness is the father word of evolution. Righteousness is the father thought of God, as love is the mother thought of God. Righteousness is the father contribution to the home, and if the hand of the father is at times more heavy, ay, if it needs at times come with deliberate heaviness upon the child, it is God's way of making a man out of that child. Who of us will bless the correcting hand of the father as well as the soothing hand of the mother? There should be, and there are, kisses from both father and mother to the well-bred child and there will be discipline, some times prompt, and, so far as the child can understand, unreasoning discipline in the hand of both, but for distinction let us recognize the father's contribution in the past and the present to the child life as a contribution of righteousness, of law, of stern equity. Shall we not bless this father providence as much as the mother providence? If in woman's eyes we first discover the eternal love, then let us in man's enkindled indignation, transfigured

righteousness, first discover the eternal justice of the universe.

* * *

The modern child is threatened not with too much mother but with too little father, and this danger is heightened by the sudden release of womanhood from the ban of conventionality and of the domineering power of physical force. Let her not too readily accept as complimentary the Church's adoration of Mary. Woman is made of no purer stuff than man, her companion, man, her father. She cannot transmit from her own veins or her companion's veins any purer life stuff, any diviner spirit impulse to her daughter than she does to her son. Crimes differ, as virtues differ, in form, but I suspect the population of heaven no more than the population of hell will be largely affected by the sex line, however the attendance at the modern church may seem to predict such a differentiation. We need more fathers in the homes. With Bishop Spaulding, of the Catholic Church, I say we need more men in our churches, and if our homes, schools and churches are not organized so as to evoke and direct this masculine investment then let them be reorganized. It is not true that mothers are peculiarly the divinely-appointed teachers of children, that to them is especially entrusted the intellectual or spiritual destinies of the young. As I said before, that argument is based upon the analogies of the past, it is a reversion to primitive conditions, an illustration of the laws of atavism, like the return to six fingers and toes in some people, or the restoration in others of the muscles that can move the ear.

The highest reaches of evolution point to the double responsibility and the double potency. In the in-

terest of the child, then, let us lift him out of a mother rule into a father-mother rule. Let the home be girdled with masculine order as well as with feminine love. Let there be strength as well as tenderness. Let there be in it mind as well as heart, vigor as well as sympathy. All these are spiritual children which cannot be born except in the bisexual realm—they must have a father and a mother. If you remind me that woman's hand can be strong, that she has disciplined children, controlled states and directed armies, I gladly concede the point and urge in response that men have carried children in their

bosoms, that David lamented over Absalom with sobs that have touched the heart of ages; that the great-hearted Mohammed was sorrow-smitten when little Ibrahim, the child of his old age, lay dying in his mother's arms.

* * *

I have pleaded for the divinity of fatherhood for the sake of the child. Let me close my pleading for this doctrine in the interest of the father. He needs the mellowing touch of baby fingers. He needs the ameliorating smile of childhood. He needs the rejuvenation which children give.—E. C. H., *The School Journal*.

THE EDUCATIONAL SOLUTION OF RACE PROBLEMS.*

BY THE REVEREND GEORGE C. LORIMER, D.D., BOSTON, MASS.

THE actual and vital relationship of great Universities to the progress of mankind should never be overlooked. And yet there is a possibility that in a commercial age, when business interests occupy the attention, not only of merchants, but of kings and embassies, and when the "golden fleece" of trade hangs even on the "sacred oaks" of religion, and the pilfering Jasons are much in evidence, the influence of the schools on practical affairs may fail of recognition, or at most may come to be regarded as inoperatively academic. It were well for those who are the victims of this illusion to recall the history of ancient Athens, whose culture drew to her bosom, and "then sent back to the responsibilities of life, the youth of the western world for a thousand years," and among whose later disciples we discover Marcus Aurelius,

Cicero the orator, and Gregory of Cappadocia—men who left their imprint on the philosophy, jurisprudence and theology of their times.† Cardinal Newman is warranted in speaking of Athens as the early "preacher and missionary of letters," who developed the intellectual activity of the Ionian and Æolian cities, and extended enlightenment and civilization along both sides of the Euxine, penetrating Italy and invading the coasts of Africa and the forests of Gaul. She was in a very real sense the mother of what was noblest and best in the social state of these old lands, evolving and moulding, not indirectly and negatively, but directly and positively. And what may be claimed for her may also be claimed, though perhaps in a lesser degree, for the schools of Alexandria, of Paris, of Padua, of Bologna, of Heidelberg, of Oxford,

* Delivered on the occasion of the Thirty-fifth Quarterly Convocation of the University, held at Studebaker Hall, September 18, 1900.

† *Historical Sketches*, Vol. III.

of Cambridge, of Edinburg, of Harvard, Yale and others. Particularly marked has been the influence of Oxford on the making of modern England. If we go no farther back than to the period of Wycliffe, we find that "genuine offspring of the University" laying the foundations of spiritual independence which have survived to the present time. Oxford, in its prime, was liberal, and took part with the barons and de Montford against Henry III. While not always liberal, it has been the seat of various great movements which have powerfully modified English thought and activity, among which may be the named the Wesleyan revival and the more recent revival of mediæval Catholicism. But, to give no additional instances, and others could be cited from the history of America as well as of European institutions of higher learning, these are certainly sufficient to counteract the impression that Universities are not potent factors in national well-being, acting, even though unobserved by the masses, on men and things in an effective and practical way.

Correctly interpreted, however, this power is only another name for responsibility. Its real significance should never be misapprehended by the members of a vast *studium generale*, whether professors or students. They should never for a moment imagine that it is but the symbol of rank and dignity, and not of obligation and duty. It is not for them to make their school, what many seem to believe nearly all schools are, merely a literary centre, a seat of polite accomplishments, and, at best, an arsenal and drill ground for professional training; or, in other words, an institution useful in its way, but working remote from the great world, and having little in common with its grave perplexities and sol-

emn controversies. Why the aggregation of brilliant men and women in University halls, why the blessing of Academic freedom, why the abundant means and appliances for original investigation, if society is not to be aided in dealing with the issues which divide its counsels and which often impede its advance? Especially when the issue in debate is one that involves questions which directly concern education itself, and on which Universities should be able to speak with authority, has not society a right to expect light from the source of light to illumine its way of darkness and distress? I believe that those who honor me with a hearing will not challenge the conclusion to which these queries point. And if there ever was a time when it should weigh with thoughtful men, and should bring forth fruit, that time is the present; for there has of late loomed into prominence a problem, which has always possessed a charm for the enthusiast and the poet, but which now has taken to itself an unwonted practical significance, entering into politics, national and international, and touching closely and sharply the social life of communities, if not of the world, and in the solution of which Universities are eminently fitted to aid, not merely by fixing the terms of its theoretical settlement, but by furnishing the instruments whereby to demonstrate that their theories are neither vain nor visionary. From this responsibility they cannot shrink without loss of dignity, and that they may be stimulated to meet it seriously and thoroughly I speak as I shall to day.

Within the past few years the impression has obtained extensively that the most highly favored races, such as the Saxon, the Teuton, the Latin, are bound to commiserate the condition and labor for the hap-

pinness of the less favored, such as the Negro, the Hindu, the Egyptian, the Malay and the Chinese. In a fluid and nebulous way this obligation has been acknowledged before; but recently there have entered into its discussion so much intensity and fire as to create the suspicion that there are special and almost personal reasons for its immediate consideration. And undoubtedly such there are. The white man has not "dropped into poetry," as a certain well-known character from the pen of Dickens used to do, and become heroic over his "burden," simply because he has been reading his Bible, and has been made conscientiously solicitous for the well-being of his weaker brother. He has rather been roused from his normal indifference by the march of events, which has brought him into actual and close contact with yellow skin and black skin, and which from its very nature has compelled him to look on his duty to inferior races in a very practical way, and in a manner not wholly devoid of self-interest. The exigences of trade, and the necessities, real or imaginary, for colonization, the emancipation and new aspirations of once servile peoples, combined with the extension of sovereignty over semi-civilized tribes, have had much to do in making Europeans and Americans conscious of their responsibility for the future development and ultimate destiny of the inferior races. But whatever may be true of motive or of aim, it is evident that now, as never in the past, the more civilized portion of humanity is face to face with the less civilized, and must adopt a policy toward it, and must reach some coherent conclusions regarding the duties of the one and the rights of the other.

It is this altogether unique and unparalleled state of affairs which

has given rise to recent discussions of what is termed the "Race Problem," though, to my mind, it might as well be called "Race Problems;" for they really are not one, but many, though all having much in common. They embrace a series of perplexing issues, such as: What can be done to develop the highest possibilities of Asiatic and African? How rescue them from the savagery that yet inheres in them? How make them most valuable to a commercial age? How link them to ourselves in friendship? How unfold among them the nobler forms of social life? How bring them to an appreciation of the Christian spirit and to the exercise of the Christian virtues? How, in a word, can they be co-ordinated and adjusted to what is worthy of acceptance in Saxon civilization, and how can they be related to the Saxon himself on terms of political and industrial equality? These problems do not, however, include how to appropriate their territory, how to outwit them in business, how to loot their shrines, how to coerce them in the name of freedom, or how with smug hypocrisy to beguile them into the belief that we are only anxious about ourselves, when, in reality, we are striving for what is theirs. How to accomplish these ends are open secrets familiar to every huckster politician, every tavern brawler and every adept in official jobbery, and they need no amplification here. But it is different with those deeper, profounder and more humane issues which we have enumerated. How can the superior races lift the inferior to their own level, so that something like brotherhood can be realized and the richer possessions of the one be shared by the other? We had thought that only one answer could be given to such a

question: Education, employing that term in its most comprehensive sense. But of late the efficacy of the means has been sharply challenged. In the *North American Review* (June, 1900), Professor J. R. Straton discredits the sufficiency of education to solve the race problem; and, while his argument is directed against the negro, the illustrations he uses, derived from experiments attempted elsewhere, as in the Sandwich Islands and Tasmania, are evidently susceptible of a wider application. He contends that schools have rather injured the negro than improved him. And now he is followed by the chief justice of Mississippi, who bluntly declares:

"The negro should have remained in ignorance. The methods now used to solve the negro problem [by education] will make that problem a fearful one. The negroes are getting farther and farther away from the very basis upon which they can remain peaceably in this country, a distinct recognition of the racial superiority of the whites."

And, as though to lend significance to these sentiments, New Orleans has decided to discontinue the Grammar Schools which heretofore have been open to colored children, affording them henceforth only the advantages of primary instruction. But may it not be that this reactionary movement rather expresses a fear of education than a serious doubt of its power? We must remember that conditions are peculiar in the South, and that in some quarters there exists a not unnatural apprehension that negro supremacy may prevail. To avert this political catastrophe extraordinary measures have been adopted; among them the rule that only those who have complied with certain educational requirements shall be permitted to vote, and the next step

has been to prevent the negro from obtaining the necessary qualifications. And to some degree the justification of this policy has inspired labored attacks on the value of education itself to the negro, and, at least, by implication to other cognate races. To the difficulties that beset the southern people we cannot be indifferent, and neither should we assume that we would act very differently, were we similarly situated. But we think, in view of all the circumstances, that their position on this subject exposes them to the suspicion that it is the success of education they fear, and not its failure. This apparent misgiving reasonably awakens distrust in the soundness of their contention, and it is because I believe this distrust to be well founded, and because the contention reaches beyond the negro and has at present an almost world-wide importance, that I desire in reply to discuss and defend

THE EDUCATIONAL SOLUTION OF RACE PROBLEMS.

It is assumed by many who oppose the educational solution, that inferior races are unassimilable in their nature to the higher civilization. If this is true, then there is not much room left for controversy. We are, therefore, compelled to scrutinize somewhat closely this confident assertion. Proof is sought for the statement in the decadence or disappearance of the "Turanian peoples of Europe," "the natives of South America and the West Indian Islands," the "natives of Tasmania" and of North America. In explanation of the "evils" that overwhelmed these peoples we are told that when they were touched by the stronger historic nations they gradually died out of their own accord, because they felt the effect

of the "hopelessness of their position" and "the aimlessness of life arising from removal of incentive to effort." But a further elucidation of the tragedy is given by Professor Straton, when he says that the weaker races imitate rather what is bad than profit by what is good in the higher civilization. "We take these savages from their simple life . . . and attempt to give them an enlightenment for which the stronger races have prepared themselves through ages of growth. . . . These weaker races are brought into contact with all the allurements, temptations and dangers, the terrible strain of this civilization, without having grown into the strength which would enable them to safeguard themselves against the dangers." This writer believes that the evidences are growing which demonstrate that the negro cannot take on our civilization in the true meaning of the term, and suggests that segregation might prove advantageous to the South and to the race.

It is not easy to deal with some of these representations. Several of them have the seeming support of history, and others are sufficiently plausible as to bewilder, if not to convince. But the reasoning, as a whole, cannot stand the test of honest criticism. What is this civilization that is so fatal in its operation? What do we mean by the term? What is that exalted something before which the African and Asiatic must perish? Does it consist in armies, machinery, saloons, breweries, greed, affluence, railways, steamboats—and certain commercial methods which are fatal to truth and honesty? Baron Russell, Lord Chief Justice of England, included none of these things in his conception of its character. He is recorded as saying: "Its true signs are thought for the poor and suffer-

ing, chivalrous regard and respect for woman, the frank recognition of human brotherhood irrespective of race or color or nation or religion, the narrowing of the domain of mere force as a governing factor in the world, the love of ordered freedom, abhorrence of what is mean and cruel and vile, ceaseless devotion to the claims of justice. Civilization in its true, its highest sense, must make for peace." I agree with Lord Russell; and there are few tribes, however low, that cannot be as fully assimilated to this ideal as the Saxon himself, and had the Saxon, in his intercourse with inferior peoples, adhered to this conception, it is not likely that even they would have fallen into decay. I insist that such a civilization as this must be conducive to the well-being and happiness of earth's millions. Not by its presence and power were the aborigines of any land smitten by death. What destroyed them were its excrescences, its barbarities, its savagery. When reference is made to the fatal effect of the contact with Spanish civilization in San Domingo, do we not have the sequence to the conquest of Peru, and in it the clear evidence that the natives perished, not by the action of civilization, but by the murderous effects of its absence? It may be true, as Dr. Strong has said, that the Tasmanians were not exterminated by the whites and were treated humanely; but it is also true that by the supremacy of the whites they realized the hopelessness and aimlessness of their existence, and were the victims of vices imported by their masters. All that these words imply is admitted by Professor Straton and illustrated by references to the Sandwich Islands and the United States. Helen Hunt's "Century of Dishonor," throws much light on the passing of the In-

dian, whose argument is confirmed by Hoffman, who shows that four Indian tribes which have not come into close contact with the whites have preserved a high standard of morality and are increasing numerically.

Let us discriminate. Galton, Lombroso, and Max Nordau make out as strong a case of degeneracy on the part of the whites under modern civilization as any theorist has developed against yellow or black skin. Let anyone read General Booth's submerged tenth, and let him visit the squalid neighborhoods of great cities, and the desolate refuge of multitudes in the mountains of Europe, and he will be sorely tempted to despair of his own kin. But is civilization to blame for these wretched masses? No; it is the barbarity that has survived; the barbarity of greed, of strong drink, of animalism, of selfishness, cruelty, and oppression. These are laying waste untold millions of white people, robbing them of virtue, depriving them of hope. Are they culpable? Is there such a defect in their nature that no education can assimilate them to the higher civilization? My answer is, that in untold instances they are victims and not criminals; and that they are amenable to the influences of the higher civilization, but that it is the potency of the lower in modern life which overwhelms them. Their only hope is education, and if the remedy can serve them, withstanding the savageries of the new age, it cannot fail to be of help to those whose skins are of a different color. What the more intelligent and influential classes of the community need to realize to-day is the imperative obligation to civilize civilization. Critics condemn the children of other ethnic families because they succumb before scourges

which are decimating their own, when they ought to denounce the scourges and help to obliterate them. I hold until this is done, we have no assured ground for the position that these other ethnic races cannot be assimilated to our civilization, or cannot assimilate it in their character and life. And it follows, if such a thing is possible, then the means by which it is accomplished for our own blood must be employed on their behalf. But if the end itself is really unachievable, then what right have we to thrust ourselves into the territories occupied by these unhappy tribes, who cannot be improved, but are made worse by our mathematics, our looking-glasses, our books, and our fellowship? Why deprive them of their innocence, why render them unhappy and touch them, when the touch means death? Is the answer: that we need them for the development of trade—for the increase of wealth? But that is the argument of the assassin. He desires gain. It cannot be acquired unless he kills. But is he justified in killing? And a nation has no more right, for the sake of its own commerce, to enter the territory of the feebler, when it knows that its presence and operations must surely exterminate the inhabitants. By what authority in the revelation of God or in the conscience of humanity can such a crime be condoned? Who has made the Saxon superior to moral obligation, who has given him the right to crucify the yellow and black skin for his own aggrandisement? If no such right exist then he is shut up to the duty of segregation, not, only, however, from the African, but from the Asiatic of every type. He must exclude himself from eastern lands, and abandon the policy of colonization and expansion. But if, on the other

hand, all this talk about the impossibility of civilizing the weaker races is misleading, having grown out of misconception and the unwillingness to discriminate, then the Saxon is warranted, for the advancement of mankind, in going everywhere and in trying to impart whatever good or advantage he possesses: that is, believing in the possibility of civilizing he must civilize.

The alleged incapacity, which I have ventured to challenge, is sought to be established by proving the failure of education to elevate the negro. His case, however, is not to be taken as exceptional, for, as I have shown, the argument of the *North American* applies with equal force to other dark-skinned peoples. We, may, however, for various reasons, confine ourselves in the main to the children of Africa on our soil. The professor at the outset seemed to confuse education with "a sudden effort on the part of a superior people to lift up inferiors at a single stroke." He rightly says that such efforts must fail. But that very process enlightened publicists are not favoring. As there is no royal road to knowledge, so there is no short cut to education. Scholarly teachers see that no constitutional amendments, and no mere change in external conditions can civilize. For that reason they plead for the slow and difficult process of education. Never once has it been supposed that the negro or Asiatic could be developed in any other way than the Saxon has—by the steady, persistent growth through long ages. And part of this process is to make him self-reliant, to charge him with responsibility, and compel him to struggle for existence. It is implied in the articles I am incidentally reviewing that the people of

Tasmania and New Zealand, as well as our own Indians, perished because they were called on to share the obligations and burdens of citizenship. This sudden call to the franchise, and to the cares of political duty, is supposed to have been too much for them. But the facts do not bear out the implication. These tribes were rather adopted as wards. They were in tutelage. They became servants to vigorous masters—the theory being that they must be educated to self-government by being governed. But the Saxon was never developed in this way. We are now assured by competent observers that England's occupation of Egypt has not fitted the Egyptians to rule themselves, and the same is said of Austria's paternalism over Bosnia and Herzegovina. I hold, and I think facts warrant the conviction, that the so-called inferior races perish because the superior races undertake to do for them what they ought to be compelled to do for themselves. The Saxon had to struggle for his own side by side with the Norman, more cultivated, more commanding, more resourceful in wealth, and more expert in war, and he survived the contact. So, in all essential respects, the negro must fight his way. He is not to be helped by taking from him his vote, or by changing his political status, but by holding him accountable for his acts, while affording him all the means for mental and moral discipline. The process, we grant, is slow. But it is the only one. We who believe in education have never expected a sudden success, and when a contrary impression is undertaken to be made, neither the logic nor the candor is above reproach.

—*The University Record.*

(To be continued.)

EDITORIAL NOTES.

Deliver not the tasks of might
To weakness, neither hide the ray
From those, not blind, who wait for day,
Though sitting gilt with doubtful light.

"That from Discussion's lips may fall
With Life, that working strongly, binds—
Set in all lights by many minds,
So close the interests of all."

WASTE.

LAST month we expressed our gratification with the remarks which the Deputy Minister of Education made, taking advantage of his addressing the students in the Toronto Normal School, to let the general public know of some grave defects in our scheme of education.

President Loudon, for his address at the Convocation of the University of Toronto, which was held on the first of October, took the theme, "College and School Reform." The President, in his address, expressed his strong conviction, after careful consideration of the question, that our system causes a serious waste of time in the school life of our children by putting emphasis at too early a period on subjects totally unsuitable to the age of the child, thus preventing the pupil from paying attention to the branches fitting his stage of mind development.

Taking these two addresses, the one delivered by the Deputy Minister of Education and the other by the Chairman of the Educational Council, it is plain that the Minister of Education has been in some years past compelling the school children of Ontario "to do what they should not do and to leave undone what they should have done."

THE CANADA EDUCATIONAL MONTHLY declared for years that inevitably the result would be what these two officials now tell the public they have found as the issue of their experience.

The results of the regulations of the Department, anent the amount of study and examinations in our schools, are, from many points of view, deplorable.

We think that every child in our Public Schools who passes a satisfactory examination in the subjects prescribed in the programme of studies for the first four forms in our Public Schools should receive a Merit Certificate, and that no one should be admitted to the fifth form without this Merit Certificate. We purposely avoid using "Leaving Certificate." The adoption of this term from the Continent of Europe has led to misapprehension. This Merit Certificate should admit the holder thereof to any High School, and any employer of child-labor should ask for it, in order to satisfy himself that the applicant for work had had the minimum course of instruction provided by the State.

All men of intelligence know that the best part of a teacher's work cannot be measured by any examiners, however skilful and fair. The kindling of interest, the forming of the habits of application and observation, the love of reading, of taste, and aspiration after further knowledge, self improvement, in short, the laying of the foundation of a noble character, are among the best and highest fruits of school training. These things are most important, beyond the power of gold and rubies, but the keenest and most sympathetic examiner cannot detect them.

However, the experience of the past shows that these supreme results are best secured in schools in

which the intellectual level is highest and in which the ordinary school work is honestly and regularly done.

Though the highest part of education escapes the tests of the examiner, yet that part of education which is the direct instruction given by the teacher and is capable of being tested by the examiner, though not the highest, is no inconsiderable element in the education of a child.

It is pleasant for a teacher to be in a position to say to, or to report to, a parent that his child is doing well, and it is gratifying to a parent to receive such a report from the teacher of his child. But statements such as these are too general, too vague. The parent is entitled to receive a definite statement of the standing of his daughter or son, of the exact standing of his child in the subject in the prescribed programme of studies, as these are set forth in the four forms of that programme.

This examination should not be competitive; no pecuniary value should be attached to it; it should be purely educational; it should admit to Fifth classes in the Public School; it should admit to High Schools; every employer of child labor should ask for it; and generally speaking, every pupil of average ability should be able to obtain it not later than when he is twelve years old.

All this means business. It means that the people, the rate-payers, have the right to ask, and should insist on asking that the Education Department see to it that the money contributed year in and year out is not wasted, that the parents and children are receiving full value for the money so liberally placed at the disposal of school authorities.

The above plan implies thoroughness; it will call for more mature instructors; it involves that sym-

pathy, though existent, must be held in the back-ground. The Boards for the examination of pupils for admission to High Schools already in operation can take charge of this examination for the Merit Certificate, which can be used for the certificate which is now given for Entrance. The great waste in school life in Ontario occurs between the end of the Public School course and the beginning of the High School course. Every facility should be given and inducement offered to pupils at this critical point in their life to continue their schooling. It is of immense importance to themselves and their country.

Queen's University, Kingston, was founded by the Presbyterians in Upper and Lower Canada in 1841. Victoria University (now Toronto, formerly at Cobourg), was established by the Methodists, also in 1841. The University of King's College, Toronto, was begun in 1843, under the auspices of the Church of England, and is now, after several changes in its charter, the University of Toronto. This was the only institution which had an endowment from the State. Trinity University, Toronto, was established by the members and adherents of the Church of England in 1852; McMaster University, Toronto, by the Baptists in 1887.

The Roman Catholics in Canada have a large number of Colleges and more than one University under their control, and maintained by them from their own resources. Fools our fathers, we grow wise: *ex nihilo nihil fit*.

We were led into this train of thought by the position of the University question in Ontario at present and the keen discussion which is being carried on about it in administrative circles. Upon reading

the above list of the founding of Colleges, all by the Church, and all with one single exception sustained by them, the reader may be forgiven if he should admit that Cardinal Newman was right in saying, "Not a man in Europe who talks bravely against the Church but owes it to the Church that he can talk at all."

The Act of Federation of Colleges induced the Methodists to bring "Victoria" to the University grounds, Toronto, the Government taking off their hands the College buildings in Cobourg. Trinity University, it is reported, is carefully considering the question whether it can go into the Federation plan and at the same time preserve its own Academic life in order to safeguard and enrich the public weal. McMaster University is within easy distance of the University of Toronto, but it has not given the slightest sign of any desire to join the Federation of Colleges.

We suppose all will grant that, even for Ontario, Montreal is a "University centre." Here the University of McGill is located; its science buildings and science equipment are unequalled in Canada and perhaps unexcelled in America: founded in 1829. The wealthy men of Montreal take a commendable pride in maintaining and increasing its efficiency and power. All Canadians rejoice in its prosperity. We think we are not too optimistic in saying that the people of Montreal will see to it that "McGill" will not suffer for lack of funds. McGill wants more money, as all Universities do which keep-up to date, especially in scientific & tive work. We deem it superfluous to write that all with one accord will admit that Toronto is a "University Centre," having a University reckoned second to none on this side of the Atlantic. Almost midway

between these two cities, Montreal and Toronto, we have the city of Kingston, (from the former 172 miles, from the latter 161 miles) where the University of Queen's College is situated. There is no need of our repeating the reasons, known to all educators in Canada, why "Queen's" and "Victoria" were founded. If the charter of the University of King's College in 1840, were the same as that of the University of Toronto in 1900, would Queen's have been founded nigh sixty years ago?

Like the other Universities in Ontario, Queen's is in need of money, only more so. The University of Queen's College aims to be in Kingston what the University of Toronto is in Toronto. To have in Kingston Schools of Mining, Medicine, Theology, etc., etc, just the same as McGill may have in Montreal, or the University of Toronto, in Toronto. It holds up the old words, "fair-play is a jewel." It says to the country, we instruct in the catholic matters of Literature and Science, and, therefore, we claim consideration for the work done, equally with the University at Toronto.

Our method, work and spirit is different from that of the institution at Toronto, and thereby the country is very much enriched. If the electors of Ontario, through their representatives in the House of Assembly, will tell us (Queen's authorities) that there are objections to our charter, these objections will be considered, and, if wise to do so, they will be removed.

THE CANADA EDUCATIONAL MONTHLY is not prepared to advise in this matter. One thing is certain: The annual expenses of a great University cannot now be much under \$400,000. We write great University, for there is a wide

difference between a *great* University and a *big* University. The whole question is a difficult one; we ought to be able to consider it as wise and courteous men.

The United States authorities did an exceedingly wise, as well as an exceedingly kind thing in giving 12,000 Cuban Public School teachers, representing no less than 300 cities and towns in that great island, a trip to the Harvard Summer School at Cambridge, Mass., with attendance at the school for six weeks. Of all the expense connected with the late Spanish war this, at least, is praiseworthy. The teachers have just returned to Cuba, having visited New York, Philadelphia and Washington on the trip home, and having had an opportunity of seeing the most interesting points in the cities through which they passed. In Washington they were given a reception at the White House. Army transports took them out and home, and they returned full of enthusiasm over their visit. It will unquestionably be a great stimulus to the Cuban schools, and a great help in increasing the good understanding of the Cuban people with the United States. The whole cost of the experiment is charged to the national expenditure. It is a unique object lesson, and all hope that it will be most beneficial.

We are pleased to have information about the beginning of the Manual Training Schools established through the thoughtful liberality of Sir William C. McDonald.

Every province of the Dominion of Canada can have one or more of those useful Schools, conducted so energetically and wisely by Professor Jas W. Robertson, Commissioner of Agriculture and Dairying, Ottawa.

THE CANADA EDUCATIONAL MONTHLY attaches much importance to the work represented by these Schools, and hopes that they may be the means of introducing effectively into our school life the honor of manual labor.

O. J. Brown, M. A., Assistant Classical Master of the Hamilton Collegiate Institute for 19 years, a successful worker during these many years, made many friends, especially among the young men of the school. The Collegiate Board recognized his long service by presenting him with a gold chain and locket. We are pleased to see that School Boards are beginning to pay some attention to their masters and their scholars.

Two of our contributors comment in this issue on a change made in text books by the Education Department this summer. It seems to us that there are good reasons for the objections taken by the writers. Apparently the Department was easily moved to make the change complained of.

Sir William C. Van Horne's four watchwords are: Accuracy, honesty, sobriety and industry.—*Success*.

We beg to thank the Inspectors who have sent lists to us.

"Be of good comfort, Master Ridley," said Latimer at that awful moment, "and play the man. We shall this day light such a candle, by God's grace, in England as I trust shall never be put out."

—*History of England.*

CURRENT EVENTS.

P. E. ISLAND TEACHERS' CONVENTION.

THE annual meeting of the P. E. I. Teachers' Association was held in the Y.M.C.A. hall, Charlottetown, on Wednesday, Thursday and Friday, September 26, 27 and 28. The convention was one of the most successful in the history of the Association. There were 282 members present. The first meeting opened with an address by the president, Mr. N. E. Carruthers, principal of Kensington School. He referred to several events that occurred in the educational world since our last meeting. He also made reference to the South African war and the part taken in it by our Island boys, some of whom are members of the teaching profession.

The sessional committees were then appointed, after which Hon. Frank A. Hill, secretary of the Massachusetts State Board of Education, delivered a very forcible address on "Discipline and Citizenship." He said it is the duty of the schools of any country to aim at producing good citizenship. Good citizenship does not consist of a body of facts to be learned off, or committed to memory; it is a body of actions and principles to be acted, or worked out from within. The great value of the school to the state is to secure civic order and liberty. Right conduct comes from within, from the impelling force of good conduct in the school-room. The external authority of the teacher and the internal authority of the pupil are each the complement of the other. Let the teacher be what he wants his pupils to be; let him set them such a high ideal that a boy will feel mean at the thought of

deceiving the teacher or doing an unworthy or questionable act.

Convention adjourned till 8 p.m. At the evening session Mr. Hill delivered his lecture on "Ideals of the Teacher in the Light of Modern Demands." He said one of the first demands is a higher scholarship. For the teacher to keep ahead of his pupils used to be considered enough. That idea belongs to the past. Even a primary teacher is a better teacher for having a collegiate training. The second demand is greatness of soil. Of what use is it that a boy knows how to read if he is going to read vile literature, or write, if he is going to write ignoble thoughts, or cipher, if he is going to use that knowledge to add up dishonest gains, or draw, if he is going to prostitute the art to base purposes. Another demand is that he must know how to teach. He must consider the means to be used, the steps to be taken, the end to be gained. A vote of thanks to the lecturer was moved by Principal Anderson, seconded by Superintendent McLeod, supported by Dr. Taylor and presented by the chairman.

Thursday morning's session opened with an address on "The Consolidation of Schools" by His Honor Judge Warburton. He showed the many advantages of the scheme, and claimed that the adoption of it would be greatly to the benefit of education in this province. He showed that agriculture could be properly taught in every school, if sufficiently large grounds were provided. Inspectors McCormac, Campbell and McIntyre and a number of the teachers contributed to a lively discussion on the advantages of the system advocated by the learned judge.

The next number on the programme was an address by Mr. Hill on "The Life and Works of Horace Mann, the first State Superintendent of Education for Massachusetts." He gave an interesting sketch of the condition of education in his native State about the middle of the last century and vividly traced the progress made down to the present day. He subjected The Life and Works of Mann to a searching analysis, and taught in concrete form many lessons that might well be learned by teachers.

Inspector McIntyre read a paper on "Discipline," after which the meeting adjourned.

Two sessions were held on Friday. At the morning session Supervisor Stewart, of the Charlottetown Schools, gave an excellent lesson on "Arithmetic," Prof. McSwain gave an interesting talk on "Fungi," which he illustrated with specimens, and Miss Alice M. Gillis, of Murray Harbor High School, read a very thoughtful paper on "Music in the Schools." Miss Gillis' paper, which was really the best read at the convention, elicited much profitable discussion. This brought the forenoon session to a close. At the afternoon session the question box was opened and many questions answered, the several committees read their reports, and the officers for the ensuing year were elected.

G. J. McCORMAC, I.P.S.
St. George's, Oct. 3, 1900.

WILL YOU TRY THIS.

Recently in all departments of human activity there has been a marked tendency toward division of labor, specialization. This is equally apparent in manufactures, agriculture, scientific investigation, commerce and educational work. In some sense, this is

a necessity on account of the widening fields of pursuit, investigation and enterprise. That the results have been beneficial, in many respects, none would deny. And yet the question arises whether there are not some attendant evils, and some threatening dangers, which it is well to recognize and to shun.

Specialists we must have; in order to the highest development and welfare of society, there must be a number, and an increasing number, who shall say, "This one thing I do." But it is not desirable that all should be specialists. A high degree of intensity must always be purchased at some sacrifice of extension. It will probably remain true, that for places of greatest influence and efficiency the call will be for "all around" men.

And it really is a serious question, whether in our schools and higher institutions of learning, "elective studies," special courses and technical investigations are not crowding dangerously upon the work which is necessary for a truly "liberal education." It is a question whether the tendency to specialize has not been pushed too far; but we think there is no question that very often the specialization is begun too early. Some one has said that a scholar should "know everything about some one thing and something about everything." Certain it is, that the leaders of the world can never be those who know only "everything about some one thing," however thoroughly they may know that.

Our attention has recently been called to this subject by reading an editorial in one of our great religious papers. The writer says:

Our colleges are not turning out really educated men, The craze for electives and for specialization has gone so far that it is possible for students to graduate from our most

prominent universities without having studied mathematics, for example. A college diploma means very little to day. It does not indicate anything whatever about the student's all round information and equipment.

Our educational system makes it easy for them to pursue exclusively the studies that are most congenial, but almost always the studies to which a man applies himself with the sense of effort, are those he needs for the discipline and strength of his mental life.

Unless we greatly mistake, there is to be a reaction from this department-store theory of the college, in favor of the older notion that each educated man needed to submit himself to a rigid but generous discipline, which would strengthen harmoniously all his faculties, impart many insights and sympathies, and broaden his mental life in many directions.

It does not make any difference whether we consider first-class pulpits, college presidencies, headships of great corporations, or leading positions in the army and navy and diplomacy. Everywhere the cry is the same; show us the men of ability, force, and character who are competent for large responsibilities, and able to command difficult situations. In strictly technical work there is no lack of this kind. It was never easier to fill a college professorship than it is now. There are multitudes of excellent engineers, chemists, and surgeons, but the dearth is that of men who to technical proficiency add breadth of view, initiative, originality, and sympathy, and that general combination of qualities that, added to expert proficiency in one or two departments, inspire confidence in their leadership.

We all know—but sometimes we

lack a "realizing sense"—how easy it is to follow a tendency to an extreme. Specialization, division of labor, is doubtless a grand step in evolution. But co-ordination, broad views and aims, general culture, must not be neglected if we would carry evolution to a desirable end. And it is a question demanding serious consideration whether we are not carrying specialization too far, especially in some of our High Schools, and smaller colleges. Indeed, there are not wanting advocates for election of studies and "departmental instruction" not only in High Schools but in the upper grades of our Grammar Schools. DR. EDWIN C. HEWETT.

The Protestant teachers of the Province of Quebec had ideal weather for their annual convention on the 18th, 19th and 20th of last month. The meeting was in Montreal and there was a goodly attendance of the teachers of the province, the ladies being in a large majority. The different sessions were held in the fine building of the Montreal High School, wherein the accommodation for such gatherings is excellent.

Many valuable papers were read and discussed. Dr. Peterson, the learned principal of McGill University presided and delivered a thoughtful address at the night session of the day of the opening of the Convention. We hope to have the address published in our next issue. The following are the officers for the ensuing year:—President, Rev. Dr. George; first vice-president, Dr. Peterson; second vice-president, Mr. Nicholson; third vice president, Mr. Petry; recording secretary, Mr. J. W. McQuat; corresponding secretary, Principal W. A. Kneeland; treasurer, Mr. W. Dixon; curator of library, Miss Louise Derick; repre-

sentative on Protestant Committee, Mr. E. W. Arthy; pension commissioners, Mr. S. H. Parsons, and Mr. H. M. Cockfield; executive committee, Messrs. Messenger, Parmelee, Inspector McGregor, Masten, Mabon, Ford, Rowell, McArthur, Silver, Robins, Rev. E. I. Rexford and Misses Binmore, Peebles, Nolan, and Walton.

Trinity University Convocation was held on the 23rd of last month under very satisfactory auspices; there was a large attendance of the clergy, many interested ladies and quite a number of graduates and undergraduates, both men and women. The students kept up the usual, though not very commendable, series of shouts, calls, noises, etc.

Many medals and scholarships, all fairly and honorably won, were presented. The degree of D. C. L., *Honoris Causa* was conferred upon four gentlemen, two of whom are specially identified with education, the President of the University of Toronto, James Loudon, and David James Goggin, Superintendent of Education for the North-west Territories.

President Loudon, in acknowledging the honor conferred, expressed himself as rejoicing greatly at the good feeling existing between the two Universities. He would rejoice still more if a real substantial relationship would unite the two institutions in loyalty to one another and in the great cause of higher education. This sentiment was highly approved of. Verily it is a pleasant thing to see brethren dwelling together in unity.

Six thousand dollars to decorate the parish church and eighty dollars salary to the school teacher is a contrast which came before Mr. Jus-

tice Choquette in a case on which he had to adjudicate, and which evoked from him language of noble condemnation, which seemed to repress scorn. "God is not proud," he said, "and I am convinced that he prefers to be worshipped in a humble church by a congregation which has received the benefits of education, and knows the greatness of the mysteries of religion, to being worshipped in a rich and gorgeous church by ignorant people, who very often do not know why they go on their knees to pray." In these words one might almost think he heard the voice of one of the old prophets and martyrs appealing to the people against the mere outwardness of religion. "The Most High dwelleth not in temples made with hands, as saith the prophet, 'Heaven is my throne and earth is my footstool. What house will ye build me?' saith the Lord." God's dwelling place on earth is in the soul of man, and that is the shrine that needs all the decoration that can be bestowed upon it.
—*Mont. Witness.*

We had the privilege of being shown through the Royal Victoria College for Women while in the city of Montreal, by the courteous warden, Miss Oakley, M.A. The College building is a beautiful one and finely situated on Sherbrooke st., conveniently near McGill College buildings, and at the foot of the mountain: bed rooms, sitting-rooms, class-rooms, and dining hall, are cheerful and well-equipped for work and pleasure. This gift of Lord Strathcona's (Sir Donald Smith) to Montreal and Canada is not the least of his many noble benefactions to his country.

We are pleased to learn that Rev. Principal MacVicar during this year is going to lecture to the

theological students of the Presbyterian College, Montreal, on pedagogy. This is most timely. These students in future years will be the better qualified to train Sabbath-school teachers, or at least will be the better able to know good teaching when they see it.

A petition has been signed by

every minister in the city of Ottawa asking the School Board to introduce into the schools a system of Biblical instruction similar to that given in the Protestant Schools of the Province of Quebec. A movement in the right direction and much needed by the whole country.

MANUAL TRAINING IN CANADA.

ALBERT H. LEAKE, SUPERINTENDENT FOR ONTARIO.

MOST people are aware that, owing to the munificence of Sir W. C. Macdonald and the energy of Prof. Robertson, Manual Training Schools are being established in one, two or three places in every province of the Dominion. Already training schools are in operation in Charlottetown, Summerside, Knowlton, Waterloo, Truro and Brockville, and schools are in progress of being fitted up in Ottawa, Victoria, Montreal and Winnipeg. The equipment of these rooms is on the most complete scale, and the teachers are the best obtainable. They are men who, in addition to being experts in this particular direction, are trained teachers most of them, having had a College training, and being certificated by the English Education Department. They have studied this subject in most of the great towns in England, and also in the chief countries of Europe where manual training has been largely developed, notably Sweden and Germany. It is hoped that before many months have elapsed several Canadian teachers will be sufficiently trained to enable them to take up the work. The demand for teachers, which seems constantly growing, is much greater than can be supplied.

In the manual training room no attempt is made to teach a trade,

and in every case where this attempt has been made manual training has inevitably failed. It is only when manual training has been taken as a factor in a general educational system that it has succeeded, and this success has been most pronounced and decided. The work entailed by the organization of manual instruction over such a vast area as the whole Dominion is necessarily very great, and, owing to various hindrances and unavoidable delays, it may be some time before the organization is complete, but it is hoped that by the end of the year the whole of the work will be in operation. Each centre is fitted up with benches to accommodate 20, 40 or 60 boys, according to the requirements of the place where the centre is established. These benches are adjustable in height, so that a tall boy has not to cramp himself by undue stooping, and a short boy has not to strain himself by reaching to too great a height. Indeed, throughout the whole of the work the greatest attention is given to securing correct positions physically. Each boy works at his own bench, and has his own set of tools—at least, a set of those which are in common use,—and by this means we are able to insist on more neatness of appearance of the bench and care in the keeping of tools than where two or

four boys work at a bench. Each bench has a rack fitted in at the back of it, so as to be within easy reach of the tools most frequently required. The room is fitted with tool-racks, cupboards, blackboards, etc., and the walls are decorated with specimens of various timbers, leaves, etc., and each boy has a separate pigeon hole in which to keep his work, drawing, apron, etc., and for the neatness and tidiness of this he alone is responsible, and this feeling of responsibility for the condition of his bench, his tools and his pigeon hole is found to be most beneficial to the character and morale of the boy, who takes a pride in having everything neat, tidy and of good appearance. One thing is perhaps noticeable in the equipment of the room just sketched, and that is the entire absence of machinery. Labor-saving appliances find no place in the manual training room. All work must be done by hand, and by the hands of one boy. There is no division of labor. Here there are no finishing touches put on by the teacher, no trimming up by the master, and on the completion of the model the boy can say with truth, "My hands alone did this; no other touched it." And this feeling in a boy's mind does a great deal to develop independence of character, and inculcate a large measure of self-reliance.

The Macdonald School for Nova Scotia was opened in September, and is already attracting a good deal of attention. The action of the Provincial Government in offering a substantial grant to sections taking up the subject, is causing many enquiries to be made. Mr. Kidner, the organizer for the fund, is receiv-

ing many requests for advice and for qualified teachers, and a special training course for teachers has been arranged to meet the demand.

The Council of Public Instruction have appointed Mr. Kidner Supervisor of Manual Training for the Province.

T. B. KIDNER,
Director, Nova Scotia.

On the 10th of April, 1900, the school was opened for the boys of grades six, seven and eight of the city schools and the young men of the Provincial Normal School, the Lieutenant-Governor and the Premier of New Brunswick being present at the opening session.

An unfinished room, cheerful and sunny, in the Normal School building had been cordially granted, and finished at considerable expense, for our use by the Government of New Brunswick, the equipment for work, in the way of benches and tools, being provided by the Macdonald Manual Training Fund.

The boys and the young men of the various classes went to work with enthusiasm.

During the summer vacation a class, open to teachers of the Maritime Provinces, was conducted for four weeks. These teachers were earnest and much interested, and two of them decided to continue the studies and prepare to become teachers of manual training.

During the summer, the Provincial Board of Education, with ready co-operation in the new movement, finished up a second room in the same building, the equipment and an assistant teacher, Mr. George M. Morris, formerly a teacher in Boston, being provided by the Macdonald Fund, so that we are now also enabled to instruct the young women of the Normal School and

the boys of the entering class of the High School.

The Normal students devote two hours per week to this study; the boys of the city schools, three hours.

From the first the teachers of Fredericton have shown their interest in the work by largely attending the Saturday class provided for them.

The School Board of Fredericton have been interested and helpful, and the interest of pupils, parents and the public generally seems to be increasing.

Addresses on manual training have been given, by request, at several Teachers' Conventions, and special interest in the subject seems to be awakening here and there throughout the province.

EDWIN MACCREADY.

Director, New Brunswick.

The first school under the Macdonald Manual Training Fund was opened at Charlottetown on Monday, October 1, by the Chairman of the School Board, supported by members of the Board, the heads of various educational establishments, teachers, and a considerable gathering of the residents of the city.

Before the commencement of the meeting the visitors occupied themselves in inspecting the arrangements and equipment of the room, and great interest and approval was shown in the complete and large-hearted gift of Sir Wm. Macdonald at the hands of Professor Robertson. In the meeting which followed, these sentiments were fully dwelt on by the

various speakers, and heartily endorsed by the audience.

The Manual Training Department is located in Queen Square School, where a room has been specially prepared and fitted up with full requisites for carrying on the work. The classes consist of 20 boys at a time, each occupying a single bench, and at present two classes are held on five days of the week, thus providing teachers for 200 boys weekly.

The boys for these classes are drawn from two of the Board Schools—*i.e.*, Queen Square and West Kent Schools.

As the ordinary school session closes at 3 p.m., and all eligible boys from these two schools cannot be accommodated during regular school hours, it is intended shortly to open voluntary classes on five afternoons a week, probably from 3-5 p.m., which these boys may attend. Although attendance at these classes will be in their own time, it is confidently expected there will be a good attendance, so many are anxious to join, and daily enquiries are received not only from the boys themselves, but from parents and others belonging to them.

The greatest enthusiasm and interest has marked and continues to follow the introduction of Manual Training into the Island; and although for the present it is only possible to provide one class, there is abundant scope for more, which demand it is the intention of the promoters of the scheme to meet at an early date.

J. D. COLLINS, Director, P.E.I.

"There is one quality which all men have in common with the angels, blessed opportunities of exercising if they will—mercy."

—*Nicholas Nickleby.*

SCIENCE.

EDITOR: J. B. TURNER, B. A., HAMILTON.

CHEMISTRY.

THE following extracts are taken from the opening address of Prof. W. H. Perkins, Jun. Ph.D., F.R.S., President of the Chemistry Section of the British Association for the Advancement of Science.

The subject of the address is "The Modern System of Teaching Practical Inorganic Chemistry and Its Development."

In a somewhat extended account of the development of the system, reference was made to a report published in the proceedings of the association in 1887 of a committee appointed "for the purpose of inquiring and reporting upon the present methods of teaching chemistry."

The following is an extract from the report of this committee, submitted in 1889: "Learners should be put in the attitude of the discoverers and led to make observations, experiments and inferences for themselves." Also the following quotation from the presidential address of Sir Michael Foster in 1899: "The learner may be led to old truths in more ways than one. He may be brought abruptly to a truth in its finished form, coming straight to it like a thief climbing over a wall; and the hurry and press of modern life tempt many to adopt the quicker way. Or he may be more slowly guided along the path by which the truth was reached by him who first laid hold of it. It is by this latter way of learning the truth, and by this alone, that the learner may hope to catch something at least of the spirit of the scientific enquirer."

On these quotations the lecturer makes the following remarks:

"The appreciation of this principle will lead to the study of the solvent action of water, of crystallization and of the separation of mixtures of solids before the investigation of the composition of water, and also before the investigation of the phenomena of combustion. It will lead to the investigation of hydrochloric acid before chlorine, and especially to the postponement of atomic and molecular theories, chemical equations and the laws of chemical combination, until the student has really sufficient knowledge to understand how these theories came to be necessary.

"Most boys will not become professional chemists; but if, while at school, a boy learns how to learn and how to 'make knowledge,' by working out for himself a few problems, a habit of mind will be formed which will enable him in future years to look in a scientific spirit at any new problems which may face him.

"In the new system of teaching chemistry in schools much attention must necessarily be given to weights and measurements; indeed, the work must be largely of a quantitative kind . . . it is important to point out clearly to the scholar that science does not consist of measurement . . . Measurements should, in fact, be made, only in reference to some actual problem which appears to be worth solving, not in the accumulation of aimless detail.

"One of the most remarkable points, to my mind, in connection with the teaching of chemistry is the fact that, although the science

has been advancing year by year with such unexampled rapidity, the course of training which the student goes through during the first two years in colleges is still practically the same as it was thirty or forty years ago."

The following suggestions are made in the closing part of the address, with a view of improving present methods:

1. "The careful experimental demonstration of the fundamental laws of chemistry and physical chemistry."

2. "The preparation of a series of compounds of the more important metals, either from their more common ores or from the metals them-

selves. With the aid of the compounds thus prepared the reactions of the metals might be studied, and the similarities and differences between the different metals then carefully noted."

3. "A course in which the student should investigate in certain selected cases: (a) The conditions under which action takes place; (b) the nature of the products formed; (c) the yield obtained. If he were then to proceed to prepare each product in a state of purity, he would be doing a series of exercises of the highest educational value."

4. "The determination of the combining weights of some of the more important metals"

BOOKS AND MAGAZINES.

"The American Journal of Nursing." Philadelphia: *The J. B. Lippincott Co* The first number of this new magazine has just appeared, and is an excellent one. The editor-in-chief is Miss Sophia F. Palmer, of Rochester City Hospital, and there are some 10 or 11 departments, each in charge of a member of the editorial staff. Among the articles in this issue is "What We May Expect from the Law," by Miss Dock, of New York, and one on Infant Feeding, by Dr. Thistle, of Toronto. The appearance of the magazine is most attractive, and we wish it long life and prosperity.

Miss Bertha Runkle, the author of the new historical romance at present running in the *Century Magazine*, may well congratulate herself on having written a story that makes her readers forget how many other historical romances they have read. "The Helmet of Navarre" needs little advertising; its freshness and vigor proclaim

themselves. China receives a good deal of attention in the October number of this magazine. Amongst other articles on the subject should be noted one by the Chinese Minister at Washington, "A Plea for Fair Treatment." "The Memories of a Musical Life," by the well-known American teacher and composer, William Mason, continue to be most interesting. The present instalment contains some characteristic reminiscences of Rubinstein.

The new magazine, *The Smart Set*, has increased rapidly in circulation since its first issue last March. Its editor certainly has been able to accomplish for it the characteristic of "cleverness," set for the magazine on the title page. The most important contribution to the November number is an unfinished poem by Richard Hovey, "Don Juan, Canto XVII." Its style is a remarkable imitation of Lord Byron's. At times, however, Mr. Hovey allowed himself to use words too big for the

meaning of his stanza, not a fault of Lord Byron's. He fails to rise, too, to the great feeling that Byron occasionally expressed with incomparable force. But the contribution, viewed from any standpoint, is a most interesting one. It would be hard to name another magazine where such a *tour de force* would occasion less surprise than in *The Smart Set*.

"A Visit to Pascal," by A. Suarès, translated from the *Revue Des Deux Mondes* for *The Living Age* is the most attractive feature of the latter magazine for the 13th of October. This remarkable appreciation of Pascal is to be concluded in the next number. Other two selections particularly worthy of mention are "Feasts in Fiction," from *The Cornhill* and "Our Match at the Park," from MacMillan's.

The *Atlantic* for October contains a just and scholarly estimate of Ruskin's work as an art critic by Charles H. Moore. The writer expresses the conviction, which is growing more settled every year, that Ruskin's best work was disturbed by his later disquisitions on life. "Some Old Fashioned Doubts about New-Fashioned Education," is another of these admirable articles on education by Dr. L. B. R. Briggs, which have so often been commended in the pages of the CANADA EDUCATIONAL MONTHLY. "Piazza Philosophy," by Martha Baker Dunn, a poem by Anna Hempstead Brank, and an explanation of the financial distress in the West are all of uncommon merit. The fiction, as usual in the *Atlantic*, is particularly good.

The *Bookbuyer* for October contains an interesting sketch of Lloyd Osbourne, R. L. Stevenson's stepson. Mr. Osbourne's new book, a collection of short stories, is to ap-

pear shortly. "The Writing of Pickwick," by Hammond Hall, reminiscences by the editor of the London *Daily Graphic*, is an unusually attractive contribution. It is to be continued. Anna Blanche McGill's "Some Famous Literary Claws," deals this month with The Trollopes. The covers of the present issues of the *Bookbuyer* are especially good.

The October *Scribner's Magazine* contains the first part of "Russia of To-Day," by Henry Norman. Mr. Norman's work is always interesting. In this case he seems to have selected a congenial subject. The description of Tolstoi and his estate is extremely effective. Mr. Richard Harding Davis's contribution is entitled "The Last Days of Pretoria." There are two short stories, "The Dust of Defeat," by Lloyd Osbourne and "A Visible Judgment," by Arthur Colton. Mr. Osbourne's story contains that strange South Sea atmosphere, or glamour, which the world learned to wonder at in Stevenson, and which is beginning to make a notable impression in the work of Mr. Joseph Conrad. "The Point of View," contains a charming description of "The Talk of R. L. Stevenson.

The *American Monthly Review of Reviews* is devoted this month to the analysis and presentment of Mr. Bryan. There are, however, a few contributions that are not connected with the present political campaign. The most interesting of these is a character sketch of "The Late Lord Chief Justice Russell," by Mr. William T. Stead. There are also articles on "Jamaica's Lesson in Colonial Government," by Julius Maritzen, and "The Rise of Golf in America," by Price Collier.

"When Greek Meets Greek," by

Belle Moses is a very bright story about a boy and girl, cousins, in *St. Nicholas*. The boy cousin who is captain of a football team calls at the girl cousin's house to ask for the girl cousin's brother's football suit. The girl replies, "Certainly, just run upstairs, and you will find it in such a place." The boy thinks the girl ought to go herself, hence "When Greek Meets Greek." This story is certainly founded on the study of human nature. There are many other interesting contributions which naturally cannot be noticed at such length. The departments are as usual admirably conducted.

The *Cosmopolitan* for October contains a characteristic article on "The American Colony in Paris," by W. G. Robinson. This number contains comparatively little fiction and is mainly occupied by such articles as "The Care of the Teeth," by Arthur De Voe, "The Hygiene of Sleep," by Cyrus Edson, and "How Honor and Justice May Be Taught in the Schools," by Edward S. Holden. The last named contribution is an extremely suggestive one.

Elizabeth Stuart Phelps is to contribute to *The Ladies' Home Journal*, a series of stories or sketches, dealing with the subject of domestic employment. The first of these which appears in the October number is an entertaining account, called "The Successors of Mary the First," of a faithful handmaid who got married after years of service. Mrs. Phelps may be certain of an immense and deeply interested audience. A new feature "A Story of Beautiful Women," is begun in the same number. The usual departments, with the addition of "Sunshine," the department of a new society, are full of suggestions and decorations.

Eva Wilder Brodhead, a Canadian lady who is doing excellent work in writing, is the author of a short serial begun in the *Youth's Companion* for October 11. "A Prairie Infanta," is a story of the South. "Napoleon the Boy," is an article by Dr. W. M. Sloan. Among the many amusing and instructive short contributions to the *Companion*, not the least amusing is the story of the busy physician whose children were not to speak to him when he was at work until he indicated that they might. The indication was delayed one day. That time his daughter had wished to say that the house was on fire.

The Studio for September contains an estimate of the work of Mr. Arnesby Brown. There are, among the many illustrations, some admirable reproductions of Tony Grubhoffer's "Sketches at the Paris Exposition," Sir James D. Linton's highly interesting decorative painting, "Boccaccio: The Opening Scene in the Decamerone," is also fully treated.

The *Philistine* for October is entirely occupied with "Heart to Heart Talks," by the pastor. Incidentally the pastor proclaims Dr. Gould, of Philadelphia.

Houghton Mifflin & Co., of Boston, have recently issued a beautifully illustrated nature book by John Burroughes. The title of the book is "Squirrels and other Fur-Bearers."

Two of the latest issues by W. G. Gage and Company of Toronto are "Sons of the Morning," by Eden Phillpotts, and "A Daughter of Witches," by Joanna E. Wood. Miss Wood's story which appeared in the *Canadian Magazine* has lately been published in England where it has been favorably spoken of by such authorities as the London *Spectator*.

Mr. Phillpotts' work is what is termed "strong" generally by the critics. His most successful work is in the delineation of the character of the country people. His own county is Devon, a part of England to which he is devoted. Interesting folk lore is to be found in "Sons of the Morning," along with striking descriptions of scenery.

"The Hygiene of Transmissible Diseases: Their Causation, Modes of Dissemination, and Methods of Prevention." By A. C. Abbott, M.D., Professor of Hygiene in the University of Pennsylvania; Director of the Laboratory of Hygiene. Octavo, 285 pages, with charts, maps and illustrations. Cloth, \$2 net. Philadelphia: W. B. Saunders. Canadian agents: J. A. Carveth & Co., Toronto. This work treats of a definite branch of hygiene, a subject the importance of which is growing every day, and one which, in the more progressive University medical faculties, is receiving increased attention, a laboratory of hygiene being already established in several Universities, and a special department of public health and hygiene being considered necessary. The present volume contains the subject matter of a part of the author's lectures in the University of Pennsylvania on general hygiene, and while the book is primarily intended for medical students and physicians, it is by no means unsuitable for the library of a teacher. We know of no volume which deals so clearly, so concisely, and at the same time so satisfactorily with those questions of how to avoid disease one's self, and prevent the transmission of disease to others, which every intelligent citizen is often compelled to ask. If modern hygiene were properly understood by our teachers, and taught in our schools, the gain to the community

would be great. Dr. Abbott divides his book into three sections: I. The Causation of Disease; II. Transmissible Diseases; III. The Prevention of Transmissible Diseases. Tables and diagrams and a good index add to the value of the book, and the author shows good judgment in omitting all that is not well established.

A History of England, for the use of schools and academies. By J. N. Larned, formerly superintendent of the Buffalo Public Library, editor and compiler of "History for Ready Reference and Topical Reading," With Topical Analysis, Research Questions and Biblio-graphical Notes by Homer P. Lewis, principal of the English High School, Worcester, Mass. Crown 8vo., half-leather, 675 pages. Price, net, \$1.25. Houghton, Mifflin & Co., Boston, publishers.

The work, in the words of the author, "is an outline of the principal circumstances and events in the history of the English people and the British nation, especially of those most connected with the growth of the English constitution of government, with its extension to the United Kingdom of Great Britain and Ireland, and with its expansion in sovereignty over a vast empire of British colonies and dependencies in every quarter of the globe." The author is a citizen of the United States, and the view he takes of the importance of English history should commend itself to many, more especially to the Chicago School Board, in its zeal to abolish English history from the curriculum of studies in the schools of that city. He says: "Naturally it follows that, excepting their own, there is no part of human history so important and interesting to Americans as the history of the English people. Indeed, their under-

standing of the meaning of their own history depends on their acquaintance with what went before it in the land which trained the founders of their national life. To trace from seed and root in England the many traits and habits, modes and forms, principles and sentiments that have had a transplanted growth in the new world, is the necessary beginning of a profitable study of the history of the United States." The spirit of the writer may be judged from these words. "It is literally a fact that our nation is the offspring of England, and, while it has got its own immense growth in an independent way, yet its form, its distinguishing features, and its very spirit are derived from the parent which gave it birth." We welcome these words as an omen of honorable friendship. The book is admirable in plan, execution and printing, and maps, illustrations, references, vocabulary, and its up-to-date information, even to the Boer war and its causes, make it a valuable contribution to English history.

The Public School Grammar, by H. E. Strang, B.A. Toronto : Canada Publishing Co Ltd. 25c.

This is the most sensible and satisfactory grammar that we have ever seen. Each step is so clearly explained and the exercises are so good that it will be a great boon alike to teachers and pupils. It is intended for Public Schools and for junior classes in High Schools and Collegiate Institutes.

Elementary Composition. By F. H. Sykes, B.A. Toronto : The Copp, Clark Co.

There was great need for a book on composition suitable for use in Public Schools, and in Departmental Form I. in High Schools and Collegiate Institutes. One would be hard indeed to please who is not pleased with this text book which is, in its mechanical execution superior to any Canadian text book we have seen. Taste and skill are displayed from frontispiece to *finis*. The selections must have been the work of years, as well as of a labor of love. The carefully-graded exercises will be of the greatest assistance, and we hope and expect to hear that the book is being largely used.

The following publications have been received :—

Moffatt & Paige, London—
Gray's Poems, Part I.

George Bell & Sons, London—
Stories of Great Men, selected and edited by F. Conway.

Horace : Odes, Book III., edited by H. Latter.

Virgil : Æneid, Book VI., edited by J. J. Phillipson.

Cicero : Selections, edited by J. F. Charles.

Phædrus : a Selection, edited by R. H. Chambers.

Ginn & Co., Boston—
Hazen's Grade Spellers, Book II.