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THE CANADA EDUCATIONAL MONTHLY.

APRIL, 1902.

ARNOLD OF RUGBY

Rev. Herbert Symonds, D.D., Head Master of Trinity College
School, Port Hope.

In addressing a gathering, such as the present, upon the life of one of the greatest of schoolmasters, it will be appropriate to devote most of our time to the consideration of his work at the famous School of Rugby.

But, in the case of Arnold, it is worth our while to know the man as well as the teacher. He was possessed of so striking a personality, he was so profoundly interested in the thought and life of his times, that to speak of him as a teacher alone would be to leave upon the man a false impression. Indeed, it would not be possible to understand his work as a schoolmaster, without at least some general conception of his characteristics as an Englishman, a clergyman and a thinker. For Arnold is not a great educator in the ordinary sense of the word, as it is used to-day. He does not rank with Sturm, or Comenius, with Locke, the Port Royalists, Rousseau, Pestalozzi, Froebel, or Herbert Spencer. He did not develop a philosophy of education, nor invent a new method. He was not a radical in his ideas, nor did he anticipate the ideas which are in vogue in our Schools of Pedagogy. From this point of view, I suppose

Arnold's sole contribution to the educational ideas of his time was his conception of the value of history, and of the way in which it should be taught. But Arnold was a great schoolmaster, because he was a great man. He was a source of inspiration, because he was himself inspired with a mighty spirit of religious and moral zeal. In him the spirit was not, as it so often is, divorced from the intellectual, but it was conjoined with an intense and vivid realization of the value of learning rightly acquired and rightly interpreted. Here then in a nutshell is Arnold's greatness as a teacher. He sought to inspire into his school a love of learning as the instrument of character and of faith.

The Arnolds belonged to the eastern counties or England, those countries which has produced so many noble examples of that Puritan piety, strength and sobriety of character, which has been the real foundation of England's greatness, and whose decay, if it be decaying, no genuine patriot can view without dismay.

Arnold of Rugby was in this respect a typical East Anglican, profoundly religious, without *reli-*

giosity; with strong emotions concealed under a stern and self-controlled exterior. Religion and morality were almost one and the same things with him, by which, however, one does not mean that he reduced religion to ethics, but rather that he elevated ethics to religion. We may well believe that he would have joyfully subscribed to his famous son's famous dictum, "Conduct is three-fourths of life."

He was born in 1795, and at an early age gave promise of his future performance. He was from the beginning fond of history and geography, and exhibited a remarkably retentive memory. At the early age of 16 he was elected a scholar of Corpus Christi College, Oxford, and he remained in that famous seat of learning during nearly eight years—eight of the most momentous years in the life of a youth of such parts as Arnold.

The Oxford of that day was a very different place from the Oxford of our times. The religious movement, known as the Oxford movement, destined to exert such a profound influence over the fortunes of the Anglican Church was not yet, nor were these the days of Royal Commissions, or of enlarged conceptions of the sphere of a University's work. Probably a larger proportion of the undergraduates wasted their fathers' money and their own time than at present. But Oxford was none the less the home of scholarship as it was then understood, and a youth's ambitions to acquire both knowledge and the understanding thereof would not lack opportunities.

Corpus Christi Collegé was one of the smallest societies at Oxford, but it was a reading college, and Arnold, only a boy in years, enjoyed the society of a number of brilliant

young men. Here, indeed, is one of the advantages of the residential system. The common life, with its daily discussion of topics arising out of the appointed studies, or of the questions of the day, is of the utmost value. University education ought not to be conceived of as only the cramming up of a number of textbooks with a view to a Degree, but as the enjoyment of a large and liberal fellowship and communion of bright minds in their most plastic and impressionable age. It is because Oxford and Cambridge have afforded both these elements of a University education that her graduates entertain for her such a lively affection.

That Arnold entered fully into the life of his college we have clearest testimony from his fellow-undergraduate and life-long friend Lord Justice Coleridge, who writes of him that "he was a mere boy in appearance as well as in age; but we saw in a very short time that he was quite equal to take his part in the arguments of the common room, and . . . As he was equal, so he was ready to take part in our discussions. He was fond of conversation on serious matters, and vehement in argument, fearless, too, in advancing his opinions—who, to say the truth, often startled us a good deal, but he was ingenuous and candid, . . . he was bold and warm, because so far as his knowledge went he saw very clearly, and he was an ardent lover of truth, but I never saw in him, even then, a grain of vanity or conceit." Arnold was always a Liberal both in Religion and Politics, and a Liberal in Tory Oxford of those days was rather a startling phenomenon.

In 1814, at the age of 19, Arnold took his Degree, first-class in classical honors, and during the next year

or two he won prizes for Latin and English Essays. He became a fellow of Oriel, then the home of a brilliant set of young scholars, Wheatley, Keble, Hawkins, Hampden and others. Of the friendships he then formed he afterwards wrote: "The benefits which I have received from my Oxford friendships have been so invaluable, as relating to points of the highest importance, that it is impossible for me ever to forget them, or to cease to look upon them as the greatest blessings I have ever enjoyed in life."

In the olden times, the fellows of colleges were all bachelors, therefore, when in 1829 Arnold married, he resigned his fellowship, and accepting a small curacy in a small village on the banks of the Thames, he devoted himself partly to the work of a parish priest of the Anglican Church, and partly to private tuition of a small number of young men preparing for the Universities. He at once displayed those characteristic qualities as a schoolmaster to which I have already alluded. One of his pupils at Laleham, who afterwards became Professor of Political Economy at Oxford, Mr. Bonamy Price, writes that: "The most remarkable thing that struck me at once on joining the Laleham circle was the wonderful healthiness of love and feeling which prevailed in it. . . . Arnold's great power as a private tutor resided in this, that he gave such intense earnestness to life. Every pupil was made to feel that there was a work for him to do, that his *happiness* as well as his duty lay in doing that work well."

For seven years Arnold continued his quiet but busy life at Laleham. His parochial duties were not heavy, but they were conscientiously performed. He always sympathized with the poor and the humbler class

of society. He was also engaged in literary tasks. But what was of deepest import to him, at this time, was the influence exerted over his mind by the study of Niebuhr's history of Rome, which introduced him to the critical method of studying history, and to the writings of German scholars. Perhaps this will be the best point at which to say a word or two of Arnold as an historian. You are aware of the fact that he wrote a history of Rome, and that in the year 1842 he was Regius Professor of Modern History at Oxford, in which capacity he unfortunately only delivered one course of lectures. It is from these lectures that we discover Arnold's conception of history. "The general idea of history," he says, "seems to be that it is the biography of society. It does not appear to me to be history at all, but simply biography, unless it finds in the persons who are its subject something of a common purpose, the accomplishment of which is the object of their common life. History is to this common life of many, what biography is to the life of an individual." History he held had in the past been beguiled from her proper business, of describing the life of a commonwealth, and had worked itself to the record of the lives of kings or of governments.

This idea of history is no doubt familiar to us all since Green wrote his Short History of the English People, but in the year 1842 it was new, and it has proved fruitful. He believed that every nation had some end to which it was consciously or unconsciously moving, and that one object of the study of history was the discovery of that end. He divided a nation's history into two parts, its external and its internal. In its internal history it manifested its normal principles,

and unless moral or just ends were placed before the nation the most glorious heroism in war became in after years "a reproach rather than a glory." But working in and through history Arnold ever saw the Finger of God. A Providence was shaping our ends however we might at times thwart or delay them. The uttermost goal of the nation was no other than that which the Westminster Conf. declares to be the goal of man, viz., the Glory of God. "Under the most favorable combination of circumstances this same end is conceived and enforced more purely, as tho setting forth God's glory by doing His appointed work." And that glory is manifested in national justice, in loftiness of aims and ideals, to discover which we must study, national institutions, law and religion.

You can readily understand the enthusiasm for the study of history of a man of intensely religious and ethical nature who entertained such ideas as these of the historical studies. "Whatever there is of greatness in the final cause of all human thought and action, God's glory and man's perfection, that is the measure of the greatness of history. Whatever there is of variety and intense interest in human nature, in its elevation, whether proud as by nature, or sanctified as by God's peace; in its suffering, whether blessed or unblest, a martyrdom or a judgment, in its strange reverses, in its varied adventures, in its yet more varied powers, its courage and its patience, its genius and its wisdom, its justice and its love, that also is the measure of the interest and variety of history."

It was in the year 1827 that the Head Mastership of Rugby fell vacant and Arnold was urged by his

friends to become a candidate for the position. At first he was reluctant to do so, chiefly from doubt as to how far he would have an absolutely free hand in the government of the school. In order that we may understand the force of this difficulty a few words must be said with regard to the English Boarding Schools at this period.

On a broad comprehensive view of these famous institutions it seems impossible to withhold from them the warmest admiration. They produced a type of boy that may be best described by the word *manly*. At this time all English boys who were to receive a liberal education went to Boarding School, either Private or Public. If the Private School came in for less criticism it was simply because it was Private not because it was any better. A system, like a Christian, must be judged by its fruits and the English Public School system produced a host of brave, intelligent and patriotic English gentlemen.

I do not suppose any one would question that some at least of the best traits of the English gentleman, which mark him off from other nationalities, were the product of the English Public School. That is the broad comprehensive view of the matter.

But all institutions rise and fall at times above or below their average excellence, and the English Public Schools at this time were generally felt to be in a bad way. Whether looked at from the point of view of education, discipline or morals, their appearance was disquieting and discouraging. "Those who look back," writes Dean Stanley, "upon the state of English education in the year 1827, must remember how the feeling of

dissatisfaction with existing institutions, which had began in many quarters to display itself, had already directed considerable attention to the condition of Public Schools. The range of classical reading in itself comprised and with no admixture of other information, had been subject to vehement attacks from the Liberal party generally, on the ground of its alleged narrowness and inutility. And the more undoubted evil of the absence of systematic attempts to give a more directly christian character to what constituted the education of the whole English gentry, was becoming more and more a scandal in the eyes of religious men, who at the close of the last century and the beginning of this, had lifted up their voices against it. A complete reformation, or a complete destruction of the whole system seemed to many persons sooner or later to be inevitable."

But in old established institutions it is no easy matter to initiate reform. Arnold was well aware of this fact. To his friend, Dr. Hawkins, the President of Oriel who was the author of the now famous prediction that "if Mr. Arnold were appointed to Rugby, he would change the face of education all through the Public Schools of England." Arnold wrote that he doubted how far he was fitted for the place of headmaster of a large school. "I confess," he writes, "that I should very much object to undertake a charge in which I was not invested with pretty full discretion. According to my notions of what large schools are, founded on all I know and all I

have ever heard of them, expulsion should be practised much oftener than it is. Now I know that trustees in general, are adverse to this plan, because it has a tendency to lessen the numbers of the school and they regard quantity more than quality. I do not believe myself, that my system would be, in fact, a cruel or harsh one, and I believe that with much care on the part of the masters, it would be seldom necessary to proceed to the ratio ultima; only I would have it clearly understood, that I would most unscrupulously resort to it, at whatever inconvenience, where there was a persistence in any habit, inconsistent with the boys' duties." It is clear enough from another letter to an intimate friend, that the prospect presented some attractions to him, but that he was well aware of the heavy burden of anxiety and responsibility that rests upon the shoulders of the Headmaster of a great boarding school. "If I do get it," he writes, "I feel as if I could get to work very heartily and with God's blessing I should like to try whether my notions of Christian education are really impracticable. whether our system of Public Schools has not in it some noble elements which under the blessings of the Spirit of all holiness and wisdom, might produce fruit even to life eternal. When I think about it thus, I really long to take rod in hand; but when I think of the perfect villainess which I must daily contemplate, the certainty that this can at best be only partially remedied I grieve to think of the possibility of a change.

Here and in other letters of this period he gives utterance to what was always nearest to his heart, the production of the strong moral and religious character. Yet this ideal, which some may suppose, not quite the highest ideal for a schoolmaster, did not mean to Arnold any relaxation of studies for prayer meetings, or missionary or other associations, did not mean the pouring out of a flood of wishy-washy words, but it meant the inspiring into the "trivial round, the common task" of a noble spirit. Religion it cannot be too often repeated if we would understand Arnold, was not in his mind something added to life; other interests or duties. Life was not to him, business and recreation, politics and religion. But religion was the spirit of devotion to God, of pure and lofty ideals informing every interest of life. It was the lesson of the Saviour's parable which was hidden in the three measures of meal, whose function was to transform the dead, heavy mass into something light and sweet and wholesome.

Arnold did not think it was possible in many cases to produce what is called the Christian boy. He regarded, at the outset of his career the boy as a kind of savage. What men were in the boyhood of the human race, that boys were now, was his theory. But he believed that the seeds of a truly Christian ideal could be planted. He aimed, he said, at producing Christian men, rather than Christian boys. From the naturally imperfect state of boyhood, boys were, he thought, not susceptible of Christian principles in their full

development upon their practice. It is, pleasing to know that this opinion underwent some modification as years went on and his experience of boys became wider. He certainly found in some boys a high capacity for a really spiritual religion.

Let us now turn to the educational system of Rugby. At this period, Latin and Greek formed the basis of a gentleman's training, and in many schools little else was taught. We are all familiar with Herbert Spencer's searching criticisms of this which we may call the traditionalism of education. To that great critic, these things were rather the ornaments of life than its utilities. Probably most of us will agree that whilst his essay has been of great service to the cause of education, Mr. Spencer overlooked the value of the study of the dead languages as a means of intellectual exercise and development. However, that may be, Arnold, as we have already seen, although a man of naturally radical turn of mind, always looking towards reform, was not a great radical in educational affairs. What his views would be to-day, we cannot tell, but he agreed with the traditions of English teachers from the Renaissance period downwards, that the Greek and Latin languages were the staple of a liberal education. But owing to his love of history and his clear perception of the value of Greek and Roman history, he protested strongly against the too often mechanical methods, by which, as Milton long before had said, "the empty wits of children were forced to com-

pose themes, verses and orations, which are the acts of ripest judgment." But Arnold contended that if you expelled Greek and Latin from your schools, you confine the views of the existing generation to themselves, and their immediate predecessors, and you will cut off so many centuries of the world's experience, and place us in the same state as if the human race had first come into existence, in the year 1500." Aristotle and Plato, Thucydides, and Cicero, and Tacitus, are, he protested, most untruly called ancient writers. They are virtually our own countrymen and contemporaries, but have the advantage which is enjoyed by intelligent travellers, that their observation has been exercised in a field out of the reach of common men, and that having thus seen in a manner with our eyes what we cannot see for ourselves, their conclusions are such as bear upon our own circumstances, while their information has all the charms of novelty, and all the value of a mass of new and pertinent facts, illustrative of the past science of the nature of civilized man." From this extract we are enabled to appreciate Mr. Fitch's judgment that "the characteristic of Arnold as a schoolmaster, was that he was much more concerned to put new life, freshness and meaning into the received methods than to invent new ones."

A glance at the syllabus of Arnold's graduated scheme of instruction will show how vastly larger was the place occupied by classical studies at Rugby, than in any of the Canadian Schools. Thus in the fourth form, Aeschylus, Virgil and Cicero are read, the acts of the

Apostles in Greek and part of Xenophon's Hellenics, as history. In the sixth parts of Virgil, Homer, one or more Greek tragedies, orations of Demosthenes, Cicero, Aristotle's Ethics, Thucydides, and Tacitus. On the other hand Euclid was not taught at all until the IV Form was reached. No German was taught, and not much French, at least if the syllabus printed is complete. Simple and Quadratic Equations appear to belong to the VI Form.

Arnold was confronted with many difficulties when he assumed the charge of Rugby, nor was he regarded as a success from the first. In fact, for some time the fate of the school trembled in the balance. One is struck with the difference between his policy and that of another great schoolmaster, Thring, of Uppingham. Thring appears from the first to have known exactly what he wanted to do and to have done it. He too had obstacles to contend against, but he emerged, like Arnold, triumphant from them all. But unlike Thring, Arnold at first was continually changing his methods. His ideal was clear enough and it was always before him, but as to the methods of realizing it, he was as flexible as Thring was rigid. So differently do great men achieve their end! Arnold, it was said, "wakes every morning with the impression that everything is an open question." But dangerous as these rapid changes must have appeared to outsiders, vexatious too at times we may imagine to both masters and boys, his general principles remained fixed. By degrees, observers came to understand him and to confide in his judgment.

VOLUNTARY SCHOOLS.

W. L. Grant, M.A., U.C.C., Toronto.

As I have said elsewhere, few institutions of which so much good can truthfully be said, are regarded with the same absence of enthusiasm as is the educational system of Ontario. The vast benefit which it has been and is to the Province need not here be recapitulated; mine is the less agreeable but equally necessary task of criticising certain of its less satisfactory features, and of discussing a remedy for them which has recently been brought forward. Much of the current criticism is, of course, misplaced. I have heard all the evils ascribed by Theologians to Adam's fall laid at the door of the Educational Department, and even men who pose as authorities have been known to cavil at a system of day schools for not yielding results which from its very nature it cannot yield unless reinforced by a good home training. To cast upon a school which controls a pupil for five or six hours a day the blame for all that should be done by the home is unfair and absurd, and tends to make the negligent parent still more careless and inattentive. But much of the dissatisfaction with both our Public and our High Schools rests on more real grounds, and finds confirmation in the striking success of such Institutions as Upper Canada and Saint Andrews Colleges, and in the still more striking success of the numerous so-called Ladies Colleges. Why do one hundred

and fifty pupils pay fees at least double those of the Collegiate Institutes that they may trudge a mile up hill from the nearest street car to Upper Canada College? Not wholly, as is sometimes said, on account of any social superiority which may or may not exist.

One great fault of our Ontario system lies in the fact that it has outgrown its clothes. In the days when the Public School trained for the Collegiate Institute, and the Institute for the University, while the University restricted its matriculation demands to the traditional classics, mathematics and English, the task of the Minister was comparatively easy, but now that the Universities have allowed no fewer than six options at matriculation, a tendency which will probably go on increasing as the various branches of applied science and mathematics come more and more to the front, while the High Schools in their turn tend to take a more independent line, the mass of subjects with which the timetable is loaded, is becoming year by year more alarming. English in its various branches, history and geography, classics, mathematics pure and applied, science, pure and applied, temperance and hygiene, manual training, domestic science, commercial and agricultural classes;—the load is becoming too heavy to be borne by all, save the largest Collegiate Institutes. To frame a satisfactory time-table in

the smaller High Schools with two or three masters is becoming impossible, and the staff are alternately overworked or idle as the hour arrives for a popular or unpopular option; this difficulty will be accentuated by the growing tendency of the High schools to prepare not only for the Universities, but also to teach new subjects, and new classes in old subjects, and, in short, to play the part of the poor man's University. In many parts of the United States the solution has been found in the specialization of schools, one doing the work of the Business College, another confining itself more or less to the traditional classes in literature and mathematics, while a third devotes itself to the practical applications of mathematics and science. Such a solution is at present impossible in Ontario, save perhaps, in one or two of the cities. In the country it could only be carried out by each county paying the expenses of all children who were compelled to go outside its limits for part of their education, and no one who knows anything of the rural voter is likely to propound a scheme so foolhardy. The continuation classes recently instituted, which have grown so rapidly, have done something to meet this difficulty, but are rather a palliative than a cure. Moreover, the question arises whether it is the duty of the state to bear the full expense of teaching every fad which has influence enough to foist itself upon the Minister of Education. Should not the supporter of the new experiment be compelled to bear an extra share of the extra cost? This idea carried out would lead to a

system of state aided, and state inspected private, or as they prefer to be called, voluntary schools, which is just the solution of our present congestion urged so persistently by Mr. Lawrence Baldwin, and which has recently received the endorsement of no less an authority than the greatest living writer of classical English, Professor Goldwin Smith.—Canadian Magazine, Jan. 1902.

The name of voluntary schools brings up to those of us who know anything of the history of English education visions of the continual bickering which has prevented the settlement of English education on anything like a comprehensive basis, of bitter quarrels between intolerant rectors and equally intolerant dissenters and agnostics; of the religious difficulties of other centuries rising from their tombs in their dim and ghostly ceremonies, and clanking through our streets in the full light of the twentieth century. No one has openly proposed to pour out such vials of wrath upon Ontario, and it will be better to come down from words to facts, and see what Mr. Baldwin has really done, and is proposing to do. There is at present in very efficient operation on Avenue Road a voluntary public school for boys, with forty-six pupils in attendance, many of them sons of the most prominent men in Toronto. Both teachers hold high departmental certificates, and are doing admirable work. The school is managed by a Board of Trustees, elected annually by the parents, each parent having one vote for every child in attendance. What the present trustees desire is that a school using the authorized text-books, em-

ploying only certificated teachers, and giving instruction in all the subjects of the Public School curriculum, should receive Governmental inspection and Governmental aid. Why the former demand was refused at the last session of the House, it is difficult to say. The Minister of Education grew quite acidulous when it was brought forward, and seemed to regard it as an attack upon our Public School system, and the thin edge of the wedge to be followed by a demand for financial aid. To me it seems that every school in the country should be inspected, and every teacher compelled to produce, either by Government certificate, or in some other manner, satisfactory proof of efficiency. This would by no means imply state aid. We inspect saloons, but no one has proposed to aid them out of the provincial revenue; and the comparison is more relevant than might appear, for bad education is at least as great a curse as bad liquor, and should be guarded against with equal stringency.

The principle of provincial or municipal aid to state institutions, this aid carrying with it the right of supervision, is one which pervades every department of our administration, from railways to mining schools. If the state can persuade such vast bodies as the various Christian communities to apply themselves to the work of education, an enormous addition of power will have been procured, and the state should cheerfully aid such bodies in their noble work. Unfortunately the various Christian bodies are somewhat kittle cattle to deal with. The people of Ontario have made up their minds once and

for all, that they will not give public money to perpetuate religious differences and an outworn sectarianism. Such a scheme as Mr. Baldwin outlines would be an immense advantage in the cities where there is a large enough population to support in efficiency both public and voluntary schools, but in the rural districts, the narrowness and intolerance of the average country rector would have to be carefully guarded against. The number of families in a country school section allowed to establish a voluntary school would have to amount to a fixed proportion of the total population; and a definite rule would have to be laid down that no state or municipal aid would be given them until a certain sum had been expended on the state school; otherwise there would be a danger of splitting up one strong school into two weak ones.

This fear is accentuated by the prominence which in Mr. Baldwin's memorial to Dr. Goldwin Smith, and in the recent report of the Avenue Road School, is given to the religious instruction afforded. Without going into the eternal controversy as to whether it is the glorious privilege of every parent to have his children taught whatever religion he prefers, or whether it is the duty of the state to frown down any attempt to perpetuate racial and religious antagonisms, it seems obvious that the place for the teaching of religious truth is in the home, not in the school, and that the remedy for the lamentable ignorance of the Bible which exists among the youth of Ontario is not to add another to the already too long a list of school

subjects but to arouse parents to a sense of their duty in the matter. If Mr. Baldwin can prove to us that the danger of ecclesiastical domination is unfounded or can be fully guarded against, his scheme offers to the state a mine from which vast revenues for the service of education can be drawn. But this point must be made very clear; we will not give our schools over into the dead hand of the Church. "Suffer not the old king; for we know the breed."

Properly worked, such a scheme would give a vast increase not only in power but also in flexibility, and would be by far the best remedy yet proposed for the dead-lock which is being brought about by the multiplication of subjects of study. Whether the lines on which the Avenue Road School are being conducted are wholly satisfactory, is open to question. Mr. Baldwin's memorial says that: "The elementary education covered by the Public School curriculum can thus be supplemented by a grounding in classics, by adding drawing, music,

commercial, religious or other special instruction desired by parents." . . . "Such schools would be required to employ only qualified government teachers, use Public School text-books and submit to inspection." This would be a guarantee of the efficiency of the secular work of the Public Schools." (The italics are mine.) This emphasis of the secular work done is perhaps an attempt to throw a sop to the Cerberus in St. James Square. Unfortunately what is wanted is not an addition of several subjects, however valuable, to the present curriculum but a simplification of the mass that already exists, the picking out of a few central subjects to be taught everywhere, and the distribution of the options among a number of state aided voluntary schools. If the proposed system is to attain its full value, the state must decide on a certain small number of subjects as compulsory, and allow the others to be at the option of the parents in the different localities.

CURRENT PROBLEMS IN SECONDARY EDUCATION.

Continued from March Number.

I have reserved the group of problems bearing upon the formation of a curriculum until the last. From the practical side, however, we probably find here the problems which confront the average teacher most urgently and persistently. This, I take it, is because all the other influences impinge at this point. The problem of just what time is to be given respectively to mathematics and

classics, and modern languages, and history, and English, and the sciences—physical, biological—~~is~~ one the high school teacher has always with him. To adjust the respective claims of the different studies and get a result which is at once harmonious and workable, is a task which almost defies human capacity. The problem, however, is not a separate problem. It is so pressing just because it

is at this point that all the other forces meet. The adjustment of studies, and courses of study, is the ground upon which the practical solution and working adjustment of all other problems must be sought and found. It is as an effect of other deep-lying and far-reaching historic and social causes that the conflict of studies is to be treated.

There is one matter constantly accompanying any practical problem which at first sight is extremely discouraging. Before we get our older problems worked out to any degree of satisfaction, new and greater problems are upon us, threatening to overwhelm us. Such is the present educational situation. It would seem as if the question of adjusting the conflicts already referred to, which have so taxed the time and energy of high school teachers for the past generation, were quite enough. But no; before we have arrived at anything approaching consensus of opinion, the larger city schools at least find the conflict raging in a new spot—still other studies and lines of study are demanding recognition. We have the uprearing of the commercial high school; of the manual-training high school.

At first the difficulty of the problem was avoided or evaded, because distinct and separate high schools were erected to meet these purposes. The current now seems to be in the other direction. A generation ago it was practically necessary to isolate the manual-training course of study in order that it might receive due attention and be worked out under fairly fa-

vorable influences. Fifteen years ago the same was essentially true of the commercial courses. Now, however, there are many signs of the times indicating that the situation is ripe for interaction—the problem is now the introduction of manual-training and commercial courses as integral and organic parts of a city high school. Demands are also made for the introduction of more work in the line of fine art, drawing, music, and the application of design to industry; and for the introduction of a larger number of specifically sociological studies—this independent of those studies which naturally form a part of the so-called commercial course.

At first sight, as just intimated, the introduction of these new difficulties before we are half way through our old ones, is exceedingly distressing. But more than once the longest way around has proved the shortest way home. When new problems emerge it must mean, after all, that certain essential conditions of the old problem had been ignored, and consequently that any solution reached simply in terms of the recognized factors would have been partial and temporary. I am inclined to think that in the present case the introduction of these new problems will ultimately prove enlightening rather than confusing. They serve to generalize the older problems, and to make their factors stand out in clearer relief.

In the future it is going to be less and less a matter of worrying over the respective merits of the an-

cient and modern languages; or of the inherent values of scientific vs. humanistic study, and more a question of discovering and observing certain broader lines of cleavage, which affect equally the disposition and power of the individual, and the social callings for which education ought to prepare the individual. It will be, in my judgment, less and less a question of piecing together certain studies in a more or less mechanical way in order to make out a so-called course of study running through a certain number of years; and more and more a question of grouping studies together according to their natural mutual affinities and reinforcements for the securing of certain well-marked ends.

For this reason I welcome the introduction into the arena of discussion, of the question of providing courses in commerce and sociology, in the fine and applied arts, and in technological training. I think henceforth certain fundamental issues will stand out more clearly and have to be met upon a wider basis and dealt with on a wider scale. As I see the matter, this change will require the concentration of attention upon these two points: first, what groups of studies will most serviceably recognize the typical divisions of labor, the typical callings in society, callings which are absolutely indispensable to the spiritual as well as to the material ends of society; and secondly, not to do detriment to the real culture of the individual, or, if this seems too negative a statement, to secure for him the full use and control of his own

powers. From this point of view, I think that certain of the problems just referred to, as, for instance, the conflict of language and science, will be put in a new perspective, will be capable of approach from a different angle; and that because of this new approach many of the knotty problems which have embarrassed us in the past will disappear.

Permit me to repeat in a somewhat more explicit way the benefits which I expect to flow from the expansion of the regular high school in making room for commercial, manual and aesthetic studies. In the first place, it will provide for the recognition and the representation of all the typical occupations that are found in society. Thus it will make the working relationship between the secondary school and life a free and all-around one. It will complete the circuit—it will round out the present series of segmental arcs into a whole. Now this fact will put all the school studies in a new light. They can be looked at in the place they normally occupy in the whole circle of human activities. As long as social values and aims are only partially represented in the school, it is not possible to employ the standard of social value in a complete way. A continual angle of refraction and distortion is introduced in viewing existing studies, through the fact that they are looked at from an artificial standpoint. Even those studies which are popularly regarded as preparing distinctively for life rather than for college, cannot get their full meaning, cannot be judged correctly, until the

life for which they are said to be a preparation receives a fuller and more balanced representation in the school. While, on the other hand, the more scholastic studies, if I may use the expression, cannot relate themselves properly so long as the branches which give them their ultimate *raison d'être* and sphere of application in the whole of life are non-existent in the curriculum.

For a certain type of mind algebra and geometry are their own justification. They appeal to such students for the intellectual satisfaction they supply, and as preparation for the play of the intellect in further studies. But to another type of mind these studies are relatively dead and meaningless until surrounded with a context of obvious bearings—such as furnished in manual-training studies. The latter, however, are rendered unduly utilitarian and narrow when isolated. Just as in life the technological pursuits reach out and affect society on all sides: so in the school correspondence studies need to be imbedded in a broad and deep matrix.

In the second place, as previously suggested, the explanation of the high school simplifies instead of complicates the college preparatory problem. This is because the college is going through an analogous evolution in the introduction of similar lines of work. It is expanding in technological and commercial directions. To be sure, the branch of fine and applied arts is still practically omitted; it is left to the tender mercies of overspecialized and more or less mercenary institutions—schools where

these things are taught more, or less as trades, and for the sake of making money. But the same influences which have already rescued medical and commercial education from similar conditions, and have brought to bear upon them the wider outlook and more expert method of the university, will in time make themselves also felt as regards the teaching of art.

Thirdly, the wider high school relieves many of the difficulties in the adequate treatment of the individual as an individual. It brings the individual into a wider sphere of contacts, and thus makes it possible to test him and his capacity more thoroughly. It makes it possible to get at and remedy his weak points by balancing more evenly the influences that play upon him. In my judgment many of the problems now dealt with under the general head of election vs. prescription can be got at more correctly and handled more efficiently from the standpoint of the elastic vs. the rigid curriculum—and elasticity can be had only where there is breadth. The need is not so much an appeal to the untried and more or less capricious choice of the individual as for a region of opportunities large enough, and balanced enough to meet the individual on his every side, and provide for him that which is necessary to arouse and direct.

Finally, the objection usually urged to the broader high school is, when rightly considered, the strongest argument for its existence. I mean the objection that the introduction of manual training and commercial studies is a

cowardly surrender on the part of liberal culture of the training of the man as a man, to utilitarian demands for specialized adaptation to narrow callings. There is nothing in any one study or any one calling which makes it in and of itself low or meanly practical. It is all a question of its isolation or of its setting. It is not the mere syntactical structure or etymological content of the Latin language which has made it for centuries such an unrivaled educational instrument. There are dialects of semi-barbarous tribes which in intricacy of sentential structure and delicacy of relationship, are quite equal to Latin in this respect. It is the context of the Latin language, the wealth of association and suggestion belonging to it from its position in the history of human civilization that freight it with such meaning.

Now the callings that are represented by manual training and commercial studies are absolutely indispensable to human life. They afford the most permanent and persistent occupations of the great majority of human kind. They present man with his most perplexing problems; they stimulate him to the most strenuous putting forth of effort. To indict a whole nation were a grateful task compared with labeling such occupations as low or narrow—lacking in all that makes for training and culture. The professed and professional representative of "culture" may well hesitate to cast the first stone. It may be that it is nothing in these pursuits themselves which gives them utilitarian and materialistic quality, but rather

the exclusive selfishness with which he has endeavored to hold on to and monopolize the fruits of the spirit.

And so with the corresponding studies in the High School. Isolated, they may be chargeable with the defects of which they are accused. But they are convicted in this respect only because they have first been condemned to isolation. As representatives of serious and permanent interest of humanity, they possess an intrinsic dignity which is the business of the educator to take an account of. To ignore them, to deny them a rightful position in the educational circle, is to maintain with society that very cleft between so-called material and spiritual interests which it is the business of education to strive to overcome. These studies root themselves in science; they have their trunk in human history, and they flower in the worthiest and fairest forms of human service.

It is for these various reasons that I believe the introduction of the new problem of adjustment of studies will help instead of hinder the settlement of the older controversies. We have been trying for a long time to fix a curriculum upon a basis of certain vague and general educational ideals; information, utility, discipline, culture. I believe that much of our ill success has been due to the lack of any well-defined and controllable meaning attaching to these terms. The discussion remains necessarily in the region of mere opinion when the measuring rods are subject to change with the standpoint and wishes of the individual. Take

and body of persons, however intelligent and however conscientious, and ask them to value and arrange studies from the standpoint of culture, discipline and utility, they will of necessity arrive at very different results, depending upon their own temperament and more or less accidental experience—and this none the less because of their intelligence and conscientiousness.

With the rounding out of the High School to meet all the needs of life, the standard changes. It ceases to be these vague abstractions. We get, relatively speaking, a scientific problem—that is a problem with definite data and definite methods of attack. We are no longer concerned with abstract appraisal of studies by the measuring rod of culture or discipline. Our problem is rather to study the typical necessities of social life, and the actual nature of the individual in his specific needs and capacities. Our task is on one hand to select and adjust the studies with reference to the nature of the individual thus discov-

ered; and on the other hand to order and group them so that they shall most definitely and systematically represent the chief lines of social endeavor and social achievement.

Difficult as these problems may be in practice, they are yet inherently capable of solution. It is a definite problem, a scientific problem, to discover what the nature of the individual is and what his best growth calls for. It is a definite problem, a scientific problem, to discover the typical vocations of society, and to find out what groupings of studies will be the most likely instruments to subserve these vocations. To dissipate the clouds of opinion, to restrict the influence of abstract and conceited argument; to stimulate the spirit of enquiry into actual fact, to further the control of the conduct of the school by the truths thus scientifically discovered—these are the benefits which we may anticipate with the advent of this problem of the wider High School.—*The School Review*, University of Chicago.

CHARACTER IN SPEECH.

By Mrs. Belle Smith Bruce, Yonkers, N. Y.

There are some things in life and experience so common that we scarcely give a thought as to their how and why. They are treated as axioms. If things of fact their truth is questioned. If of art—matters of practice—they are left wholly to chance. To the masses speech is such. From the cradle

to the grave it is our household companion. We begin to learn it in our mothers' arms and we cease to use it only when death closes the ear and silences the tongue forever. Speech becomes so much a part of self that, like the face and features, it is brought to one's consciousness only by reflection.

As the mirror through the eye shows the bloom of health, the shadows and furrows of sickness care and grief; so may the voice, its vices and virtues, be reflected to the consciousness through the ear.

Whether we are conscious or unconscious of the fact, speech is something that has to be learned. People do not take into account the fact that articulate speech is an artificial acquisition and not at all a gift of the gods; that speech is produced by the most subtle and complicated machinery which acts by means of nerves and muscles. It is only by imitation and constant practice that the child succeeds in pronouncing even the simplest words or acquires a mastery of that phonetic apparatus bestowed on him by nature.

In school great attention is paid to writing and very little to articulation. The child is shown the position which he is to take, and how he is to hold his arm and fingers to form the first letters, while very little heed is given to the position of the muscles to express orally what he thinks. He imitates mechanically and carelessly the first person who comes along—be he a good or a bad exemplar. The young can be trained in correct utterances when the organs are supple. What we lack is an intelligent recognition on the teacher's part of its importance. Instead of regarding it as remote or fanciful, as is largely done, it should be counted among the first essentials of a child's education.

All agree that the voice is the index of the mind. It is surpris-

ing that this most powerful gift is the one usually neglected by a race of creatures whose main object seems to be attractiveness towards one another. Voice is vital like the organs which produce it and depends upon the observation of natural laws for the essentials of its life and growth. What greater mark of culture is there than a well modulated voice? But how rarely is it found in our classrooms! What King Lear said of Cordelia may be commended to all ladies:

"Her voice was ever soft, gentle and low
An excellent thing in woman."

Apostrophising the wonders of the human voice, Longfellow in "Hyperion" recognizes it as the organ of the soul which reveals itself only in the voice. The soul of man is audible not visible. When Cleopatra impetuously asks the messenger as to the attractions of Octavia, her rival with Antony, she said:

"Didst hear her voice? Is she shrill tongued or low voiced?"

Madam, I heard her speak. She is low voiced."

"Ah! that's not good. I've lost my Antony," was Cleopatra's answer.

Frederick the Great, Carlyle says, had a fine toned voice; that it was musical even in swearing.

The hard, cold voice is produced by unemotionality. Why do we notice it so often in the teacher? It is because we deal so continually with hard facts and barren ideas instead of warm, living feelings and our emotional nature is stifled within us? Thought without emotion hardens the nature and through that the voice, but emo-

tion without thought is mere meaningless drift. It is just as important to pitch the voice correctly for speaking and conversational purposes as for the musician who sings a solo.

Medium pitch denotes serenity, equilibrium, poise mental and emotional *stæie*. As the pitch rises it denotes nervous intensity, excitation. The keyed-up voice of many teachers reveals the nervous temperament minus control. The low pitch always denotes control, the man master of himself. The man who loses his head, as the saying is, in times of emergency, speaks in a high key, whereas the man who keeps his head, will speak in a low pitch, forcibly but controlled. The entire principles of the management of the voice, says Canon Fleming, are contained in those old lines :

Begin low,
Speak slow.
Take fire,
Rise higher.
When most impressed
Be self possessed.

The reactionary effect of tones upon inner states can hardly be overestimated. A knowledge of this fact is inestimable to the teacher. Tones act upon others but their reaction upon ourselves is more forceful. True, the teacher has much to overcome in the constant use of the voice, within the same range or compass. This, however, can be counter-balanced by the daily exercise of the voice in the very high and low pitch, using simple exercises which shall prevent the voice from acquiring that metallic quality which is so disastrous to any expression. If the great Blucher could find time to

exercise his voice each day, I think we, too, could find time for such work.

Character, after all, is the real test. Some attribute the teacher's cold tone to the fact that she is supposed to be, a greater part of the time, in a state of mental elation, and mental elation always produces muscular tension. Speech not only arouses feeling, but it always quickens the intellect and reasoning processes it controls feeling. A person's associates affect the tone of voice to a greater extent than is generally considered. In a school where loud, boisterous speech prevails, one is liable to imitate it, just as in a household where pretty graces and courtesies of manner are neglected one sometimes becomes strangely forgetful of them after a little. This is particularly true of children.

Teachers make a more serious mistake than they realize for censuring children in a loud, harsh tone; for obedience, when once learned, is yielded quite as readily to a whisper as a shout. If a question is asked in a harsh tone the answering voice strikes the keynote of the questioner's and is equally harsh. If, suddenly, the teacher's voice softens almost to a whisper, the answer comes in the same low tone by the entire class. There are people who have been endowed with a melody of utterance and a harmony of vocalization to whose speech it is a pleasure to listen; there are, likewise, others however humble their circumstances, who acquire this same stamp and seal of culture, by the constant practice of self-control

and self-restraint in speaking. So voice-culture is, in an indirect way, a wholesome moral agent. Especially do we realize the value of a voice in gymnastic work, success or failure being largely due to the quality of the teacher's voice. From the manner of speaking commands one can predict final results almost with certainty. One can hardly be successful unless the voice has acquired that automatic co-ordination which enables it to suggest the rhythm, velocity, duration and force of each movement. If the voice fails to meet the demands made upon it much of the effort will be lost.

With children expression counts for more than adults. The doing of a thing is so pleasing to them or otherwise according to the manner of its presentation. How frequently one fails to gain the good will of a child, not because of what is said but because of the manner in which it is said. Hence the voice is a most important factor in discipline. Children will be respectful, interested and responsive just in proportion as the teacher is earnest, enthusiastic and inspiring. A most ideal condition would prevail if every teacher in our public schools in addition to the equipment included in a well-trained mind, the possession of a noble character and a sympathetic nature had a correct understanding of the value there is in the cultivation of the human voice with the possibility of the power that accompanies it.

Is there any reason why every teacher should not have this training that would enable him to instruct the pupils under his care so

that they would breathe correctly, speak correctly and use to the best advantage that most divine of all gifts, the human voice? Is the power to move men by speech declining? Quintilian tells us that "the power of persuading by speech is oratory." Shakespeare tells us in "Coriolanus," act third, that "in such business action is eloquence." Dr. Blair says it is the art of speaking in such a manner as to attain the end for which we speak. It is speaking from heart to heart; 'tis personal magnetism. Our strong-brained Webster tells us it is "the high purpose, the firm resolve, the dauntless spirit speaking on the tongue, beaming from the eye, in forming every feature and urging the whole man onward, right onward to his object—this is eloquence."

It is not enough to say the right word in the right place. A book can do that. The speaker who tamely reads a manuscript is nothing but an author. If the people get no more than the thought his presence is superfluous. He has a larger mission than this. There is a science of oratory that knows nothing of the technicalities of speech. It is the science of imagination, of love, of purpose. No man ever became the director of a great movement without purpose in his soul. Every public person is a teacher and he teaches in a thousand ways. The lithe and graceful form which made Wendell Phillips the centre of attraction even upon crowded streets was an education to every one who beheld it.

We demand from the orator courtesy and self-control. Noth-

ing brings heart within teaching distance of heart like the tongue. Speaking seems nature's ordained means of informing and of moving men. This is more especially true of our own country than of any other. Could those people of the professions where speaking is required see and know the wonderful charm and power that lies in the proper delivery of the English language, I am sure they would not underestimate the value of this most important branch of study. Independent of voice culture, it compels a deeper insight of the author's meaning, and a keener appreciation of prose and verse, when every tone of voice suits the thought that is uttered and can claim with Dryden :

" His love words
Like flakes of feathered snow
They melted as they fell."

We are quite ready to agree with the verdict of the farmer, who after hearing Webster deliver a brief address, said: " He didn't say much, but every word weighed a pound." There is a melody of speech more marvelous than that of song, a melody that partakes of heart and brain and glow of body. There is a cadence in the individual line that thrills with exultant ecstasy or throbs with the minor keys of pain.

If in this brief paper I have awakened any thought on this subject I have accomplished more than I dared hope. Happy he who possesses this delicate yet mighty weapon—a good voice; thrice happy he who uses it for the advancement of truth and the well being of his fellow men.

—Home and School Education.

THE WAGES OF TEACHERS.

By Prin. Wm. McAndrew, Brooklyn, N. Y.

Away back in 1787, even before the constitution of the United States was framed, the Fathers of the Republic drew up and passed the fundamental law of the territory of which grand old Illinois is the central and most important state. They provided whatever laws the people of the five commonwealths should make, would be in accordance with the provisions of the ordinance of 1787. Those were the days of broad ideas; men were taking long, deep breaths of liberty, of progress and of reform. Now, in this Western world, another renaissance of the highest forces of civilization. The ordinance grows with the spirit of the times, and, just as soon as it gets the prelimin-

ary division of the land, etc., out of the way, it sounds the note of advancement in this splendid sentence:

"Religion, morality, and knowledge, being necessary to good government, the happiness of mankind, schools and the means of education shall be forever encouraged."

The means of education! That is what you are, teachers of Chicago. Everything else in your school system is merely accessory. A school-house is nothing but a place; course of study, books, and apparatus are merely tools; principals, supervisors, superintendents, and school boards, are only necessary evils, due to your varie-

ty of views. When it comes to the actual process of education you are essentially it.

This is the age of machinery, and our people have sometimes thoughtlessly assumed that a machine, in charge of some high-priced superintendent, could educate children. If a New York paper correctly quotes your mayor, he seems to be one of those, for he is alleged to have said, "If I were obliged to reduce the fire department, I would cut down the number of men rather than reduce the engines that put out the fire." Putting out fires is essentially a mechanical operation. The perfection of the machine is the most important feature of it. If that principle is to apply to schools, we might as well get phonographs to do the teaching, and strap the children down to seats, releasing them all at a proper hour by an electric clock.

I cannot believe that all men who have given their lives to the study of education, who have announced with such positiveness that it depends entirely upon the personality of the teacher are wrong, and that your mayor is right, however expert he may be in the affairs of that department whose chief duty is to throw cold water. I think that the view of Huxley will continue to prevail, that, "Whenever educational funds fossilize into mere bricks and mortar, with nothing left to work with, the result is educationally nothing."

Where has the most successful education been secured? Garfield said it could be upon a saw-log,

* Address to the Chicago Teachers' Federation, February 24, 1902.

with a personality like that of Mark Hopkins. Who is the most eminent teacher you can mention? Will not Thomas Arnold rank among the first? I find in Dean Stanley's "Life of Dr. Arnold," this statement: "It was one of his main objects to increase in all possible ways the importance of the teachers and their interest in the place. It was his increasing delight to inspire them with general views of education and life." Dr. Arnold based his system upon the character and power of the teacher. Brains may make a scholar; but without the warming influence of sympathy, love and affection for children, they never make a teacher and never can. I am sure that anyone who studies the problem with an unprejudiced mind will reach the conclusion that the teacher is the vital means of education; and if the means of education are to be forever encouraged," this encouragement must be that which directly and personally encourages the teacher.

Now what are the means by which teachers can be encouraged? Evidently the means that encourage any one else: enough to eat, pleasant surroundings, respect, good position in society. These things give confidence to most people. In America these things are secured by money. We are not here to say that this ought to be so, but to remind you that it is so. The American public gauges its respect in a considerable degree by the amount of money it pays. Money is a convenient medium by which to show your estimation. The idea that education may be encouraged by money paid to

teachers is not new. It is a very fundamental principle laid down by Adam Smith, the father of political economy, for he says: "Wages are for encouragement." This, like everything I am saying, is so well known as to make it almost a waste of time for you to hear me. But Chicago has done such foolish things recently in the case of its teachers that you must patiently review obvious and commonplace truisms, just as you repeat so often to forgetful children that 2 times 2 are 4.

I am claiming that education is not encouraged when you neglect the material prosperity of the teacher. Do you need authority on this point?

President Schurman, of Cornell University, remarks: "The calling cannot hold its best members if they can get better wages elsewhere."

The editor of the *Forum* says: "Teachers cannot be expected to be enthusiastic unless they are well paid."

The *Outlook* asserts: "If a teacher, should any emergency arise, has not laid aside enough to pay her bills, she is worried out of the possibility of good service."

Scribner's Magazine avers: "Teachers must be able to save something or they are constantly in a condition of uneasiness and inefficiency."

Prof. Wilbur S. Jackman, of the Chicago Institute, says: "Small pay and uncertainty of tenure degrade us as a profession in the eyes of the public and keep usefulness at a low point."

Supt. William H. Maxwell, of New York city says: The highest teaching ability can be had by

boards that pay well. Men and women naturally seek those callings that command the largest amount of the good things of life. The city that keeps behind in salaries, keeps behind in schools. Good teachers cannot be had if the pay is not high. The supply of competent teachers is not greater than the demand."

These few quotations will serve as a reminder of the general opinion of men who have studied the subject. They show the impossibility of getting the best talent to remain in the ranks, if not well paid. There is another side to the question, and that is, that even if the best people would remain as teachers, at low pay, they would deteriorate because of it. As Dr. Maxwell says: "Poor pay saps the strength of the teaching force." As soon as that force is lessened the public becomes the loser. As the *New York Herald* puts it: "It is not only pitiful that teachers should be harassed with uncertainty regarding their incomes, but by so much as their cares distract their attention from their work are the public schools robbed of their efficiency."

I do not know any calling that ought to be paid more generously than teaching. It costs a great deal of money nowadays to prepare for it. Its pursuits brings a daily striving and effort that wears one down very rapidly. I am quoting a good deal because I believe these statements ought to be given all the weight that comes not only from common knowledge but from high authority.

William Hyde, President of Bowdoin, has studied teaching with

great care. It is he who says: "To teach well, five hours a day, five days in the week, thirty-six weeks in the year, requires all the vitality and energy one can afford in the whole fifty-two weeks; for teaching is highly concentrated work."

That curious passage in the New Testament, which relates that the Master, knew that healing had gone out of him is paralleled by the experience of teachers who furnish a magnetic atmosphere which keeps the tone of the class clear, obedient, cheerful and hopeful. Every teacher feels it. The care and instruction of from fifteen to fifty children is a constant drain on vital force. There is no occupation that I know of that brings more frequent or complete exhaustion.

Now, everybody knows that the forces which reach the highest power in teaching are those which spring from compliment, gratitude, recognition, respect, and reward. It is not born of fear of removal, dread of poverty, and the humility of low place. There is little joy even in respectable poverty. A teacher cannot give out much of the joy of life when her home is in a hall bedroom, her wardrobe cheap and monotonous, her companions ditto. Flowers do not blossom unless they have air and sunshine. When men wish fine performances from thoroughbreds, they put them on grain. I recollect reading in a horse-trainer's book that fine animals should have windows to look out of, it develops their minds. Benevenuto Cellini, remarks, in his quaint autobiography: "Cats of good breed, mause better when they are fat than when

they are starving, and likewise honest men who possess some talent exercise it to a far nobler purpose when they have the wherewithal to live abundantly."

Every school man knows that successful education depends upon the spirit of the teachers, but school men don't have the say in these things; it is still the custom to administer schools through a board of business men. They say and believe that the school should be run on what they call business principles. These words have a sacred sound to some Americans. To my mind the application of these alleged business principles to the employment and payment of teachers is one of the most vicious errors that stands in the way of successful schools. It is assumed that teachers can be hired by the hour, as one could engage a dray, that the places can be filled by competition, that the thousands of women who could be engaged tomorrow at half your wages could in a short time do the work as well. You can buy brains, maybe, but you can't buy good teaching, it is more a process of the heart than of the head. It is a kind of service different from every other public work. It is distinctly dissimilar; the analogies of business procedure do not apply to it. Its wages are not pay for certain quantities of goods delivered, but they are "for encouragement" in a stronger sense than any other kind of wages Adam Smith had in mind. In Thomas Jefferson's time they expressed this very prettily, in speaking of the public service: "We do not suppose it possible to compensate you by any amount of money

whatever, but we consider it proper to facilitate your labors so far as money can do it." That is the position of wages in the educational economy; they are to facilitate your labors; they are for the encouragement of the means of education.

The minimum wage for a teacher is that sum which will maintain her in the best physical and mental condition for work.

In my opinion, all studies of any phase of educational management whatsoever, lead unerringly to the principle: "The lowest wage must be a good living wage." The poorest teacher in the system must have that. Then your scale of pay for meritorious service, your encouragement to increase efficiency must make addition to this living wage, year by year, sufficiently large to resist the attractions of other pursuits and so to retain your best teachers in the ranks.

What is the cost of a good, comfortable living for an unencumbered woman in Chicago? Last week a judge of this city decided that the alimony of a certain childless woman should be increased from \$20 to \$30 per week. That seems to indicate that the court held that \$1.040 a year was not enough for the support of an unencumbered woman. The joint committee on teachers' interests of New York and New Jersey, of which I am a member, has obtained a number of interesting statements as to the cost of living in the various localities. I could cite the yearly expenses of a woman living in a New Jersey town of 5,500 inhabitants. She is in the real estate and insurance business. I can see that

in order to do effective work, she needs to live moderately well. I think it is fair to assume that fully as high a class of woman is required in school work and needs to live as comfortably. This woman writes:

"I have rooms with a private family on a pleasant street. I cannot live happily in one room. I want my grate fire and my pretty things about me in my parlor. I think it pays me to make my own personal home as attractive as possible. I pay \$12 a week for two rooms and my own bath. This includes the heat, light and service. I pay \$4 a week for table board. I have tried cheaper, but it doesn't pay. In the matter of clothing, I believe it a good business investment to dress as well as I can afford, but that isn't as well as I would like to dress. I average \$250 a year for gowns, gloves, boots and hats, including work, laundry, etc., on the same. We have ways of turning old gowns inside out that would do fairly well, if we had gowns enough, or if it would deceive us as it does outsiders. For periodicals I spend first for newspapers, \$20 a year, (but that is business); second, for magazines, I spend \$15. I pay \$25 a year pew rent, but I shall not tell you what I give for church and charity. For concerts, entertainments, etc., I do not think \$25 a year excessive. An average sum for dentist, physician, and medicines would be \$40. I have an accident insurance that costs me \$15 a year. The expense of a summer outing of two weeks runs from \$100 to \$140.* For recreation one should have a complete change of

scene, and travel is pitifully expensive. As to the amount which should be saved each year, that is hard to answer. I think no professional woman should deposit less than \$300 a year for rainy day, but suppose we say \$220 a year. In twenty years' time, in an insurance company I represent, that will buy a woman a \$500 annuity each year for the rest of her life, no matter how long she lives. As I estimate it, I cannot live comfortably in this town on less than \$1,600 a year."

Such is a business woman's estimate of the cost of a good living in a little New Jersey town of 5,500 inhabitants.

This is a line of investigation that I have always thought pertinent to a school system. The public hires us; it wants the best work; it would seem to me requisite to know what it costs to live in the place and on a scale adequate to do the best work. It is a computation capable of minute exactness. Room rent, board, clothes, all these things cost about the same from year to year. Defenders of high-class education ought to be able to lay before school boards, aldermen,

There was considerable merriment when Mr. McAndrew read this statement with reference to vacation expenses. A few of the opponents of higher wages for teachers seized upon this one item to make fun of the whole movement. It is really so absurd that a woman should be able to spend \$140 for a vacation? If the real estate woman can afford to spend the whole amount in two weeks, say, on a trip to California or the Grand Canyon or Yellowstone Park, then, why should the teacher be debarred even from the possibility of having \$140 to spend for an eight weeks' vacation? The matter is not at all an unreasonable one. The critics lack ability of simple analysis, that is all.—Editor.

legislatures, and the public, figures so exact and fair as to be unanswerable.

This has been one of the lines on which teachers of New York have worked with great success.

Five or six years ago, a few men and women, public school teachers, began speaking and writing on "the living wage," for educational workers. They copied from the city records the wages of various officials, messengers, stable men, and street sweepers. They compared them with those of teachers. They printed the comparisons in the newspapers, distributed them as pamphlets, and put the unanswerable question, "Why should not teachers receive as much as any public servants?"

They found that the financial authorities would not give any answer to the arguments, but simply said that the city could not afford the money. There were other municipal needs that must be attended to first. Teachers' wages are like the gas-pipe at the bottom of an elevator, the last to go up, and the first to come down, even though the light of the whole business comes through it.

The best fighter for the cause, was the city superintendent of schools of New York. He has made this one of his chief lines of policy for years. He puts it on the basis of necessity. He said: "These teachers ask better salaries; in doing so, they do not seek personal advantage alone, but the good of the city they love and the good of the children, to whom they have devoted their lives. The school board opposed action. The teachers appealed to the legislature. Dr Maxwell went with them.

C. W. Bardeen, of the School Bulletin, thus describes the scene: "It was a memorable occasion. The superintendent stood on the floor of the Legislature chamber against his own board of education. He took up the objections one by one, and punctured them with remarkable skill, effectiveness, and felicity, and scattered the pieces to the winds." Roosevelt was then the Governor. He signed the Davis Bill for higher salaries and gave it his blessing in these words: "The general purpose of this bill is so good and will tend so much for the betterment of the schools that I deem it best to sign it." This bill provides by state law that no teacher in the schools of the metropolis must be expected to live on less than \$600 a year. As experience and merit grow, increases of pay must be made, upon a regular and fixed scale all the way from \$600 for the newest primary teacher, up to \$5,000 for the principal of a high school. These are handsome figures, yet they are the lowest paid for brain work in any department of the city.

A vital feature of this bill is its provision for the payment of these amounts. The teachers of New York, like those of other cities, have had good schedules on paper which the financial officers have said they would be glad enough to pay if they had the money. Dr. Maxwell, like the head of many other educational concerns, wanted an endowment; a fund that could be relied upon; that would permit of growth and planning ahead. He secured the passage of a provision that set aside each year four mills on every dollar of property owned in New York, this four mills

to be applied to the payment of teachers' wages. This was the vital point of the Davis law that made higher pay a fact and not a theory. It is an insurance of sufficient funds whereby the means of education may be forever encouraged and not be crippled from time to time. No other department of city government through more powerful personal influence can now hold up the schools. You can run other city departments on the emergency basis; on the hand to mouth plan, and repair any damage when times get better, but education is a constant emergency. Children are coming to the age for instruction in this city, every hour, and every hour passing beyond that age. The people want their little ones protected against emergency. In the case of a bridge or a tunnel or a new court houses, the delay of a year or ten years may be borne, but the loss of a year in the education of a child is irreparable.

The whole argument for higher wages stands on this basis: It is the community that gains by it. State Supt. Charles R. Skinner, of New York, says: "The reflection is always upon the community where poorly paid teachers are found. It is the children who pay the penalty for the neglect shown to teachers." Every parent, if he stops to think, will know that this a golden rule: "Be unto teachers as ye would they would be unto your children." It is only for the public and general extension of this rule that I am pleading and not for any especial love of teachers, but as good policy.

Real estate men know the value of education; they always hustle to get good schools on the land

they want to boom. If the teachers stopped working for five years in Chicago, values would sink to nothing. If the teacher's work should stop throughout the world, the lamp of civilization would go out; universal poverty and wretchedness would reign. The teacher's work is necessary for financial prosperity. Your teachers of Chicago have taught the millionaires of your city the elements of their success; you and such as you have made possible the proud eminence of this queen of the Western world. Oh, shame, Chicago, who but ten years ago was hostess of the whole world, who showed to admiring thousands the triumphs of progress; shame, Chicago, to have your name heralded abroad as a city that steps backwards in education, and cuts down the stipend of those who guard your dearest possessions, your sons and daughters. A mother bird will tear the coating from her breast that she may warm her young; the savage beast will face death to defend her litter; but shall we say of a city that is stingy in concerns that affects the life and happiness of her helpless children. And this the city that accepts from an alien and a stranger, gifts to education so generous as to excite the wonder of the world.

I know that it is not the people of Chicago that are responsible for this blow at public education; it is those whom the people have allowed to thwart the popular will.

If experience teaches anything, it is that you, the teachers, must do the work. The poetic theory is that some day the grateful public will take you by the hand and lead

you to honor and reward. I do not know of any place outside of Grimm's Fairy Tales, or Laura Jean Libby's Stories, where that happens. You are the ones who know most intimately what the schools require. It is your business to make those wants known by every honest and dignified means within your power. I don't know the conditions of municipal politics here; they were pretty rotten in the days gone by. Our experience in New York was that the municipal authorities were not big enough men to realize the needs of the schools. We went to the state legislature. This is a perfectly proper and legitimate refuge. Education in this country is essentially a state affair, only delegated to cities for minor details. Oftentimes the state has asserted its original guardianship of education. Should the great state that gave us Grant and Lincoln now speak to her largest daughter, it would be in this wise: "My wholeness does not depend upon your parks, your boulevards, your bridges, your tunnels, your zoological gardens. Buy them if you have the means, if not, do without. These things concern chiefly your own conveniences and pleasure; they remain within your walls. But the health of my being depends upon the proper upbringing of children. If you neglect them you cannot keep your wretched work within your gates; it walks abroad. Whatever else you cannot do, you must educate my citizens."

This was the attitude of the legislature of the State of New York. Said Senator Ford: "This legislature will hear the demand of the

plain people to save the schools. We will compel the administration of New York city to save the school system and to stop further injury to education by cutting down the pay of teachers."

Said Senator Slater: "There is no class of public servants whose work needs the steady and generous support of the state more than the public school teachers. The legislature is thoroughly committed to that principle."

Said Lieutenant-Governor Timothy L. Woodruff: "Something is radically wrong when rigorous work is exacted from school teachers without adequate pay to this hard-working, intelligent class of public servants."

As Governor Odell remarks: "The limits of salaries should be fixed by the legislature; it is a state affair."

The teachers must do the work. They must show that their service is well rendered; that with devotion and enthusiasm they are planting the principles of real manhood; that they are standing for what is fair and honorable and clean and uplifting. Try to win by all the gentleness and sincerity of earnest hearts the support of every mother and father in the city. Go to them with petitions and ask for support. Ask for it that you may be free to put your whole souls and lives into the grandest work the mind of man can think of. You must yourselves

demand and secure the removal of the lazy and incompetent from your ranks and show that your interests are beyond question for the public service and not for personal sympathy. Every forward step you take will benefit not only this town, but the schools of the state and of the nation.

I expect, if we shall work, to see the day when honors and compensation for school teaching will command the services of the strongest and best men and women in the world.

I expect, if we shall work, to see the time when the nation that glorifies with word of mouth the free schools which are her pride, will render more than lip service to those who make the free schools.

I expect, if we shall work to see the time when the richest nation in the world shall pay the highest honors to those who made it so.

For there are preachers who minister five hours a day, five days a week, unto those as of such is the kingdom of Heaven. There are physicians who cure diseases of the mind and heart of children and give them the health that is nobility and gentleness.

These are they whom they call teachers. They shall be forever encouraged.

The dawn is in the east, even the walls of mine own city are kindled with it. Alleluia.

—School Journal, N. Y.

THE WRITING HABIT.

Charity Dye, Shortridge High School, Indianapolis.

Educators, knowing the fundamental characteristics of habit, hasten to make it a potent ally in their profession. These character-

istics are repeated in the crystals at our feet; in the clothes on our bodies; in the papers in our pockets, and in a most marked way do

we learn from biology that cell waste and cell repair in organic life take place most rapidly and easily where these processes have been going on. Psychology teaches us that habits in man are due to pathways of discharge through the nerve centers, and everywhere it is brought home to us that the formation of correct habits is one of the chief means toward reaching educational ends. Correct habits are also the great economizers in life, in that they simplify movements and make them more accurate; diminish fatigue and the conscious attention by which our acts are performed; they set the higher powers of the mind free for their own proper work of enlarging the capacity to feel, to think, and to will.

No one knows better than the teacher that the mental habits formed, distinguish the trained from the untrained mind, the master from the slave; the trained mind can work under pressure without impediment, create its own mood, handle new data and find its own cue for thought or action; the untrained mind can do none of these things; it is subject to caprice and cannot find its own cue.

Were it not possible to make habit—this dominating power over body and mind—serve the ends of freedom by strengthening the mental powers, keeping the mind plastic and enabling the will to break an undesirable habit already formed, everyone concerned in education, would be appalled at his task; but the ends to which habit can be made to contribute, make it of the highest educational value; and in no province of education, it seems

to me can it be employed with more telling results than in the cultivation of written expression, and of the writing habit, which employ all the powers of mind and have to do with both form and content. The phrase "writing habit" has a forbidden sound, at first, suggesting merely the mechanical and the fixed; it conveys a suspicion that it has to do only with what appeals to the eye and to the exercise of the muscles. It does concern itself with what is visual and muscular in order to make what belongs to sight and muscle a part of the student's organic structure; but its main aim is self-expression, mental growth, expansion of all the powers and such an exercise of them as makes their use a joy and a second nature. It aims at overcoming one-sidedness in speech, and in making writing and talking keep company as equal promoters of human progress.

Oral expression bears so direct and intimate a relation to written expression that the same plea needs to be made for the "talking" as for the "writing habit." They both have to do with the co-ordination of organs with mind. Oral expression furnishes material for written expression, and one's writing often represents the thought which has been clarified by conversation. Talking must furnish the readiness which writing makes exact, if one would seek a well-rounded development. To be able both to talk and write intelligently upon any subject gives evidence of a high grade of mentality; shows a mastery of facts and of their relations; and adds to the pleasure of real living by stimulating thought in the listener or reader,

and increasing it in the speaker or writer.

This close relation between the writing and the talking habit implies a necessity for the equal cultivation of both, but, as a matter of fact, the practice of talking and that of writing, as a means of expression, are very disproportionate in school work. Since the daily life outside of school necessarily gives talking precedence over writing, the school should make all the more strenuous the effort to equalize the efficiency in both by securing to the pupil the same ease in written expression that he manifests in oral expression.

A systematic effort to cultivate written expression in school (and it applies equally well to oral expression) demands certain conditions. There should be first of all an atmosphere of confidence and freedom surrounding the student so as to make him feel at his best and like doing his best. He must be encouraged to have opinions and express them with integrity to himself. His opinions may be of no use to anyone else but himself; but they are of infinite importance to him; they form the nucleus from which his thought is to grow. There is a difference between having an opinion and being opinionated. An opinion should be a sincere expression of the way anything seems to the beholder or student of it. To be opinionated is to persist in an opinion in an obstinate manner that is not to be tolerated and that must give way before real mental growth can begin.

There should be placed before the student proper models of form

and standards to be reached in all the requirements made of him. The requirements should in every case be adjusted to the student's grade of advancement and his power of performance. Only full and free expression should be sought at first, even at the sacrifice of correctness and the important qualities of style. I take it that composition writing exists solely for the purpose of expressing a thought which the writer already knows and wishes to communicate with someone else. When the student is writing, is not the time for the drill that has a separate space set apart for it in the daily program. Let the young writer strike out with a bold hand, long leverage, wide swing, and treat things in the large and the general, believing that he can make the reader see what he sees. The differentiation in process and result will, by daily practice, follow, and will be all the more wholesome and pleasing for having thus started in freedom and in vital relation to the writer's self.

The conditions laid down by the school system include a definite amount of time; the time element is a very important factor in the cultivation of the writing habit. The period given for the language work on many of the official school programmes varies from thirty to fifty minutes a day. Now a systematic effort toward reaching free written expressions must adjust itself to conditions that are fixed. The amount of time given necessarily leaves but a few minutes for written work in the lower grades even when the subject has been developed and the writer knows beforehand what he wishes to say;

but it will be seen that very small children are expected to write only one sentence, or at least a small number of sentences, at a sitting. The point in hand is that something should be done every day, that only by doing this can habit be established upon psychologic principles; it is only by a repeated discharge of energy through nerve centers that the pathway is made permanent, and only by co-ordinating with the mind the muscles employed in the use of the pen that the writing nature can be made a second nature. Five minutes a day, in the first grade, and ten minutes a day in the other grades, will be worth more than twenty-five minutes and fifty minutes once in five days; though this does not preclude the use of the entire language time for written work whenever, in the teacher's judgment, it ought to be taken. The general objection to the rigid observance of the time element is that it causes a break in a student's train of thought; but this is as true of any other subject; the teacher can so forecast the work to be done that the students will reach a natural stopping place, or will have formed a unit in his expression at the end of ten minutes. The word "interrupted" or "to be continued" or some other expression can be placed below the last line written, and the exercise can be taken up the next day where the one of the previous day ended. In this way there is no break in the thought only in the process of writing, and at the end of four or five days a long theme is finished. The other part of the language period can, with great profit be given: 1. To drill in the correct

form the misused in the writing the day before; 2. In developing the lesson about to be written; 3. In having the compositions just written read to the class and commented upon by the class. A most important point connected with the time element is the freeing of the students from the feeling that they have to do so much in a lesson. The only thing to be noticed by the teacher are: the pupils are working up to their best effort, and without defeating the instructions in penmanship or other elements; that the subject is vital to them; and that they are truly interested. Interest is the psychological foundation for all good work. If under these conditions the student has done his best, he has done well for him; the composition in hand is not the point in view. Thoreau said that it was not beans that he hoed, nor he that hoed beans, that he was raising a transcendental crop. The composition teacher is also raising a transcendental crop, and the harvest will be gathered in the future acquisition of power gained by the student; for the ends in view are the gaining of power or the ability to work (to work under pressure, if need be), and the ability to use the knowledge at hand, in logical sequence and to make writing as easy as talking.

A correct writing habit includes proper form, as well as choice content. It recognizes the necessity for collateral language drill in grammatical correctness, and in the simpler rhetorical practices; it takes into account penmanship, punctuation, spelling, margins, labeling of papers, and all the necessary details in form; but it in-

sists that they shall be taught at another time than that which is reserved for the pupil to give free expression of himself.

A successful cultivation of the writing habit demands variety in practice work, variety in point of emphasis. Monotony in composition work is the danger signal for death, and the teacher may be sure that change of treatment is the only thing that can save life. Variety can easily be secured by changing from one discourse form to another, and in changing the point of view. The proper use should be made of success as a stimulus to effort. It is a matter of fact that success rightly taken is a self-revealer and stimulates one toward further achievement as nothing else does. Success may be nothing more than having put forth undue effort, but even that gives the advantage at the next start, and to have tried hardest is something.

The student in a school system should be protected from the drudgery of learning and then unlearning what pertains to mere form in his progress from one grade to another. All arbitrary matters of arrangement and what appeals to the eye should be learned once for all and forgotten, because it has become second nature, and the student does not remember a time when he did not know it. To secure this condition demands a uniform standard in the arbitrary arrangement of papers with reference to margins, heading and labeling for file. Books have standards for form, why do not schools have them?

A neglect to form a correct writing habit leaves one helpless and almost hopeless, when he awakens

to his condition after the time has gone by, when he should have received the drill necessary to the freedom that can be secured only by timely practice in essentials.

A boy who had gone to school for ten years, looked at his untidy, incorrect and incomplete composition spread out on his desk before him; his teacher near by also looked at it in questioning silence. The boy said, "Do you expect a person to think of handwriting and margins and spelling and punctuation and what he has to say, too?" The teacher said: "By no means; all these things except the last should by this time be a matter of habit with you; they should for the most part be in your fingers' ends just as the scales are in the fingers' ends of the pianist before he can sweep the keyboard with his marvelous runs and combinations, leaving his mind free to enjoy the music."

Think what a correct writing habit begun and persistently kept up for ten years of school life might have done for the boy! His fingers would voluntarily have stopped at the uniformly agreed upon margin; his handwriting would have at least been legible; his paper reasonably neat and his sentences commenced with a capital letter and ended with a period. The habit of simple observation of the world about him, if cultivated, would have helped to find something to say; attention to the practice in speech would have helped him to a mastery of the forms of some of the most commonly used, but least easily acquired words. The habit of seeing simple relations between the things within range of his observation would have helped his materials to fall

into orderly arrangement and even so slight an exercise of his aesthetic sense as the arousing of a feeling of pleasure for sights, sounds, including human speech, would have added to his composition a personal quality that is characterized style, and that is the bloom of the bloom in all writing.

Now, the condition of this boy is not unique; there are too many students in our schools in the same condition. He realizes the truth of the situation, but he did not know what was wrong; his helplessness made him lose his self-respect. The only way to prevent such cases is by persistent effort in correct practice in writing from the first day, and by continuing it every day, as a matter of course. By a wise expenditure of effort and by great patience that looks forward to the long run, and a belief that everybody will not be

dead when the long run comes; this work can be done; composition work can be made professional.

Let us repeat that a correctly formed writing habit is a great economizer of time and energy in the life of a pupil; that it leaves the student free to exercise his powers of feeling, of thinking, and of willing, because the mechanics of writing have become a part of his nervous structure; that it takes into account the conditions that will help the student to find something to say, and to give him the desire to communicate his thought and his good will in written expression, and that he will do this in the best manner consistent with his stage of advancement, because it is a natural and joyous thing for him to do.—School and Home Education.

“Glad sight, whenever new with old
Is joined through some dear home-born
tie!
The life of all that we behold
Depends upon that mystery.”

“Vain is the glory of the sky,
The beauty vain of field and grove,
Unless, while with admiring eye
We gaze, we also learn to love.”

—Wordsworth.

EDITORIAL NOTES.

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

Educational Report—III.

We received a copy of the II Part school report on the last day of the late session of the House of Assembly. We are pleased to see that the County Model Schools are discussed by Mr. J. J. Tilley, who has been the Inspector of these schools for a number of years. The

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.

County Model Schools were established after being considered for several years, and approved of by the Ontario Teachers' Association, at its annual conventions, by the late Hon. Adam Crooks, when he was Minister of Education. These schools have been of much service, as Mr. Tilley says, to the cause of

education in Ontario. Their value for the better equipment of young teachers has been recognized by other countries. The academic training of our teachers for the Public Schools is given in the High Schools and Collegiate Institutes, the professional training is attended to by the Model Schools, Normal Schools and the Normal College. The teachers holding the III. class certificate still form one half of the teaching force of the province, but are passing and it is expected that in a few years the II. class will be the lowest grade of certificate in Ontario. For several years the inspectors and principals of the Model Schools emphasized the statement that the length of the session for the teachers in training was far too short, advising the session to be eight months instead of 15 weeks. And in addition to increasing the length of the session, it is recommended that a teacher be engaged to teach the senior class in each county Model School, thus giving the principal of the school an opportunity of supervising the work of his school as well as teaching the candidates for professional certificates. We heartily approve of the two recommendations and add a third: That no class of students in training for professional certificates shall be larger than twenty. Any teacher who has had the onerous charge of a class training for the difficult work of teaching, will understand the value of the third recommendation, and no other can. Thus the division of the candidates among these training schools would be: Model Schools, teachers for II. class certificate; Normal Schools, teachers for I. class certificate and the Normal College for

the training of those who had taken a University course. The inspector, Mr. J. J. Tilley, has done good service in presenting so fully the case for the county Model Schools.

Each principal of the three Normal Schools sends in a report to the Minister and each of them makes the same complaint about the inadequate preparation of the candidates in scholastic attainments—especially in arithmetic and grammar. Every principal of a High School could easily give the reason, viz, the unscientific arrangement of the subjects for the first, non professional examination in our High Schools. But we endeavored to show this time and again; we shall not attempt to slay the slain, only remark that a vacuum is not the only thing nature abhors. The principal of the Normal College contributes to the Minister's report an able review of the College. The principals of all our training institutions complain of their limitations in respect to time, means and staff. We agree with the principal Dr. J. A. McLellan, when he says: "They (the staff) deserve liberal remuneration for such work. But they do not receive it. I have no hesitation in saying that they do not receive one-fourth of what their services are worth. The trustees say the fault is with the Government (or Education Department), and the latter, that the blame is with the trustees. I do not decide between them. But I do say that it is no credit to the province that the highest services in education that can be rendered to the country, are so poorly paid." There are two recommendations, which we think should receive

special and immediate attention, from the Education Department—one by Principal William Scott, Normal School, Toronto, in regard to the teaching of the Bible in our Normal Schools and the other by Mr. Inspector J. J. Tilley. We quote his words: "If a special grant, of even a small amount, were given to all rural schools, employ-

ing second-class teachers, and an additional grant to those employing first-class teachers, I have no doubt that there soon would be a very marked increase in the number of teachers holding these higher grades of certificates.

We have for years advocated changes such as these and sincerely hope to see them soon realized.

COMMENTS.

We have received from the Minister of Education, a copy of the Archaeological Report for 1901, a very interesting and suggestive record of new material and progress in archaeological and ethnological study for the past year. The report reflects credit on the work that is being done in Ontario, as well as on the industry of the leader in this field of research.—Mr. David Boyle.

Prince Henry, of Prussia, who is now making an official visit to the United States as the representative of his brother, the German Emperor, has met with a very cordial and demonstrative reception from our republican neighbors. His journey included a brief visit to Canadian territory, at Niagara Falls, where he crossed the boundary to see the cataract from the Canadian side. Canadian troops furnished a guard of honor on the occasion, and he received a formal welcome on behalf of the Canadian Government.

Britain has acted well to the peoples of the colonies. She has given into their hands vast territories, with fertile lands, and valuable minerals. Australasia is as

large as Europe, and is owned by only four and a half millions of people. Canada is as large as Europe, and is owned by five millions. Britain has not only given the colonists these territories, but she has freed them from any liability for the British National Debt. There was every reason why they should have continued liable for this debt, especially as it was caused mainly by the wars with France at the close of the Eighteenth and beginning of the Nineteenth centuries, and since, had it not been for the victories gained in these wars, it would never have been possible for the present occupiers of Australasia, Canada, and South Africa, to possess these lands. But Britain has not only given vast continents to the colonists, and freed them from any liability for the National Debt, but she has protected them from the first, and protects them still, almost entirely at her own expense.—J. Johnson, M. A., L. L. B., in the November New Liberal Review.

There is a struggle going on in Canada to assert its position in transatlantic markets, as distinct from the United States. The United States are regarded as "America," and Canada is, of

course, part of the American continent. The line of distinction is thus hard to make clear between Canada and the United States. Even in the British press the term American is usually applied to the United States. Canadian papers find it difficult to keep clear of the same misleading use of words. In the British markets, Canadian products—especially cheese, butter and apples, are in high estimation, and command better prices than the same kind of goods from "America." Then, their geographies tell them, rightly, that Canada is in America! The only remedy is to enlighten British people on the fact that Canada covers half the continent of North America,

and is a very important portion of the British Empire.

The United States tariff is still extremely unfavorable to Canada. We import from the United States over \$19,000,000 of farm produce, while the people of the United States import from us a little over \$8,000,000 of farm produce. Our imports from the United States greatly exceed our imports from Great Britain, and yet the British markets are open to us without the payment of any duties. Our trade with Great Britain ought to be fostered with all due care; while nothing ought to be done to hamper our dealings with our nearest neighbor.

CURRENT EVENTS.

There is to be opened in Russia a perfectly constituted university, exclusively for women. The sum of 5,000,000 roubles has been set apart for its endowment by a wealthy merchant named Asbak-noff. It will begin with the three faculties of medicine, mathematics, and physical science in full working order, and the Minister of Public Instruction is studying the conditions under which it may be possible to found a faculty of law.

ions of which the combined Arts and Medical course is shortened from seven to six years.

At the regular meeting of the senate (Univ. of Toronto), last Friday evening, 14-3-'02, it was announced that Mr. S. B. Sinclair, of the Normal School, Ottawa, has offered for a term of five years an annual scholarship of \$25. In accordance with the wish of the donor the new scholarship will be awarded in the department of philosophy.

Perhaps the oldest book for home-lessons in arithmetic was recently unearthed in Egypt. The papyrus, which was in excellent condition, dates from about 1700, B.C.—that is, about one hundred years before the time of Moses, or almost 3,600 years ago. It proves that the Egyptians had a knowledge of the elementary mathematics almost equal to our own. The papyrus has a long heading, "Directions How to Attain the Knowledge of All Dark Things." Numerous examples show that the principal operations with entire units and fractions were made by means of addition and multiplication. Subtraction and division were not known in their present form, but correct results were obtained nevertheless. Equations were also found in the papyrus.

A statute was passed at the same meeting, according to the provis-

SCHOOL HYGIENE.

Helen MacMurchy, M.D.

Suicide in London and Chicago.

—It is stated that suicide has increased 200% in Great Britain during the last 50 years. The Philadelphia Press says that the rate of suicide in Chicago is four times that of London!

The Death Rate in Chicago

for October, 1901, was 12.25, a great improvement on the average of the last 20 years, which is 15.27. And the decrease was due to a lessened number of deaths under 5 years of age. Dr. Reynolds, the Chicago Officer of Health, is to be congratulated.

Memorial Institute for Infectious Diseases. — Mr. and Mrs. Harold McCormick, of Chicago, have founded this Memorial Institute and endowed it with one million dollars, in memory of their little son, John Rockefeller McCormick, who recently died of scarlet fever. A wise and kind gift.

Tobacco Hearts in High School Pupils. — Cigarette smoking is held responsible by the medical examiners of the Chicago School Board for a startling increase in heart disease and nervous ailments among pupils in the High Schools. The condition was revealed by examinations recently held for admission to athletic sports. Twenty-one out of one hundred were found unfit and all but three suffered from some form of heart trouble.

Increase of Longevity in London. — According to the annual report of the Medical Officer of London, the average of life is increasing in the metropolis. During the last ten years the average mortality has been more than five per cent. less than in the previous decade. The average number of deaths from consumption

in each year from 1800 to 1899 was 8,532. Last year the number was 8,030. Deaths from bronchitis decreased from 10,226 to 8,030. The main increases in disease have been in cancer, pneumonia and apoplexy. In view of recent experiments to find a cure for cancer, there is additional significance in the figures showing the increase in London in the annual deaths from this disease from 3,800 to 4,261.

Smallpox in St. Pancras, London. — All the cases of smallpox under five years of age were unvaccinated, and of these 19 out of 23 died. Under ten all were unvaccinated except one, and of 42 there were 29 deaths, all among the unvaccinated. Out of a total of 87 children, under 15, 57 were unvaccinated, and of these 38 died, while of 24 vaccinated children 23 recovered. The figures show that the protective influence of vaccination diminishes progressively after childhood, but at every age the unvaccinated cases show a vastly higher mortality than the vaccinated. Two deaths occurred among revaccinated persons, revaccination having been performed, in one six, and in the other seven years ago. It is a significant fact that no instance has occurred of the occurrence of smallpox among the immense numbers of those who have recently been revaccinated at a time when they may be assumed to have been free from infection. With regard to the relative severity of the attacks it is mentioned that the confluent and hemorrhagic forms occurred in 23% of the vaccinated and in 73% of the unvaccinated, and, as in all other epidemics, the measure of protection appeared to be in direct proportion to the number and area of the scars. The Medical Press.

BOOKS AND MAGAZINES.

To accommodate readers who may wish it, the publishers of THE CANADA EDUCATIONAL MONTHLY will send, postpaid, on receipt of the price, any Book reviewed in these columns.

Books received—The Kensington Series, Thomas Laurie, Educational Publisher, London, Eng., English Grammar and Analysis by David Campbell, 1s 3d, History of the English Language by David Campbell, 9d., Text-book of Composition, 1s., cheap, neat and suitable for use in our Elementary schools.

The Great Explorers. Thomas Nelson and Sons, London, England, 2s.

The Great Explorers is one of those books that are useful rather than attractive. This one is well gotten up, carefully, if quaintly, illustrated, and the material for each sketch is carefully culled from reliable sources. Brief sketches are given of twelve great travellers, beginning with Marco Polo and ending with David Livingstone. A thoughtful boy or girl would find these short sketches most interesting, and the impression they leave is that of a desire to learn more of these great men, with whom we have had but a slight acquaintance. If one wishes to give a useful book, or to awaken in the mind of a restless boy or merry girl a desire for more solid reading, he could not do better than fix upon this book, which is one of the best of its kind that we have seen.

A text-book on Commercial Geo-

graphy. By Cyrus C. Adams, B.A. D. Appleton and Company, New York, U. S. A.

This is one of the twentieth century text-books, issued by the Appletons, of New York. Under the supervision of A. F. Nightingale, Ph. D., superintendent of High Schools of Chicago. The publication of this book and such books as this, is clear proof of the truth that the war of the near, very near, future, is to be in commerce. Let any teacher of the subject of geography compare this text-book on geography, with the geographies ten or fifteen years ago, and he will be amazed at the change. Here he will find soils, pasture lands, different crops; harbors, seas, rivers, canals, coinage; exports, imports, etc., etc.; conveyance of products of the soil or manufactures almost exclusively treated of.

Not a word about kings, navies, or land forces, only those forces which favor or retard industry, are recognized. The relentless war of the coming days will call upon the mothers and children to join hands with the men to keep in the front rank of power and influence the native countries of the contending peoples. It is rather noticeable that in comparing Great Britain and the United States of America, the comparison is strictly kept with the little islands, and

the sister kingdoms are far in the back ground, and out of sight. A characteristic phrase appears more than once or twice in this valuable book: "The United States lead the world, in this or that article, as the case may be." In one instance the phrase is applied to Canada. The author gives Alaska as an important source of salmon canning. On page 182, we have the words: "The northern coast (Pacific), is of no value for commerce on account of the climate." A reader would naturally infer, if the climate of Alaska does not interfere with commerce much less would it with trade of Canada farther south. Our High School masters will do well to acquaint themselves with the contents of this book, and equip themselves and their scholars with the necessary information for the life which is awaiting them.

"The Living Age" for March 15th contains a long and important article on "The Coming General Election in France" by J. Cornely, reproduced from the National Review.

The contents of the February number of "Outing" include contributions by two well-known Canadians. "The Haunter of the Pine Gloom," by Charles G. D. Roberts, and "The Spinster Moose," by Miss A. C. Laut. Mr. Edwyn Sandys, who conducts the department entitled, "The Game Field," is also a Canadian, a brother of Mrs. Alfred Denison, who has long been on the staff of the Toronto Saturday Night. Other articles of interest are: "Coasting

Along Labrador," by Henry Webster Palmer; "A Sporting Egypt of the New World," and "Hunting and Fishing in the Altai Mountains."

One of the most interesting contributions to the March number of the Century Magazine, is "Personal Recollections of Alfred Lord Tennyson," by W. Gordon McCabe. There is also a short account of the playing of Kubelik, accompanied by a reproduction of Miss Cecilia Beaux's fine portrait of the young violinist. It is rather a remarkable thing in a modern magazine to find such a number of articles of general interest, with only two short stories; but such is the make-up of the March "Century."

George W. Cable's new serial, "Bylow Hill," is begun in the March number of "The Atlantic Monthly." It is gracefully written, as usual, with Mr. Cable, and promises to be a love story in a New England village, although one of the young women in the story and her mother, come from the South. The most important contribution to this number is "England and the War of Secession," by Goldwin Smith. There is a most interesting account of the work of Anthony Trollope, by Gamaliel Bradford, jr.

The March "Book Buyer" contains: "Local and National Types in Fiction," by Mary Twombly, "Forgotten Nature Studies," by Margaret Fenn Robinson, and a criticism of Stephen Phillips's "Ulysses," by W. C. Frownell.

"The Point in View," in the March "Scribner's" contains an extremely amusing and sprightly contribution entitled, "A Plea for Better Street-car Poetry." "The Emancipation of Theodorus," by Clara Bellinger Green, is a short story characterized, by somewhat the same qualities as the article in *The Point of View*. Other contributions especially worthy of mention are: "The Heart of England," by John Corbin; "The Bar Sinister," by R. H. Davis; and a short poem by Robert Bridges, "From One Long Dead."

The March "Cosmopolitan" contains: "Motherhood," by Lavinia Hart, "Costuming the Modern Play," by Roland Phillips, "Harrison," by William Allen White, "My Tattooed Friend," by Clara Morris, and the story of Roosevelt's Life, part V. by Julian Ralph.

"The Youth's Companion," for March 13th, contains the third of a series of stories by a young Canadian writer, Mr. Arthur E. McFarlane. "Tales of a Deep Sea Diver." The most interesting contribution from the literary point of view in an article of reminiscence, by G. H. Broughton, R. A., entitled, "Browning, Lowell, and others."

"The Ladies' Home Journal" for March contains a short story by Mr. Frank R. Stockton, entitled, "My Balloon Hunt." The hero of the story is a French man, whose experiences are related by himself. "The Russels in Chicago," continues to be as amusing as its first installment. New departments are

added to this magazine with every issue.

The contents of "St. Nicholas" for March include: "Children of an Exiled King," by Emily P. Weaver, "The Gazette Boy," by H. H. Bennett, "A Letter From Oliver Wendell Holmes," and "The Boy Recruits," by Willis B. Hawkins.

The complete novel in the March "Lippincott," is "Wild Oats," by Francis Willing Wharton. Other contributions are "The Sins of the Fathers," by S. Weir Mitchell, "Differences" by Paul Leicester Dunbar, "Old Fashioned Song," by Marie Van Vorst, and "Two Grandes Dames," (Mrs. Gladstone and Lady Palmerstone). Buried in Westminster Abbey."

The contents of the March "Studio," a particularly valuable number, includes: "A Swiss Painter, Charles Giron," by Robert Mobbs, "A Country Cottage," by M. H. Bailey Scott, "Decorative Art, in New Guinea," Part I, written and illustrated by C. J. Practorius, "A Young English Sculptor, Gilbert Bayes," by Walker Shaw Sparrow, "The Art of True Enameling upon Metals," by Alexander Fisher, "Some Recent Drawings of English and Continental Gardens," by George S. Elgood, "Notes on Contemporary Japanese Art," by Prof. K. Okakura, "The Autumn Exhibition of the Nippon Bijitzu, in the Japanese Fine Arts Academy," "Studio Talk," from the different correspondents, reviews and awards in "The Studio" Prize Competitions.