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THE
EDUCATIONAL RECORD

OF THE
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Articles : Original and Selected.

THE APPROACHING HOLIDAYS.

Before another issue of our periodical will have passed through the printer's hands, the June examinations will have come and gone, and the prospects for another school year will be blending with the lighter work which comes with the remaining weeks of the school year. Some have argued that these examinations ought to be held at the end of the month rather than at the beginning, in order that the last three weeks might not be wasted; but the argument has lost its force in presence of what our more careful teachers can do and have done to make the last three weeks of the school year the most profitable and probably the most pleasant of any part of it. There are the specimen sheets to be prepared for the department, and lighter work of the same character to engage the attention of the pupils; and above all, there is the preparation for the lessons to be learned out of the school during the holidays, if only our teachers and pupils could be made to see how important the out-door training is. Last year there appeared in the *Montreal Star*, a very suggestive article in this connection, and the author of the article will, no doubt, excuse us if we revise it a little in order to make it applicable to every school district in Canada.

In a month or so, a great many young people in our country will have bidden school-work good-bye. What will they do

in all the long days between this and September? Why, enjoy themselves, of course, take long tramps in the woods, go fishing, boating and picnicing, play tennis and lacrosse. Activity enough here, surely, for lungs, muscles and nerves. And sensible as it is to find recreation, not in ceasing work, but in changing one's employment, in being active out-of-doors, instead of in-doors, the question nevertheless suggests itself—ought education to be *quite* suspended during the summer holidays? Ten weeks' vacation is almost a fifth of the year, and if the multiplication of "summer schools" is any sign of the times, there is a feeling abroad that instruction should not come to a standstill between June and September. A holiday can be all the more enjoyable for being intelligently spent, and the free play of a boy's or girl's own tastes naturally point to the kind of knowledge they can most easily win, and most securely hold. It is wrong to suppose that education is mainly, or even in any large measure, concerned with what is stored up in books. "No book," Dr. Johnson said long ago, "ever taught a man to make a pair of shoes." And the skill of the blacksmith as well as the shoemaker, of every mechanic, every housekeeper, pleader at the bar, minister or judge, largely consists in the exercise of powers not to be described or defined in words. A carpenter knows by the feel of his plane whether it is working level or not, and in a practised hand the adze, file, or lancet becomes almost as sensitive and intelligent as the fingers themselves. Summer is a capital time to have such an introduction to nature as will lead to a strong desire for intimate acquaintance with her. The changes which so rapidly succeed one another in grove, field, and garden, are exactly such as to develop observation, to quicken the eye in its detection of nice distinctions of form, size and color. Suppose that a boy or girl is fond of plants and flowers, and has studied Gray's "How Plants Grow," a few minutes of every day can be given to watching a row of scarlet-runners mounting higher and higher, and with something very like instinct tightly clasp by their tendrils any support brought near. Or it may be that a bed of lilies will invite attention, amid all their variety bearing their strong family resemblance. Who, however, would suspect that wheat is no other than a degenerate lily? Yet Grant Allen has proved it to be so and has pointed out connecting ties between other species, apparently quite as far apart. His demonstration may be above the capacity of a young girl or boy to follow, but the principle which he adopts in it is one to be plainly seen wherever plants grow. As summer advances and grains and

fruits gradually mature, it is easy to observe which of them become ripe first, and which of them are best. It may be that some seed or slip was a little larger or more vigorous than its neighbors, or grew in a little richer soil, or suffered less than they from insects. Hence in it some slight "variation" for the better upon which the observant cultivator will seize. Around it will be many specimens just as much below the average as it is above the average. By carefully watching for Isabella grapes better than the parent stock, Mr. Bull, of Concord, Massachusetts, came at last to the fine and hardy fruit so well known as the Concord grape. In the same way Mr. Vilmorin, of Paris, the world's leading seedsman, brought into existence a beet with nearly double the value in sugar of the kinds known before he began his experiments. A variety of cotton quick to ripen, selected from the earliest plants to mature, has now widened the cotton-belt of the Southern States very appreciably. Mr. Charles Gibb, of Abbotsford, sixty miles from Montreal, whose lamented death took place last year, conducted many experiments with apples, pears, and plums from Northern Europe, with intent to select varieties adapted to the soil and climate of Canada. In our North-West the growing season is short, and the farmer finds his advantage in sowing only such seed as has been chosen for its early ripening quality. In this branch of farming, much yet remains to be done in Canada. While grain and grass crops are much the most valuable the country produces, comparatively little attention has been bestowed upon what is called their "artificial selection." And to come back to Grant Allen for a moment, he shows us very clearly how the farmer's or gardener's process of picking out his best "spurts" for propagation, is no other than the slower method whereby "natural selection" has constantly covered the earth with not only plants, but animals, better and better adapted to their condition. Young people in some of our towns and cities seldom know even the names of the trees which shade our streets. In some cities it is usual to put a label on trees in parks, giving both the common and botanical names. This serves as a beginning for interested enquiry, and since trees come next to agriculture as elements of our country's wealth, every boy and girl should know something about them. A very little attention serves to stamp on the memory the difference between beech and birch, oak and elm, pine, fir, and all their brethren. Let the height and fulness of foliage of a few young specimens be noted, and year by year their skyward lift and their expansion will give an interest ever renewed. The question of

Canada's fast disappearing forests is so serious a one for the country, that by Arbor Days and otherwise the minds of school pupils have been faithfully drawn to it. Happy the boy or girl with the opportunity to plant a tree! There need be no fear that its growth will be too slow for them ever to rejoice in its shade; a spruce-tree, for example, comes to ample size in less than twenty years. And although young people are little disposed to believe it, twenty years soon slip by. Very many of our boys and girls will be able, for part of their holidays at least, to enjoy country air, and if they are lucky enough to live at a farm house, what a world of interest will surround them! Of course there will not only be fields of barley, oats, and corn, but an orchard, and a flower-plot. Since we always learn best from those who know only a little more than we do, it will be a good plan to find what in Ireland is called a "knowledgeable" lad, reared in the country, and have him tell why drain-tiles so greatly improve land, or why farmers grow different kinds of crops on the same field as the years follow one another. What leaving land to lie fallow means will be found no other than what the questioner is doing himself in some degree—namely, taking rest. Then there is much to know concerning the relentless war the farmer has to wage on crows and sparrows, midges, cut-worms, rust or potato-bugs. Perhaps, too, in the specially heavy growth of some particular field may be discerned the great profit of sowing on the very earliest day, of being punctual in accepting nature's opportunities. The farm will be a small one if it does not reward the seeker with at least a dozen varieties of grasses, as many, perchance, as he thought contained in the whole world. Yet let him remember that more than three hundred kinds of grass thrive in Canada, not a few of them much more desirable than the ones commonly grown. The flower plot, carefully watched, may, if fairly large, disclose a "sport" or two, such as have enabled florists to more than double the wealth and beauty of our gardens in the past thirty years, on the same principle as that followed by cultivators of other plants. But after all, animals are more to us than vegetation of any kind, and to make acquaintance with the farmer's horses and cows will be informing as well as delightful. The poultry yard and the stand of bees ought always to come in for their share of the daily inspection, and how nearly instinct may approach reason will not fail to strike the young observer who closely watches the little honey-makers at work. On rainy days the tools to be found in the barn will prove a resource, when anything like a

game or a jaunt is out of the question. To help in the repair of a bit of worn-out flooring, to make a stall or bin for a new-comer in the shape of a calf or colt will be great fun. It usually happens that farm machinery is not very much in use during a summer visit. The drills and ploughs have done their work, the harvesters and thrashers are biding their time. Still, very good-natured farmers have been known to start up every piece of machinery they had for the behoof of city folk, and a turn or two with it around the corner of a field will give an object lesson in modern ingenuity applied to lightening farm toil, which cannot but sink deep into a youthful mind. Cheese factories have quite supplanted the former method of cheese making on the farm; butter, a much more delicate product, refuses to lend itself to wholesale manufacture. A well conducted dairy, especially in its cleanliness and order, is one of the most instructive things about a farm, and is steadily becoming more and more important to the Canadian farmer. With all the various demands that his pursuit makes upon him, is it any wonder that your successful farmer is always a particularly intelligent man? To pass the whole of a circling year in such a man's company is a benefit any youth might well envy, for in addition to storing his mind with all kinds of information, put into effect under his eye, it would show him how absurd is the current boy-idea, that about all there is to know is known now. He would soon be brought to feel himself everywhere and at all times surrounded by untraversed territory it is his privilege and duty to explore. The good fortune of holidays in the country will not come to every boy and girl; perhaps the majority of them will remain at home all summer. No very hard fate this, for does not their own district abound with beauty, its variety of trees, wild-flowers and ferns is rich, hundreds species of insects abound there, and although the variety of its birds is diminishing it is still far from meagre. It is perhaps to the geologist, however, that our province yields most interest, for nearly everywhere an intrusion of volcanic rock is one of the most extensive of limestone deposits in America—the Trenton. Along the various roads and paths, one can see this limestone, as regular in its layers as if it had ages ago been laid by a mason. Here and there it shows what once were cracks, now filled with veins of much harder rock. The understanding how all this came about will give occupation to more than one summer day, and lead out to a good many interesting questions. There is another study, largely dependent on observation, which may be taken up

during a vacation, whether spent in city or country,—the study of the sky. For this no costly telescope is needed. An opera-glass with lenses an inch and a half in diameter will reveal ten times as many stars as the naked eye can see. With no other equipment, a young American astronomer, Mr. Garrett P. Serviss, has studied the heavens to such good purpose as to map its constellations in one of the best books of popular science ever published. His *Astronomy with an Opera Glass* is an easy and captivating introduction to the study of the skies. For convenience sake he presents us with the aspect of the stars as they appear at a given hour in the spring, summer, autumn and winter. He next gives us studies of the moon, and of the planets of the solar system. Each little map of the constellations has with it directions making it easy to find all the principal stars. Either with the help of his guide, or some other clearly written manual, a new and sublime source of interest will dawn upon the young observer. Henceforth Arcturus, Aldebaran, Sirius, will beam upon him with the light of familiar friends. However far from home he may wander, he will recognize with delight Mercury, Mars, Venus, Jupiter, as they take turns in heralding night or day. As he advances in study, and in due time uses telescope and spectroscope, he will learn that the same law which has called plant, fish, insect, bird and beast into life, has presided over the birth and death of suns and the worlds which circle around them.

Editorial Notes and Comments.

In our last issue a reference was made to the death of one of the oldest members of the Council of Public Instruction, and the painful duty again recurs this month to refer to the demise of another member of that body, the Very Rev. Dr. Williams, Bishop of Quebec, and Chairman of the Protestant Committee of the Council of Public Instruction. These events, with others of recent date, cannot but affect the prestige of what is undoubtedly the most important of all our educational executive boards. Indeed, within the past few years the complexion of the Protestant Committee has not been the stable unit, conservative in its counsels, and slow in its progress, which some people have lately been asked to believe it to be; and there can be no doubt that the recent removal by death and sickness, and the promotion of others to the positions thus vacated, will induce the educational activities and expectations of the province to watch with a more critical eye, the movements of

such an influential body. The loss of its most prudent of counsellors, which it has just suffered in the death of Bishop Williams, is one which will be felt for many a day. As a man he was beloved, and as an educationist his opinions were always respected. True to his own keen perception of what a man's duty is, faithful to every trust of church and state imposed upon him through the high office he held, a gentleman in his every instinct and nearest bearing to others, he has left behind him an example which none who knew him will ever forget, and which few of us, if we be wise, will neglect to imitate. On the Sunday after his death, the Rev. Principal Adams, Dean of Bishop's College, referred to the sad event in dignified and fitting terms. "All who ever had anything to do with the late Bishop Williams feel that they have lost a friend, a guide, a beloved father in God. Every one is aware of his absolute sincerity and simplicity of life. Many-sided, he was always the same in every circle in which he moved, consistent and homogeneous in bearing and in tone. To great independence of thought he added a true docility, and so his mind never stood still. Free from doubt and hesitation, he was open to conviction. He kept the faith.

He showed true impartiality, true foresight, deep insight, and the power of discerning the true proportions of things and questions and of their mutual relations. He was statesmanlike, and he would have graced any assembly of men, his noble presence being the reflex of a noble mind and the symbol of a great soul. He was no insignificant member of three Pan-Anglican Synods. His advice, at the time of the disestablishment of the Irish church, was listened to with respect by the Archbishop of Canterbury and other high authorities of the Mother Church. His despatches to the S.P.G., that great foreign and colonial office of the church, were, like his sermons—clear, concise, pointed. His discourses were the earnest words of a clear headed and spiritually minded man—serious thoughts, tersely and convincingly expressed. His generalship was of a high order. The suggestions of his subordinates he would listen to with patient kindness, and in adopting them he would give to the measures brought before him his own individual impress without diminishing the enthusiasm or wounding the *amour propre* of the individual promoters of the schemes submitted. He cautioned the eager without repressing him, he stimulated the slow without hectoring or harshness. He could tell a man an unpleasant truth without venom, and could admonish or reprove without crushing. Perfectly

accessible, he repelled familiarity and presumption without conscious effort. Always active in the sacred duties of his high office and alive to the deep spiritual interests of the Church of God committed to his care he performed his manifold functions without shrinking from the fatigues or dangers incident to them. He was no recluse though a thorough student, was eminently hospitable and sociable. His conversation was genial, humorous and brilliant—it was

“Heart affluence of discursive talk,
From household fountains never dry,”

And also

“The critic clearness of an eye,
That saw through all the Muse’s walk.”

The classics, ancient and modern, were familiar to him. His wise counsel, thoroughly trusted in and constantly sought by laity and clergy alike, was given freely, with kindness and with candor. He was remarkably free from worldliness and self-consciousness. He held his own with men of the world in all circles and was always more than an ecclesiastic. Known to the Lennoxville of a former generation (1857-1863) as a teacher and ruler of a high order, he stimulated the mind and won the reverential love of his pupils, a large number of whom followed him to the grave. Then he directed the educational interests of the church in the province, and presided with great ability over the Protestant Committee of Public Instruction. He was just as much at home with the Viceroy as with the Labrador fisherman, with the gravest judge as with the school-boy in the playground. His last visit to Lennoxville (Feb. 24,) revealed him in the plenitude and maturity of his strength and wisdom; he spoke of the organic unity of the church from the first, of the training of the clergy and the need of self-denial for all true life, and of the requirements of a true education with a force and clearness he had never excelled. In two short months he lay in the beautiful cemetery of Mount Hermon, near the grave of his saintly predecessor; himself worthy to be enrolled as a peer in the noble list of the bishops who had preceded him in Quebec. Doubtless, his grand symmetry of character was not attained without painful process and perhaps costly struggle; like the perfect curves of the statue which were reached by the sculptor after rough hewing and graving with sharp instruments. By such deaths the associations of the Commemoration prayer were enriched; he had left behind him an example of sincerity and goodness all could follow. He had now inherited the joy of Paradise won for us all by our risen Lord.”

—An event lately occurred at McGill University, which cannot lightly be passed over by those interested in the educational welfare of our province or of the Dominion at large. At the head of all educational institutions in the country stands McGill University, and at the head of that institution is one whom every well-minded Canadian delights to honour, one whose success as a scientist and as an educationist is enhanced by the fact that it has been attained to in a land where personal success in the higher walks of intellectuality is infrequent; and it is with pleasure that we place before our readers the address which was lately presented to McGill University, as an accompaniment to the presentation portrait of its distinguished Principal. The gathering at which the presentation took place was made up of the most prominent of the friends of the University, Sir Donald Smith, Chancellor of the institution, receiving the gift on behalf of the governors. The address read as follows:—

We are here, Sir Donald, to signalize an event which shall link the rudimental past of McGill University and its phenomenal development in the present with what we cannot but believe will be a brilliant and ever widening future. Seldom, indeed, never, in the history of our Dominion has an institution been more fortunate in its Principal than the one you represent. Gifted with great natural endowments—advantaged by the culture which one of the first universities of Britain could confer, favored with the rare privilege of intercourse with men like Sir Chas. Lyell, speedily coming to the front rank as a geological scientist, distinguished in his chosen department of Paleontology, early placed as superintendent of Education in Nova Scotia, with the prestige of authorship, from the simple monograph to the elaborate treatise which finds a place in every scientific library, Sir William Dawson, with these eminent scholastic traditions, assumed the responsibilities of bringing our university out of its embryonic conditions into a breadth and completeness of organization which renders it to-day a monument of his genius and skill. Standing as he now does, amid the activities of his advancing years, the many friends of Sir William cannot review the triumphs which have marked his career without profound admiration. The McGill of 1855 when Sir Edmund Head invited Sir William to become its Principal, and the McGill of 1892 present contrasts suggestive and magnificent. In 1855 there were only 70 students in all departments, in 1892 900 throng its halls; then there were twenty professors, only one of whom was exclusively devoted to the work of his

professoriate, now there are sixty-five ; then McGill stood alone, now she is compassed about with four Theological and three Arts affiliated colleges. Then her constituency of graduates was numbered only by hundreds, now by thousands who have won distinction in every land ; then the unfinished halls required the classes to be held amid the limitations of the old High School. Now a stately array of unrivalled buildings adorns the campus of the University, as superb attestations of the wisdom and foresight of the governors and principal, and right nobly have the merchant princes of the city come to their aid. The William Molson Hall, the Peter Redpath Museum and the prospective library, the Thomas Workman Technical Buildings, the W. C. McDonald Engineering and Physics Building, with the Donald Annex, are the materialized expression of confidence in their administration. Sir William Dawson, as the controlling mind of the University, early recognized the demands of the age for an ever-widening culture. We reflect with pride on the breadth of opportunity that is now offered to students coming to this centre of learning. The Department of Applied Science, of Physics, the Donald course, which opens to womanhood the advantages of higher education, the ever advancing equipment of legal and medical education, and knowledge in veterinary science, with the aid of libraries, museum, laboratories, observatory and botanical garden, are his response to this demand of modern civilization. Honored by the Sovereign, with the well-merited insignia of knighthood ; honored by scientific corporations on both continents ; honored by the lustre of a Christian character, which has made his name the synonym of sympathy with all moral endeavor, he has brought McGill University to the fore-front of the institutions of higher education on this continent. That his memory may abide as a lasting heritage to these colleges, we, the governors, professors, graduates and friends, desire to present through you, Sir Donald, to the university the portrait of its eminent Principal and Vice-Chancellor, that when the sunset of life has come and the well-beloved form has disappeared from our halls, the generations to come may look into the benign face of the man who gave name and world-wide fame to the University of McGill.

—Much has been written of the see-saw movement there is to be seen in what is called, for the moment at least, educational advancement, and few will hardly refrain from laughing at the manner in which the would-be educational reformer is represented in these words taken from the *School Bulletin* :—“ An

Educational Brahmin is chiefly concerned about keeping his caste distinct and uncontaminated. He devotes himself to the discovery of some little device as a sort of a label for himself and those of his caste—a phylactery to remind him of his dignity; and when, after a time, this badge becomes generally known and used by the vulgar crowd, he finds another. To illustrate: Virgil is the name by which a famous Latin poet has long been known; but the Brahmins have found out, or think they have found out, that he used to spell his name with an *e*; and if you do not spell it Vergil you betray yourself at once as not belonging to the caste.”

The writer of the above must not forget, however, that there is a conservatism which is just as stupid as what he calls Brahminism. There are few who have not met the schoolmaster who struts in the might of his knowing that the word is Keltic and not Celtic, and who would even dare to spell the great Roman orator's name Kikero if he could find one follower; but then, who has not also met the older schoolmaster, who waxes more than indignant when it is suggested that there should be only eight parts of speech, or when the unitary method is glorified as an arithmetical process above and beyond the old rule of three. A method is never good simply because it is something new, and neither is it bad because we happen to teach next door to the man who invented it. Hence the wise teacher must distinguish between the Brahminism of the *Bulletin* and the dignity of the deserving educationist, just as he must also distinguish between what is called “old fogeyism” and the conservatism that has its root in common sense.

—We have still to keep before our readers the approaching Convention, to be held in connection with the newly formed Dominion Association of Teachers. The provisional committee has lately been to Ottawa to secure a grant as a supplement to what has already been obtained elsewhere. Some are inclined to think that the success which has attended their efforts in raising funds by subscription for the running expenses of an institution that ought to be independent if it is to be useful, may after all prove to be anything but a success. They maintain that the eleemosynary principle is a dispiriting one to any society, and seek to add strength to their statement by citing the enervating influence it has had on the Royal Society. As is thought, it too often leads to holiday-making at Conventions, and a mere putting in of the time at our teachers' institutes. But at the first Convention of the Dominion Association of Teachers, a little extra money will not be out of

the way, and will no doubt be judiciously spent, if not in providing for the comfort of the teachers who propose to attend the Convention, at least, in making their surroundings during their stay in Montreal as educative as possible. There is no doubt, that with eight thousand dollars at their command, the committee will hardly be in a less fortunate position than the politicians who purchase a popularity and call it success. Our teachers, however, are not likely to sell their suffrages, so that beneath the glare and glitter and evanescent gratulation of a first Convention, there will be found a kernel of good, from which shall spring an organization that has for its object the advancement of the teacher outside what some rather unwisely call the vain-glory of officialism.

—Dr. William T. Harris, of Washington, is interesting himself in the study of natural science as a branch that should receive attention in all our schools. "By reason of its importance," he says, "the study of natural science should begin quite early in school. But on account of its methods, which require maturity in the student, as well as because of the fact that the study of nature is only a small portion of human learning, it must not occupy a large place in the programme. It is quite sufficient for common district schools to devote one hour each week to the purpose, beginning in the lowest grade of the primary school. This hour should not be divided into fifteen minute object-lessons and scattered through the week, but should be one undivided lesson. In it should be taken up in systematic order the important results of science. There should be description, illustration by pictures, models and natural objects; a conversation with the pupils, drawing out what they have already learned on the subject, and a critical comparison made with a view to verify or correct their previous knowledge, and thereby teach critical alertness in observation. Pupils should be set to work, illustrating and verifying the results presented in their leisure hours doing the work, and lastly their knowledge should be tested and made exact by short essays written on the contents of the lessons.

Three courses arranged spirally in the eight years of the district schools will be found advantageous. For each child ought to see nature in all its departments, and not sink himself into a specialist in some one department when he has not yet seen all departments. For the lowest three years I have found it best to have for the first year a study of plants, their structure and habits and interesting phases; animals for the second year; for the third year such glimpses of physics as are

involved in explaining the structure of playthings and familiar tools and machines, also the phenomena of the elements of nature. This is the first course, taking up organic nature and inorganic.

The second course of three years includes botany more scientifically, teaching something of classification and much more of structure; also teaching the useful plants for food, clothing, shelter, and medicine. The second year of this course should take up animals more scientifically, and devote one half the lessons to animal and human physiology. The third year takes up physics or natural philosophy, some experiments in chemistry, and an outline of astronomy. A third course of two years follows in oral lessons the arrangement of topics usual in the text-books on "physical geography" (containing an outline of the sciences of organic nature) for the first year; and for the second year, a similar outline of the sciences of inorganic nature, such as is found in the usual text-book of natural philosophy.

By such a course of study in the district schools, with one lesson each week for the eight years, each child has learned something of the different departments of science, their system of classification, their methods of investigation, their applications to the explanation of phenomena."

Current Events.

Our colleges have had the usual ceremonies connected with the announcements of the results of the examinations. Those who have carried off the honours have received due attention at the hands of their friends and the press, while those who have missed their chance of collegiate distinction, have retired to learn the lesson that there is an education for them beyond the walls of the university, and that a plucking at an examination does not necessarily mean non-success in life. The following deserve to be mentioned as having taken their degree with honours in McGill, and it will be interesting to watch their after career, which we trust will be a brilliant one; First rank.—E. W. Archibald, Kate M. Campbell, H. B. Cushing, R. G. Darcy, Lorne Drum, W. Hector, S. Kollymer, W. J. Messenger, Robert J. W. Mitchell, Edwin G. Parker, Ethelwyn Pitcher, Helena Tatley, Arthur B. Wood; but as high up in the race for scholastic proficiency, should also be mentioned those who have taken a "First Class." These are: Class I.—Geo.

D. Robins, Robt. H. Barron, H. M. Jaquays; Ethel Raynes, George White, equal; James Taylor and Neil Livingstone,

—The Eastertide meeting of Bishop's College, Lennoxville, was held in Montreal. The Lord Bishop of Montreal presided and there were also present R. W. Heneker, Esq., D.C.L., Chancellor; the Very Rev. the Dean of Quebec, D.D., the Ven. Archdeacon Roe, D.D., the Rev. Principal Adams, D.C.L., the Rev. Canon Robinson, M.A., the Hon. Justice Tait, D.C.L., and Messrs. L. H. Davidson, D.C.L., H. R. R. Dobell, John Hamilton, Richard White, G. R. White, R. P. Campbell and A. D. Nicolls, bursar. After the opening exercises had been disposed of, the Lord Bishop referred in feeling terms to the death of the late president, Bishop Williams. He felt the Bishop's death as a personal loss, and he knew how fully identified the late president had been with all that concerned the well-being of the institution. A resolution of respect and condolence was passed and ordered to be sent to Mrs. Williams and the Rev. L. W. Williams. A resolution of condolence was also passed with reference to the late Mr. J. S. Hall, for many years one of the board of trustees and a strong supporter of the college and school.

—Mr. Percy C. Ryan, in his valedictory before the Law Faculty of McGill, in commenting upon some of the popular prejudices against the guild that monopolizes the "law and the profits," said: "the profession of the advocate requires no eulogy at my hands. Its best commendation is that it is an established fact, and a necessary element in modern society. True, it affords temptation to the dishonest and unscrupulous; but, needless to say, it cannot be condemned for the faults of individuals. Moral obliquity is found in all ranks and stations of men, even in those where its presence is one of the blackest of crimes. The poor, threadbare fallacy, that dishonesty must be part of a lawyer's character, is sliding more and more into the background." In a direct address to his fellow-students he further said: "Preserve your moral integrity, and hold your abilities as a farewell trust for the common welfare of your country and your race. Let us cherish an unselfish ambition, that always, in great things and in small, we shall do our duty. The clear lamp of Science will in time lighten all the dark places of the earth. Her service alone gives true dignity to man.

"For she has treasures greater far
Than east or west unfold,
And her rewards more precious are
Than all her stores of gold."

Such an appeal might readily have been addressed to all the students,—the leaders of the coming generation.

—In connection with the Convocation Day of the Faculty of Applied Science, there was much cause for congratulation. The degree of M.A.Sc. was conferred upon two of the instructors, Mr. W. A. Carlyle and Mr. P. N. Evans, while Professor Bovey, the Dean, endeavoured to point out the importance of the work so successfully inaugurated through the munificence of Mr. W. C. Macdonald. The technical college places the student in the field, prepared at once to command a higher place and a better salary than the scientist of earlier times. Professor Carus Wilson maintained, moreover, that the scientific training should begin in school, a note of warning that something more must be done in this direction by our High Schools and Academies.

—At the Convocation of the Diocesan College, Montreal, the Rev. Canon Henderson read the sessional report, the nineteenth issued by the College. At the outset he referred to the death of the late Mrs. Phillips, who, he said, took a practical interest in the affairs of the College during the latter years of her life, and whose name was entered at her death in the list of its permanent benefactors. He also made mention of the name of the Right Rev. Dr. Ashton Oxenden, the founder of the college. He (Rev. Canon Henderson) received a letter from Dr. Oxenden about six weeks before his death, in which he expressed his gratification at the progress the college had made since his departure from the diocese. "In like manner," he continued, "Mr. John Duncan, a life member of the corporation, has been suddenly and unexpectedly removed. Thus friend after friend departs, yet friends are still numbered among those who remain behind, and it falls to them to continue what others have so well begun." The report continued, giving definite statistics showing the success of the institution. One hundred and fourteen students were admitted to the college since 1873. Fifty of these had been ordained, twenty-five are now serving in the diocese and nine working in the city. Thirty-one students attended the course during the past year.

—In some of our cities there is to be seen some strength to the movement in favour of compulsory education, but there is little or no hope of the question ever becoming a live question as far as the whole province is concerned. There may be some advance made by way of local option, though at the present moment there seems to be no community prepared to take action in the matter. We never expect, however, to see com-

pulsory education carried so far as to driving us to a state of social tyranny such as is represented by a contemporary:—"Anything more pitiable than the condition of things revealed under most of the prosecutions at the London Police Courts the other day, in connection with the Compulsory Education Act, it would be difficult to conceive, and after reading a number of the cases it is impossible to avoid harboring doubts as to the wisdom of legislation which involves the starvation of families in order to secure a smattering of education to children who are old enough and able to be bread-winners. One case may be taken as an example of hundreds of others none the less heart-rending, the reports stating that the courts were not large enough to hold the offenders, batches of whom had to wait outside until there was room. One poor woman was for the fifth time fined for not sending her son, who was at work, to school, and was ordered to send him regularly, and, crying bitterly, she said:—"I can't do it, it's no use. I'd rather do away with myself, and be done with it all. You've had my home off me with fines. I sold the boots off my feet last time to pay, and now you've got everything. Nine children at home and the boy earning five or six shillings a week. I can't do without it. I'd rather do away with myself, and have less trouble.' In one of the provincial cases of the kind, a laborer at Dunmow stated that the girl had no boots to wear, and that he could not provide them, as he had nine people to provide for out of only eleven shillings a week. Despite this, the magistrates—three clergymen, it is stated, be included in the number—ordered him to send the children to school, and fined the offender one shilling, 'with four shillings costs,' to be paid within a fortnight. In such a case comment is needless."

—While the School Commissioners of Toronto are striving with the City Council of that city over the question of providing for a supply of free text-books for the children attending their schools, the City Council of Montreal has taken umbrage at the Protestant Board of School Commissioners for applying without permission to the Legislature for an increase in the amount imposed in that city for school purposes. The difference of opinion in the latter city has culminated in the following petition of the City Council to the Legislature at Quebec, who state:—"That they have been informed that the Board of School Commissioners of the City of Montreal are at present seeking legislation from your Honorable Assembly, in order to empower them to increase the tax levied for the maintenance of the public schools. That, at a meeting of this Council, held

on the ninth day of May inst., the advisability of increasing the taxation for school purposes was fully discussed, and it was thereupon decided to earnestly request your Honorable House not to pass any legislation having for its object any increase of said taxation, and a deputation was appointed to proceed to Quebec for that purpose. Wherefore, your petitioners humbly pray that no legislation be passed by your Honorable House whereby the taxation for school purposes in the City of Montreal shall be increased without the previous consent of your petitioners."

—We regret very much to learn of the sickness of Dr. A. H. Mackay, Superintendent of Education, Nova Scotia. Honours have lately come to him, and we sincerely hope that he may be long spared to enjoy them. His first annual report has just come to hand, and the suggestions it contains shows the advantage there is in having a practical educationist at the head of school affairs in any province. We are glad to learn that the attack of fever to which he has been subjected has proved a slight one.

—The limit of experimental teaching has surely been reached, should there be truth in such a paragraph as this:—"Miss Ellen Simpson, of Philadelphia, has charge of the Home School in this city, where young women over fifteen are prepared to enter the Women's Medical College. By means of oral instruction and with the aid of charts, skeletons, medicines and hospital supplies, the primarian is acquainted with her own organization, personality and ability. Her own defects, bodily ailments and weaknesses furnish material for individual study, and she is put in communication with books and theories by the cough, rheumatic pain, poor teeth, defective sight, bad health or any other hereditary defect with which she may be afflicted.

—Swedish philanthropists have been making an attempt to teach their scholars the lesson that cleanliness is next to godliness. The chief parochial school at Stockholm has introduced winter bathing, but the experiment has been tried very cautiously at starting, a bath being provided once in every three weeks. The boys took kindly to the new element, but the girls were shy. Of forty girls in one class, averaging thirteen years of age, only sixteen had ever known the luxury of a bath in winter.

In an article on "The Schoolmaster Abroad." suggested by the current holiday season, the *Daily News* writes as follows:—"In these days of high pressure, and of those manifold examinations which are regarded by many people as the end and aim of

all school life, the master has not yet been *cast* who could, for any greater length of time than now, stand the strain of the work which nowadays is expected of him. It is a laudable custom to hold up to honour the profession of the schoolmaster. It is a custom less laudable, but far more common, to hold the man himself up to ridicule. The 'pedagogue' is always considered fair game. The 'usher' is always supposed, at least, to be the butt of all his scholars. He is the legitimate quarry of the maker of cartoons. He is as regular a piece of comic 'property' with writers of a certain class—especially of some who write what they are pleased to call books for boys, as the clown in the Christmas pantomime. The masters in the great public schools have, it is true, a recognized position. They are men of some importance. They have learnt to hold their own. It is even rumoured that instances have been known of their giving themselves airs. ; But the private schoolmaster, honourable as his calling is declared to be, useful and important as it certainly is, is—unless exceptionally favourable conditions have brought him to the front—no man. How any mortal in his sober senses can voluntarily adopt such a profession is a standing marvel. In nine cases out of ten he would earn more at sweeping a crossing. There would at least be no doubt then about his position in society." Those of our male teachers who read the above will feel that their case in Canada is an improvement on what it would be in England. The man who has respect for himself in this land is sure to be respected by others no matter what his calling be.

—The good people of St. Andrews are to be congratulated on the prospects of having a new school building next year. The venerable pastor, who has so long been connected with the affairs of the parish, has lately received at the hands of the Presbyterian College of Montreal a well-merited honor, and while congratulating the people of the village on their school enterprise, we extend the same to the Rev. Dr. Paterson on the dignity to which he has lately attained. Mr. Wales, the Chairman of the Board of School Commissioners, has been very active in bringing about an improved school environment for one of the most prettily situated villages in our province. The influence of Lachute Academy and the example of its principal has not been without its effect in this district.

—A recent advertisement in an English denominational paper read as follows: "A cultured, earnest, godly young man desires a pastorate. Vivid preacher, musical voice, brilliant organizer. Tall, and of good appearance. Blameless life. Very highest

references. Beloved by all. Salary, £120." How would it look for a teacher to advertise himself as follows: "A cultured, earnest, sincere young man desires a situation as a teacher. He has a vivid manner, musical voice and is a brilliant organizer. Tall, and of good appearance. Blameless life. Very highest references. Beloved by all. Salary \$600." What American teacher would dare do that?

Literature, Historical Notes, etc.

Both sides of the question fortify the true investigator, and only annoy the partisan, and hence we present M. Maxime Ingres' ideas on the study of Latin and Greek to encourage the principals of our academies and high schools to look more carefully into the question of how far these studies should be recognised in a judiciously arranged school curriculum. As for Latin, as this advocate of moderns says, its hierophants claim; first, that the study of it is an excellent drill for the mind; second, that the knowledge of Latin is indispensable to him who wants to know well his mother tongue; third, that the intercourse with the great writers of antiquity forms the mind and the heart, and that modern civilization being the daughter of the Græco-Latin civilization there are no better teachings than those borrowed from Athens and Rome. Let us briefly examine these three arguments.

1. If the object of education is to accustom the student to bear patiently injustice and ennuï, Latin fills the role perfectly. Declensions and conjugations are two forts which defend the approach to Latin, and which have to be taken before the student gets even a glance of the promised land. Before getting to the ideas, we have to struggle with forms, that is, to commence with abstractions. How many ever get beyond that? Not one out of twenty! The rest get tired out and lose the interest. Can that be a drill for the mind? Do physical gymnastics disgust us from sport? It is because of this pitiful result that the theory of the drill of the mind has lately been invented. It is about as if one would say that ten years compulsory practice on the piano has its value independent of music. Admitting even that there is a fortifying and wholesome drill, it remains to be proved that the intellectual exercises can not have a more useful object, that the difficulties to be mastered in living languages are not sufficient, not better graded and not better adapted to stimulate the mind without tiring it.

2. It is claimed that the knowledge of Latin is necessary to him who wants to know his mother tongue well. This argument, like the preceding, is quite recent, too. Who will ever believe sincerely that, in order to speak well a living language, the mother tongue, it is necessary to study first for years a dead one? Did Homer know the primitive Aryan? There is no language we can not learn by itself. Compare the letters of an average M.A. with those of a talented woman who has never heard of Horace. We hold the best of our native language from our mothers and nurses, and if our classics have added something to it by imitating the ancients we find it with them if we have the time to read them. And if in some of them we find phrases whose beauty would escape us if we did not know Seneca or Tertullianus, it is because these very classics are a little antiquated. We have no use for expressions we do not understand easily. These are, perhaps, coins to be admired in a museum by amateurs of numismatics, but they are not current. The surest way to come to the perfect knowledge of English or French is certainly not to study Greek or Latin. These are, of course, of great importance in the study of historical developments of languages, but are we all going to be philologists? And, if so, why should we content ourselves with Greek and Latin?

3. Is it true that the intercourse with the Greeks and Latins is especially adapted to form men and citizens? If that was the case, the universities and colleges and high schools should begin by teaching Greek and Latin so as to enable the students to read and understand the ancients; they should replace their childish simulation of teaching by more scientific and rational methods.

But the ancients are bad teachers to us in many respects. Bastiat calls the Romans a nation of brigands and slaves; and although such a judgment is evidently exaggerated, yet there are many facts to justify it. Their notion of liberty was very narrow; they did not suspect the representative system, the only one possible for a free people. They sacrificed the individual to the state, did not consider the rights of family, ignored the liberty of thought and still more that of action. The best of them advocated sumptuary laws, mechanical and uniform education, compulsory virtue, envious equality and theatrical fraternity. They teach revolt against a tyrant, but not resistance against the excesses of a legitimate sovereign. Their political teachings are as insignificant as their religion. One admires their heroes like the gods of the Olympus without

the slightest idea of imitating the one or worshipping the other. In the empire of the Tsars, the champions of pure despotism stick to the classical programmes and are more afraid of Adam Smith than of Cicero. The founder of the Roman empire is a proscriptionist and a perjurer and the protector of letters. Horace defies him, and the tender, the pious, the divine Virgil—the enriched Virgil—gathers in a few admirable verses all the virtues of ancient Italy, all the glories of the Roman republic and throws them at the feet of the voluptuous murderer who gave chains to this country, peace to the world and money to the poets.

We live in ideas the ancients did not know. Their society was based on slavery, which we have abolished. With them religion was an affair of the state; we make it more and more a private matter. They concentrated public life in the cities and knew nothing besides direct government and autocracy; all our public institutions are based on representation. They ignored progress, which we deify almost. Sciences and art, which made our civilization, were disdained at Rome.

Horace does not efface his political weakness by the purity of his morals. We owe to him some maxims of great wisdom, expressed often in very prosaic language; is that a sufficient reason to go to his school? The study of the ancients is not a great lesson of morality; it is rather a great lesson of scepticism, which would be the necessary conclusion of a classical education if men, and especially young men, were accustomed to draw conclusions. As soon as we study the heroes of Plutarch and Titus Livius we find in them blemishes as bad as our own faults. They are vicious and inconsistent and their virtues are not always attractive. We discover in Cato, the ancient, a mean and unmanly avarice; in Brutus, an elegant scepticism which excludes neither cupidity nor kindness. Demosthenes was not incorruptible. Cicero was conceited and often weak. Caesar is so great and so infallible in the apparent simplicity of his narration that its truth can be doubted with reason. He boasts of having made money by selling one million of Gauls as slaves! Horace has to be expurgated. Juvenal and Plautus are sickening. Does Aristophanes form our taste? Does Ovid make us hate vice? Does Sallust teach us how to combine a great talent with an honorable life? Is the *Æneid* anything else than the justification of conquest by the will of the gods and a fatalism discouraging to the vanquished? Compare Themistocles and Conde; Scipio Emilianus and Wellington; Scipio, the African, and Hoche, Cato and Montagne—who has the

advantage? If we have no Titus Livius, we find as much grandeur in the epic which Thiers has related, with less elegance of style, perhaps, but with more exactitude and critical truth. Thucydides does not surpass Segur, the struggle between Cæsar and Pompey is not grander than the American war. Corneille forms men as well as Seneca. Does Tacitus know human nature better than Shakespeare, Franklin, La Rochefoucauld, Boindalove, Saint Simon? Is the wisdom of Horace greater than that of Moliere and LaFontaine? If the men of the French revolution had known more of Ludlow, Hampden, Wm. Penn and Washington they would have talked less about Cato and Aristides, and history would perhaps be different. Perhaps they would have foreseen the French Cromwell and Restoration, and, perhaps, France and other nations would not have to struggle, even to-day, with Jacobin superstition.

Regarding intellectual culture Macaulay settles the question. At the time of Henry VIII., a person who did not understand Greek or Latin could hardly read anything. Shakespeare, Spencer, Montaigne and Cervantes had not yet been written. Without the knowledge of an ancient language one could not have a clear notion of what was going on in the political, literary, and religious world. Latin was then the universal language and he who ignored it was a stranger in the intellectual movement of his age. To-day things are different. Any political or religious controversy takes place in the modern languages. Of course the great works of the Greeks and Latins are always the same. But if their positive value is constant, their relative value, compared with the sum of our intellectual wealth, has been incessantly diminishing. They were the intellectual whole of our ancestors, they are but a fraction of our treasures, and the numerator remains the same while the denominator increases. A modern reader can do without *Œdipus* and *Medeus*; he has *Othello* and *Hamlet*. . . . "If he cannot enjoy the delicious irony of Plato, he will find some compensation in that of Pascal. We believe that the books written in modern languages during the past 250 years, including of course the translations of ancient authors, are more valuable than all the books which existed in the world at the beginning of that period.

From a purely literary point of view nobody would think of questioning the beauties of the ancient masterpieces. Art escapes the law of progress and there are marvels which cannot be surpassed. But can they not be equalled? Has the secret of their merits been lost? Molière is as much a creator as

Plautus; Bossuet as Cicero; Racine as Virgil; Danté and Shakespeare are more so. The odes of Horace pale when compared with the writings of Victor Hugo, Goethe, Lamartine, Schiller. Are his satires and his epistles better than those of Voltaire? Are Tibullus and Propertius superior to Musset and Heine? Ovid is charming, but his poetry is more witty than deep. What can Plautus and Terentius teach us when we have Molière, Regnard and the contemporary pleiads? What do we lose with the Roman tragedy when we have Shakespeare, Corneille, Racine and all the German and Spanish dramatists? For the more vast than original genius of Cicero we have twenty names. The Latins have great historians, but what about Hume, Macaulay, Saint Simon, Michelet, Buckle, Mommsen, etc.? Virgil is a great poet, but how many modern poets can compete with him from Danté to Byron and Longfellow from *Paradise Lost* to the *Legende des Siecles* and *Mireille*. And if classical education is headless without the *Æneid*, let us give it another head and put Shakespeare on the vacant throne. Then linguistic study will become what it really ought to be, and we shall realize that it is possible to cultivate the brain of a man for ten years and reap something else than prejudices, vanity, ignorance, and a few miserable Latin versions and Greek etymologies. For we are neither Greeks nor Latins; we are moderns and nothing more.

Let us study the history of those who have preceded us, but let us study it without superstition, let us be judges rather than disciples, and instead of contemplating relics, let us go ahead in the great revolution which is carrying us towards an unknown future. Is not the most precious study that which will enable us to foresee that future and prepare us for it?

—How much Dr. Barnardo and Mr. Quarrier are doing for Canada in distributing youthful workers over its wide domain, is a minor question when we consider what these philanthropists are doing for the waifs of the great cities of Britain. Here is an episode which needs no comment; it comes fresh from the pen of Dr. Barnardo:—

There were three of them—the gaunt, woe-begone, half-starved mother and her two girls. My eyes first fixed on the children. Of these 'Lisbeth was much the older, "Wee Mary" being only five. The mother I just glanced at, and turned my eyes quickly on the two girls again.

With small wonder! They were enough to arrest and attract any man's notice; yet to describe them is not easy.

'Lisbeth I guessed to be twelve years old, and I was right.

She was tall for her years, and very thin. Her face, ghastly white, seemed too weird a setting for the large, eager, hungry, dark eyes that looked out from sunken depths. "Wee Mary" held 'Lisbeth tightly by the hand, never for an instant relaxing her grip, even when later on she was eating the food which I caused to be set before them, and which they devoured with the voracity of famine.

'Lisbeth's body was covered above only by a man's waistcoat; of course, without sleeves, and at least five sizes too large. Across her shoulders was a torn fragment of the thinnest shawl I ever saw, one bare arm holding the ends together at her chest. A tattered shirt, which through a dozen rents revealed her limbs, was her only other clothing. No, I forgot; there was a hat, a battered, bruised, boy's jerry, which really bore evidence of having been picked from a heap of refuse and forthwith adopted. This crowned the whole.

How had they come to me?

They had been swept in by the meshes of my drag net. The previous night the woman rang the night-bell of one of my "Ever Open Doors" and crept in with her two girls out of the blinding rain and murky atmosphere of Spitalfields. And after a night's rest on the floor (for on that night every cranny of the place was filled with houseless girls and waif children) she had been advised to come to me. But it was her last essay at life. Ah, it was no idle threat she had uttered, and one, at least, of the children, understood this only too well.

Yes, she had sworn it. They must end it and end it soon. Driven out, driven to the wall—nothing before them but the workhouse, or the river, or worse, ah, how much worse!—like a haunted rat she had turned her face defiantly at fate, and the settled gloom in her countenance, as well as the firm-drawn line of her thin lips, told of an irrevocable determination. But not so certainly as did 'Lisbeth's. If ever despair looked out of a child's eyes, it looked out that day from those of 'Lisbeth. Their tale itself was no exceptional one for my ears, but, thank God, I have not become case-hardened. I devoutly hope that I never may.

For six years they had been *homeless*. "Wee Mary" was born in the workhouse; the father, a brutal scamp, did everything evil. He ill-treated the mother and the children continually and persistently; he drank every penny they earned; literally swallowed up each humble home as soon as gained, and finally died in the workhouse, his end accelerated by drink, while they were on tramp. His death made little difference to

them—they were already sunken so low—save by relieving them of a cruel, leech-like oppressor, the sound of whose very voice used to fill them all with abject terror.

For six years they had begged and starved together—'Lisbeth growing from a mere infant into the sensitive young girl-woman—who already knew, alas! so much of evil and feared even more than she knew—whom I now saw before me.

While waiting, three basins of the soup which formed that day's dinner at the Home were brought up by my direction, and all sat down on the bench to eat it, while I reflected and conferred with my advisers. The steaming soup did what nothing else had done; it brought tears to 'Lisbeth's eyes. Oh the blessed relief of seeing that child cry! The noiseless sobbing went on until, after some deliberation, I announced that I would admit the children at once while inquiries were being made, and that if the truth had been told me, they would be kept permanently.

If I expected an outburst of feeling I was disappointed. The woman only quietly said, "Thank you, sir," and sat down, while I turned away, to be called in five minutes later to see her stretched along the floor of the hall in a dead faint. The strain had been too much; little wonder that exhausted nature gave way.

No one who reads these lines can even *guess* what the change meant in the altered lives of the two girls after admission to the Home. To form an adequate idea, *both* lives must have been witnessed, and it is only possible to see one. The well-ordered, gentle life of the village home at Ilford casts no backward shadows;—"Forgetting the things which are behind." Christian care, the outcome of Christian love, envelopes 'Lisbeth and "Wee Mary," who are growing up

"Fair young maidens bright."

But I can never forget what they once were,—never; nor can 'Lisbeth, for there are times when the child's full eye and quivering lip speak volumes to those who know.

And when I see 'Lisbeth and "Wee Mary," as I sometimes do amid the joyous youngsters of my rescued family, I think not merely of their past, but of the thousands of other friendless Little Ones still needing, perhaps as much as ever they did, a home and a friend, and I thank God for the 4,350 now safely folded *within*, even while my prayer goes up for the other poor lambs *without*, who with torn fleece and weary feet, and sad eyes, know nothing, in this year of grace, of childish laughter or of love.

Practical Hints and Examination Papers.

Reading to one's self in company is not excusable. Reading aloud is still worse, unless by special request.

When strangers are to be presented to each other the directions are as follows: Gentlemen should be presented to ladies, young persons to elderly ones. People who have been introduced should make some conversation with each other, and not turn rudely away without a word.

—Here is an arithmetical problem: give it to the pupils who are likely to make it out. What is the least number which when added to 77,893 will make the sum divisible (1) by 8, (2) by 11?

While it is known that in the majority of the city schools *Quotations or memory gems* have long been satisfactorily used in the school room, it is also well known, that to-day many country school teachers, either because the patrons (or school board) object, or because they themselves deem it unnecessary, have never given this pleasant exercise a place on their programmes.

I will first say to those who have not tried using them—do so at once: at the close of a rainy day when pupils have worked with an effort, read them some "catching" gem, then ask how many would like to learn it, and I am sure many will answer affirmatively. What advantages are to be gained, you ask? I will cite some. You will find it an excellent way of cultivating the memory, especially with the little folks. It will teach them to be exact. If rightly taught it will teach them spelling—and of course you never let a pupil find a new word without having him learn its meaning, as well as its orthography—it will form an occasional writing lesson, with a drill upon the *form* of several letters.

The moral effect is immeasurable, as the good thoughts of others will by frequent hearing and repeating gradually become a part of one's nature; one is always the better for hearing a noble thought. If something transpire contrary to the rules of politeness, if a child has been negligent in regard to a lesson, it is often better to quote or have repeated an appropriate gem, than to indulge in a *lecture*. When pupils are inattentive, from continued application, two minutes spent in repeating gems will cause them to resume work with renewed energy. Added to these results, the teacher himself will be the better for beautiful thoughts gleaned.

—A hint to be given to the boys by the teacher some morning:—Boys should never go through life satisfied to be always borrowing other people's brains. There are some things they should find out for themselves. There is always something waiting to be found out. Every boy should think some thought that shall live after him. A farmer's boy should discover for himself what timber will bear the most weight, which is the most elastic, which will last longest in water, what is the best time to cut down trees for firewood. How many kinds of oak grow in your region, and what is each specially

good for? How does a bird fly without moving a wing or feather? How does a snake climb a tree or a brick wall? Is there any difference between a deer's track and a hog's track? What is it? How often does a deer shed its horns, and what becomes of them? In building a chimney, which should be the largest, the throat or the funnel? Should it be wider at the top or drawn in? The boys see white horses. Did they ever see a white colt? Do they know how old the twig must be to bear peaches, and how old the vine is when grapes first hang upon it? There is a bird in the forest which never builds a nest, but lays its egg in the nest of other birds. Can the boys tell what the bird is? Do they know that a hop vine always winds with the sun, but the bean vine always winds the other way? Do they know that when a horse crops grass he eats back towards him; but a cow eats outward from her, because she has no teeth upon her upper jaw, and has to gum it?

—In 1868 I visited the then famous normal school at Oswego, New York, under the management of A. E. Sheldon. I had heard so much about the enthusiasm of teachers and pupils there, and of the excellence of the work done, that I thought it worth while to visit the school, four hundred miles away. There I found the synthetic method largely in use. I entered a class-room full of boys engaged in spelling exercise. The following topics were written on the blackboard: *ou* as heard in thought; *ou* as heard in thou; *ou* as heard in tough; *ou* as heard in tour. The teacher, a lady full of enthusiasm, stood at the blackboard with crayon in hand and the pupils were engaged in searching for words to be arranged under these heads. The teacher did the writing, but the pupils the thinking. No books or other aids were in sight. They were obliged to "think up the words." In ten or twelve minutes the blackboard was well covered with words, every one of which was the result of synthetic thinking. So earnestly were those boys engaged at their work that I noticed only one turning his head when I entered the room. The synthetic method was used in arithmetic, geography and language work up to and including the Latin in the high school, with equal success.—*F. C. Hartzler in Ohio Ed. Monthly.*

—In speaking of tainted air, it may be well to say that few school-rooms are as well ventilated as they ought to be. No buildings need so perfect ventilation as these. No rooms are probably so crowded and for so many hours a day with so large a proportion of the unwashed, for it is certainly true that bathing and cleanliness among school children is by no means so general or so popular as it should be.

The teacher goes into the schoolroom when the air is comparatively pure and fresh. The pupils enter under much the same conditions. But, alas! the bad breath of children with decayed teeth or disordered stomachs, and the effete and discarded matter of their bodies clinging to the soiled clothing take but a short time to pollute the purest atmosphere, and the schoolroom air becomes absolutely foul. Those

who occupy the room become accustomed to the condition of things because the poison steals on them gradually and stealthily, but is nevertheless there and doing its deadly work. Every superintendent or visitor who has had occasion to call at a poorly ventilated school after it has been in session for an hour or more, is astonished that human beings could live with any degree of comfort in such an atmosphere. Let us apply the remedy in giving better ventilation and more frequent recesses if necessary. Let us have a sound mind in a sound body, but the surest and most desirable is to have the sound, healthy body first.

—The following is an excellent specimen of the Conversational Lesson. The subject is "Rain," and the teacher who gave it is Miss Leila R. G. Burfitt.

How many of the children ever saw a balloon? Was it a large one or a small one? I have a picture here of a very large balloon; one big enough for two or three people to ride in. Who can tell me what a balloon does? Yes, it goes up and sails away in the air. Either heated air or gas, inside the large round part that you see in the picture, makes the balloon lighter than the air and so it rises, higher and higher, until a breeze up in the sky blows it along on its journey from one country to another.

There are some other balloons that I thought about. They are so small that they cannot always be seen. We might call them fairy balloons. But first let me ask you if you ever saw a kettle on the stove in the kitchen with water in it? Was the water hot? What did you see? Yes, a sort of smoke rising. That is called steam. The fire makes the water hot, it begins to simmer, and some little particles of moisture commence to rise; then more and more particles, until a great many rise. Some cool air comes along and lifts them up in the air. We might say these little drops were fairy balloons.

Who knows what makes the earth warm? Yes, "the sun." Let us put our hands down in this sunshine. Does it not feel warm? You know the sun shines everywhere on the land and on the rivers, lakes and oceans; and when it shines down on the water all day, what do you suppose it does? It makes the waters warm. Not very hot like the water in the kettle, but warm, and the sun draws the little particles of moisture up and up, the air around rushes in, and the fairy balloons sail away. Show me how they can go up. We cannot see steam, for the water does not get hot enough, but they are going all the time. I will tell you where you can see them—when the little moisture balloons get up in the air a long way. Along comes a cool wind from the north, perhaps, and the little things grow colder and colder and get blown near together until a strange thing happens. The little drops of moisture change into large drops of rain and many of them together make a cloud. You have seen clouds in the sky, have you not? Show me how the clouds go. By and by the clouds get so heavy with the many, many drops that down the

drops come tumbling over and over pattering on the earth. They come down to give the trees and the grass and flowers a drink. They are not balloons any more, they are kind drops of rain. Can you think of anything more the rain drops can do? Sing, "This is the way the rain comes down."

Correspondence, etc.

To the Editor of the RECORD.

SIR,—I beg to enquire, for my own benefit, and that of my fellow-teachers, as to whose duty it is to notify teachers of the passing of any by-law by the Board of School Commissioners affecting them in the doing of their duties as teachers? Also, Has the Board any right to pass a by-law conflicting with the Code of Public Instruction? Would a teacher be bound by such conflicting by-laws?

I would also beg in the RECORD to call the attention of the Council of Public Instruction to the fact, that as far as I know, the number of actual days of teaching for a certain number of month has not been fixed, and I have known municipalities in which teachers were expected to teach 175 days in eight months, that was giving an average of $21\frac{7}{8}$ days per month. To give $21\frac{7}{8}$ days per month debars the teacher from all holidays during the school year. Taking the month as thirty days, equal to four weeks and two days, and multiplying the four weeks and two days by eight, we find in eight months there are thirty-four weeks and two days. Continuing, we find in thirty-four weeks multiplied by five just 170 days, add the two odd days gives only 172 days, instead of 175 days during eight months. But when we consider the week at Christmas and the other holidays during the school term, we may safely estimate the number of days of actual teaching at about 166. If the number of days of actual teaching could be decided by Government it would be a relief to teachers and also to school boards in numerous districts.

In the schools in which I have had the honor to teach for the Government time of ten months, the number of days of actual teaching was set at 208, and if Christmas Day chanced to be on Thursday, the holiday was extended to the Monday after New Year's Day. On one occasion my Commissioners at the Christmas public examination gave me a fortnight's holiday; and gave me later the privilege of attending a "Sugar-party" in the "bush" in April, and then at the examination on the 27th of June, publicly expressed themselves as satisfied with the year's work. When I recall the bright, eager faces of my pupils, and the prizes given, I am satisfied with that year's work yet.

Two hundred and eight days gives us an average of $20\frac{2}{3}$ days in a month, and that is, I think, about as near a correct average as one can get. To go higher would render it impossible for the schools to have holidays.

I wish to ask other elementary teachers, subject to approval of the Editor of RECORD, to communicate to the RECORD the facts in regard to the Commissioners visiting schools. I have always found the schools which were visited most regularly by the Commissioners made the steadiest, most satisfactory progress, while those whose Commissioners never visited them had very much less interest in school work.

Trusting the number of days of actual teaching required may be satisfactorily settled, and that in the near future our Commissioners may realize and perform this duty of visiting the schools, appointing the day for and attending the public examination, and duly discharging all other duties of their office. I am, yours truly,

April 24, 1892.

NENUPHAR.

Books Received and Reviewed.

OBJECT LESSONS FROM NATURE. A First Book of Science by L. C. Miall, Professor of Biology in the Yorkshire College, Leeds, and published by the Messrs. Cassell and Co., London, England. In referring to the lessons that may be learned outside by our children in another page, we little thought that the book that would readily guide young folks in their first attempts to know something of science would so soon fall into our hands. The above little volume we find among the books sent for review, and we unhesitatingly recommend it to those of our teachers who propose encouraging their pupils after the June examinations are over to open for themselves the book of Nature. A copy of the work can be procured from the Messrs. Grafton, Booksellers, of Montreal.

A GERMAN SCIENCE READER, by J. Howard Gore, B.S., Ph.D., Professor of German and Mathematics, Columbian University, and published by the Messrs. D. C. Heath & Co., Boston. The necessity for such a book as this is found in the desire of some teachers of what are called "the moderns," to give their pupils a knowledge of technical German. The selections have been taken from current publications on scientific subjects, while in the vocabulary are to be found the unusual terms, which are likely to give trouble even to the fluent reader of ordinary German, when he takes up such a book as this to read it intelligently. A useful hint is given in the introduction about the way in which technical terms are for the most part coined by the German scientists. We know many who will be glad to have a book like this for their own use in the quiet hours of the study.

The Dominion Educational Association.

MONTREAL, July 5th-8th, 1892.

The preparations for the first meeting of the Educationalists of the Dominion, in Montreal in July next are progressing favorably, and present indications point to an excellent gathering in July. As this

is the first meeting of the Association, a great deal of preliminary work has been necessary in order to give information concerning the nature and objects of the Association, and to awaken an interest in the movement. The interest manifested by the several provinces has been gradually increasing, and the success of the gathering is now settled beyond all question.

The Roman Catholic and Protestant Committees of the Council of Public Instruction of the Province of Quebec at a recent meeting heartily endorsed the movement, and a deputation from both committees waited upon the Government in favor of a grant in aid of the funds of the Association. The Association will meet with the cordial support of all sections of this Province and we shall have the unique spectacle of all sections of our Dominion population, Roman Catholic and Protestant, French and English, from one end of the Dominion to the other, meeting together in friendly discussion of the best methods of promoting educational progress in the several provinces of the Dominion. This, itself, is sufficient to command the hearty support of every true Canadian. The programme, which is nearly completed, will provide at once for the varied educational interests of the Dominion, and also for the various sections of which our Dominion population is composed.

The Kindergarten Section will be represented by Mrs. Hughes and Miss Hart, of Toronto; Miss Boulton, of Ottawa, and Mrs. Harriman, of Halifax. In the Public School Section Geo. U. Hays, Esq., of St. John, N.B., takes up "Ideal School Discipline, and How to Secure it." Supervisor McKay, of Halifax, N.S., discusses "School Preparation for Industrial Pursuits." Dr. Robins, of Montreal, takes "The Study of Form in the Public Schools," and Captain Macaulay, of Montreal, reviews the question of "Physical Culture in the Public Schools."

The High School Section is provided for by Wm. Houston, of Toronto, Superintendent A. H. MacKay, of Halifax, and others.

The Section of Normal Training and inspection includes the names of Inspector Ballard, of Hamilton, Ont., Inspector Carter, St. John, N.B., Principal Calkin, Truro, N.S., and Dr. McCabe, of Ottawa.

In the University Section, papers will be provided by Dr. Adams, of Lennoxville; Professor Cox, of McGill University; Dr. Eaton, of McGill University.

In the general morning meetings the following gentlemen have agreed to provide papers: Principal Goggin of Winnipeg, Principal McKinnon, of Toronto, Rev. Abbé Verreau, Montreal, and Prof. Seth, of Halifax.

In the evening public meetings, the Hon. G. W. Ross, Minister of Education for Ontario, and President of the Association, will discuss "Educational Tendencies and Problems." Inspector Hughes, of Toronto, will deliver an address upon "The Duty of the State in Relation to Education." Principal Grant, of Queen's University,

Kingston, will deliver an address upon "Universities and University Extension in Canada." Sir William Dawson, of McGill University, will also deliver an address. Arrangements are also being made for two other addresses for the evening meetings; one of which is to be from a representative educationalist from the United States. In addition to the Meeting of Welcome on the first afternoon, Sir William Dawson has kindly consented to arrange for a *Conversazione* in the buildings and grounds of McGill University for members of the Association.

Bulletin.—An illustrated Bulletin of 75 pages, containing full information concerning the convention and the city of Montreal, will be issued in a few days.

Educational Exhibit.—Provision is being made for an extensive educational exhibit of school appliances and pupils' work. This will form an important feature of the Convention, and it will prove of great value to visiting teachers.

Railroads, etc.—The various railroad and steamboat lines have agreed to grant return tickets for single fare and one dollar for membership coupon, from all points on their respective lines to Montreal. From Montreal numerous cheap side trips have been provided for members desiring to take them, detailed information concerning which will be given in the Bulletin. Among these side trips, the trip to Saratoga to attend the meeting of the National Educational Association of the United States is included.

Hotel Accommodation.—Arrangements are being made to provide accommodation in the hotels and private houses from one dollar to four dollars per day, according to accommodation required. A form of application for accommodation will be placed in each copy of the Bulletin, and those desiring accommodation are requested to fill up the form and return it as directed.

ELSON I. REXFORD,

Secretary Dominion Educational Association.

PROVINCIAL ASSOCIATION OF PROTESTANT TEACHERS.

MONTREAL, May 25th, 1892.

In accordance with the decision of the Executive Committee of the above association, there will be no meeting of the association in October next, but a formal meeting of the association will be held on Monday, the 4th of July, at 2.30 P.M. at the McGill Normal School, for the reception of reports, transaction of necessary business and the election of officers. Teachers of the Province who register as members of the Dominion Association, will be received as members of the Provincial Association for the current year without extra fee.

E. W. ARTHY, *President.*

W. DIXON, *Secretary.*