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THE  
EDUCATIONAL RECORD  
OF THE  
PROVINCE OF QUEBEC.

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No. 6.

JUNE, 1900.

VOL. XX.

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**Articles : Original and Selected.**

ONE OR TWO UNSETTLED QUESTIONS OF  
MODERN EDUCATION.

(From an Address delivered before the Meeting of the Teachers' Association  
Montreal, in March.)

It is difficult for a teacher of the present day, to avoid the error of magnifying his office. Surely in no age since the age of the Greek philosophers has the subject of education loomed so large before the minds of thinkers on social conditions. They are fully awake to the fact that if the secret of education could be really grasped in the case of every group, every individual, we should have won in the school or its play-ground, not only the battle of Waterloo, but the harder battles of our day, the struggle to maintain lofty political and social ideals, in the midst of the unidealizing tendencies of present social and political conditions, the demoralizing wrestle for life, the confusion of ends and means.

Streams of thought from various sources force upon us the conviction that there should be no more halting between two opinions, that we should arrive at and apply definite conclusions as to education. There is the spirit of democracy, making demands of uncompromising idealism, —equality of opportunity, a genuine chance for every human being to lead the truly human life. The Christian rule that the best should not be withheld from a single individual is more difficult of attainment, now that the

content of that best is added to from classical sources, now that the Christian and Greek ideals are being fused. What is best for any must be open to all, as democratic Christianity teaches. What is best for any is the full realization of all the human faculties, the Greek spirit insists. I need not conclude the syllogism. There is the spirit of science, which, having conquered in this century one department of existence after another, is now moving over the chaotic phenomena of education and strives to order them according to some plan. In no sphere is it more plain that what we see is produced by causes, over which intelligence ought to have control, in none probably, is it harder to ensure that the efficiency of the cause shall not be hindered by some incalculable factor.

By the philosophers it is seen not less clearly than it was by Plato that in music, that is in education in the strictest sense, is the stronghold of the city. The success of the State, said Plato, depends on this, that there should be no innovation in music and gymnastic, "the styles of music are never disturbed without affecting the most important political institutions." To the directness and simplicity of this application we look with some envy, in this age when the theory of education is apt to be that child of a philosophic system which does most to destroy its own father. To take the instance that first occurs, in the Spencerian doctrine of education, the Spencerian philosophy begins to totter. No theory can be so directly applied as was Plato's, in the complexity of present day conditions. The State could be regarded by the Greeks as gathering up into itself and expressing all forces of social influence, for the service of the State the individual primarily lived, the State had therefore a supreme right to stamp with its impress every individual character, of the State an ideal conception could be formed, not requiring change, not needing modification with every fresh development of time. There could be no question that the function of such an organization was to undertake the whole upbringing of the citizens, who should have no ideals that did not centre in it. But the city for which the modern child must be educated is the world, the organizations of which he is to become a member are manifold, he must submit to a hundred social influences that cannot be summed up in the State. Nor is it now possible to regard the State as a

finished work of art, not to be improved by alteration. The theory of indefinite progress, at every step of which the individual reacts upon the constitution of society, and with new demands of human nature, new methods are required, appears to have been hid from the greatest of the Greeks, or rejected by them. It seems then that though we hold fast to the belief that education is all in all, the belief is less energizing in its effect, because of the multiplicity of the data concerned, rendering uncertain the result of any special action, because also of the doubt cast by some scientific theories, as to the degree in which the ideas of men can alter the course of social development, a doubt which does not paralyze, but does at times clog the steps of reformers.

The spirit of democracy and of science is not only idealistic in its requirements, it is also intensely practical. It demands that something shall be done in the all-important years of education, the "almighty years" as they have been called, to prepare definitely and immediately, for the struggle for industrial supremacy between nation and nation, individual and individual. In that most impressionable period of life, it insists, our children should be moulded into the sharpest instruments for carving out their own success, in the vocation they will choose. Let us help them to run as hard as possible, seeing that this is a world in which, to apply (as it has been applied before) the expression of the Red Queen in "Alice through the Looking Glass," one must keep on running as hard as he can, in order to remain in the same place.

Out of the tangle of ideas aroused and agitated by these various modern powers, there emerge two most prominent and widely-embracing questions—the relation of the State to education, the relation of education to life. They are, of course, intimately connected, but the former is primarily a question of organization, the latter of subjects taught. The respective demands made by the democratic spirit, under the two aspects described as idealistic and practical, are set in opposition to each other. The interests, which are only to belong to leisure in life, ought to occupy only the hours of leisure in education, according to Herbert Spencer. The first business of education is to show how to live, "*primum vivere.*" It is the task of the educator to make of the child a human being, is the thesis

of the opposite school, the needs of life will only too quickly make of him a machine, an instrument. If "in the morning of his days, when the senses are unworn and tender," when his curiosity is still disinterested, and habit has deadened nothing, he is not introduced to the ideas and objects which alone make any life he can secure for himself worth living, these things will never "swim into his ken." How can we do him this great wrong, and not allow him the key to the doors through which he has a right to pass, seeing that that which is within belongs to him as human? Moreover, as it may be argued, if he has this entry, if he has the elements of a liberal education, he will be more likely to succeed in the struggle for life, seeing that he will fight for a greater prize. Both arguments have force, and there is to be taken account of the contention that in spite of all apparent failures, the two ends can be reconciled "on concilie tant bien que mal les nécessités physiques, et l'ambition intellectuelle" (Thaumin). It is possible in educating liberally to work for a very practical end, in educating for the whole of life to develop a character which will successfully adapt itself to any special sphere of life. This, it is held by some recent French educational thinkers (*e. g.* Demolius Leclerc) is the result of that which they admire in English conditions, as contrasted with French, and especially the absence in England of a single uniform state system, making impossible or difficult, spontaneous developments to meet special cases, and the vigorous initiative of the educational genius. They have in view, of course, mainly English secondary education, but it is probably true that in the sphere also of primary or elementary education under government control a greater variety is possible than in the same sphere in France or Germany. More elasticity indeed is allowed for by the English Code than school boards, and teachers often avail themselves of. The action of the State on the school in England, says M. Max Leclerc, "is not invasive or imperious, it counsels, suggests, controls, gives support, authorizes, hardly offers, never imposes. It took up the rôle of organizing primary education, after individuals and societies had prepared the way. It was at first modest in its demands, timid in proceedings, pre-occupied to respect the independence of associations, not to paralyze initiative, or impose uniformity." "The reason," observes M. Boutmy,

“ why the English have obtained such astonishing results in literary efflorescence, and industrial and scientific expansion, with a program of education characterized by insufficiency, incoherence, impropriety (*i.e.*, lack of relation between studies at school and business of later life) is this : Their Philistinism is more than compensated by their qualities, *the fruit of their education*,—great physical energy, more spring, and never satiated intelligence.” In these views then, ends to which they were not consciously directed have been attained by English methods in virtue of the very absence of conscious aim and method. In England, on the other hand, there is much doubt whether the conditions of modern industry do not call for a more accurate adaptation of educational system to the work of life,—whether the lack of system is not becoming antiquated, and it is to France and Germany that the attention of many educationists is directed. watching the development of technical training, agricultural training, and training in practical science. Classes are being organized by municipal bodies, and much directly practical instruction is given, both in the evening continuation classes of the Board Schools, and in the ordinary education. I quote from an account given by an inspector of a typical visit to a school in York : “ When I arrived at nine, twenty girls had marched off to a cookery school, and some thirty boys were at woodwork under a special teacher. These technical subjects, together with laundry-work, cottage-gardening, swimming, etc., are much encouraged by the Education Department, which makes special grants for the teaching of them.”

There stand out in my memory, three or four crises, or contested issues in the history of English education, the last ten years or so, which illustrate the aspects taken by the two questions, whose bearing has been considered. The first was the introduction of the principle of Free Education, in the Education Act of the Unionist Government of 1891, providing that all grant-receiving schools should give free education, except in special cases of the higher grade and other schools. The argument which carried all before it on this occasion, was the cry “ Compulsion logically implies remission.” Education had been compulsory since the Forster Act of 1870, called the “Magna Charta of English children.” This act provided for the creation of School Boards in places where there was

a deficiency of schools or where a majority of rate-payers desired a board, and also introduced the conscience clause by refusing to recognize a school as suitable where any child was required to be present during the time of religious instruction. Compulsion thus preceded freedom in England, contrary, as I understand to the most common order in the provinces of Canada, where, it seems, the policy of providing free education without enforcing the use of it, has already met with severe criticism. The chief points adduced by the opponents of Free Education in 1891, were, that there had never been any hardship before the Act, since the fees of the very poor children had been paid by the School Boards, or at a voluntary school by the Guardians of the Poor, and that to take away this great duty from the parents is a dangerous attack on their sense of responsibility.\*

It may be noticed that this socialistic measure of Free Education marked a departure from that merely supplemental, regulative, suggestive policy of the state, regarded somewhat enviously by French sociologists. Also that the parents' duty to train up good citizens once taken over by the state, it may be found difficult to stop in the education, not to include attention to all the physical requisites for good citizenship. Half-fed children can neither learn, nor become in any way perfectly satisfactory members of the commonwealth, and a considerable number in the great English towns go to school in that condition. It is not uncommon to find a school-master supplying a breakfast out of his own means.

A second set of questions centred about Sir John Gorst's first Education Bill (1895-6). Immediately occasioned by the bitter cry of the Voluntary Schools, unable to compete with the Board Schools, seeing that these by means of the rates had an unlimited purse to draw from, and shipwrecked mainly in the storm roused by the provisions in aid of the Voluntary Schools, this Bill took up several other critical questions, and contained much that was original. The principle of decentralization by means of local control, which would make possible local variations, was loudly affirmed in it. Local authorities were to be erected throughout the country, in close connection with the County Coun-

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\* Points taken from a Lecture on "Primary Education in England," delivered in Melbourne, Australia, by Sir Evelyn Oakeley

cils, and the control of the Education Department would be remote, and slighter than under the former legislation. The issue was that between a greater and a less specialisation. Whether the authority be central or local, the control may be with equal propriety termed "popular." But the conception of education acted on by the leaders of the people, through the Education Department is more likely to be the conception of the whole people at its best, than is that of the local body. The ideal of the one will tend to be the making of the child an English citizen, of the other to turn him out a farmer, artisan, mechanic, as the case may be. Nevertheless it is unsafe to dogmatise on this matter. There are times when it may be a national need that interest in, and knowledge of some special branch of work, should be developed. At the present moment, in England, for instance, it seems of great importance that something should be done to stay the careless stream from the country to the cities. The evil of overcrowding in the towns, the evil equally great of agricultural depression, the evil of the withdrawal from country life of numbers best suited to it, all touch upon this point. These national sores are, of course, not wholly curable by a change of curricula in rural schools, but a special scientific training in agricultural methods and arousal during school-days of interest in farming, would be one force to the good.

The Board of Education Bill of 1899, coming into operation April 1900, appears to be clearly a movement in the direction of greater symmetry, and state regulation. For the first time (if we except the case of the Royal Commissions of Enquiry into the Universities) the organizations of secondary education become bodies known to the English constitution. It is not necessary to go into the constitution of the Board, which is to take the place of the Education Department. In functions it will be differentiated from that department, in that it will be empowered to undertake inspection of secondary schools, on the application of the school, and that, together with the "Consultative Committee," it will frame regulations for a register of teachers. The Consultative Committee is a body established by order in Council, of which the majority will be persons qualified to represent views of universities and other bodies interested in education.

As was well pointed out by Mr. Robertson (*Canada*



*Educational Monthly*, May 1899), special care has been taken in this act to safeguard local independence, and leave abundant space for spontaneous developments, and cultivation of individuality, on the ground that, in the words of Professor Jebb, "a living chaos is better than a dead cosmos." The idea of unity and harmony in national education has been more powerful over English thought than ever before, the spectacle of symmetry and uniform order in Germany and France attracts, but it also repels. The new Board will assuredly be a force that makes for greater unity, but under it there is, as was said in the *Times'* Leader on the Bill, "no danger of the great secondary schools being bound hand and foot, by the inevitable red-tape of a government department." An Arnold, an Edward Thring, a Temple would be not less of a power in Rugby or Uppingham after April 1st, 1900 than before.

Coming to Canada with the modern educational problems present to the mind, in the forms referred to, in the first realization of your comparative freedom from tradition, one is apt to expect that these problems will give less trouble here. The spectacle, for instance, of British Columbia, organizing a new system with all the experience of civilised history to draw upon, and none of the impediments attendant upon long-established institutions that have found their way to the threshold of the 20th century, encrusted all over with the growth of forgotten conditions like the Old Man of the Sea,—makes a deep impression on such a person. In the first endeavours to understand something more than could be grasped at a distance, of the general educational situation in this country, it is true that I do seem to see an application of the modern spirit clearer and steadier than elsewhere, a more logical carrying out of its demands. I think especially of the fact that no difference of principle is allowed as to the duty of the State in primary, and in secondary education. One does not often hear the argument that the business of the Government is to provide and enforce just so much education as is demanded in the interests of morality, and no more. The question in Nova Scotia and New Brunswick, for instance, is looked at in a way as simple and direct as that of Plato. The State must do whatever it can to make good citizens of all its children.

The fact that there is less anxiety about the danger of weakening the parents' sense of responsibility, seems to be an indication, that democracy is, in those provinces, in some respects on a higher level than it is generally speaking in the Old World. What does it mean, this anxiety about the parents' consciousness of responsibility, but that the parents have not yet identified themselves with the State, do not fully realize that the Government is merely representing them, and the laws their highest will? It must be admitted, however, that there is in this country much lack of interest in the election of School Commissioners, and that where the voting is active. This is mainly in the interests of economy, the lowering of the assessment. This blot on educational morality is, unfortunately, not uncommon in popular elections. Systems such as are established by popular will in the Provinces of Nova Scotia and New Brunswick do, nevertheless, come nearer than most of those with which I am at all acquainted, to the satisfaction of the democratic ideal. A system is, indeed, "imposed" by the Government, because a highly civilized people in a new country cannot wait for the slow development of many centuries, in order that the Government, as in England, may not act until institutions have grown up from within. It is imposed, then, but not "from without," in any true sense, since the people does not feel the Government to be alien to it. Has social reflection been troubled here by the European dread of uniformity under a rigid system of State education? I find that this dread is already haunting the critics of education in Ontario. They lament that though an Anglo-Saxon people, the Canadians have allowed their system to approach rather that of France, than that of England. They demand that in that great province more facility should be given for local variation, that the courses should be different according as the pupils intend or not to go on to the University. These complaints bring some disenchantment to an observer who, remembering the rarity, the wonder when an English Board School lad finds his way to the University, the happy shock through the educational world when one such attained the greatest academic honour of the year, the Senior Wranglership, finds the continuous broad path from the Ontario public school to the University, a fair and beauti-

ful path. At the same time there is peculiar interest for a European in some of the suggestions made for calling in the principle of private enterprise to supplement the work of the public schools, to affiliate, for instance, the existing voluntary schools which may give instruction in subjects outside the ordinary curriculum, and so enable associations of parents to improve, if they wish, on the public system. \*

I would by no means be taken as suggesting that such uneasiness points to the failure of State education. There seems no reason that the interests of flexibility, individuality, variety should not be reconciled ultimately with those of coherence, order, system. There are signs that to some thinkers a greater unity seems desirable, in the proposals for a Central Dominion Bureau of Education, which would be no danger to provincial autonomy, inasmuch as it would have no jurisdiction †

Being nevertheless a central point, where account would be taken of every provincial movement, and comparisons be possible, its existence would surely make for increase in unity of principle in our national education.

It appears then that, as in England, the need is felt in Canada, both for more centralisation, and for more decentralisation, though in different spheres. In England it is seen that on the one hand closer links must be forged between the systems of primary and of secondary education, and some kind of continuity secured. The establishment of a single Governmental Board, which will control the one, and have at least knowledge of, and communication with the other, will be an instrument to this end. It is seen on the other hand that it is to the interests of the people that more specialisation and local option in the departments of education for practical life, should be possible, and this will be gradually worked for by the allowance of a freer hand to local authorities.

In Canada it is beginning to be recognised after some experience of Confederation, that in the existence of educational systems quite unrelated to each other, there is risk of denationalisation, and that more might be done in the creation of unity of spirit, and some slight bond of relation could be established through a Central Bureau. But if an

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\* See *Canada Educational Monthly*, December, 1898—Paper by Mr. Lawrence Baldwin.

† See *Canada Educational Monthly*, May, 1899—Editorial Notes.

educational centre for the nation is already dreamed of, the opportunity for greater variety within the province is also demanded. Much has been said of the pre-eminently practical tendency of education in Canada, but the high idealism of principle that is behind the institutions of such provinces as Ontario, Nova Scotia, British Columbia, has hardly had full recognition. There is in the school regulations of Nova Scotia a provision that it is the duty of the inspectors, on behalf of the people, to see that the scholars are making sure progress, that there is life in the school both intellectual and moral—"in short that the great ends sought by the education of the young are being realized." It is indeed to great ends that the framers of these institutions are looking, and therefore they cannot but be rewarded by ultimate success. But it may be that some smaller ends are at times lost sight of, and here and there a greater facility for the introduction of practical subjects, by means of decentralisation, is felt to be required, as has been noticed in the case of Ontario. Possibly also, as the Nova Scotian system grows older, it may leave behind that spirit of paternal regulation, that advice, protecting and tender to inspectors, trustees and teachers, which must surely be felt as cramping to independence, and hostile to originality. In educational joys and sorrows, as in so much of the other elements of national life, there is then a kinship, between Canada and the Mother Country, and it is this point on which I have attempted to dwell, feeling myself unfitted at present to discuss difficulties peculiar to different provinces, and more especially to Quebec.

The way in which all these problems are to be worked out is a question of extraordinary importance. As was observed by the late Sir William Dawson, in the annual lecture, 1863, "In British America *mind* is the chief of the natural resources of the country." That this is perceived alike by educational leaders, and by the educated, is amply shown. That a solution will be found for these problems is as clear as is the great future before Canada, and in the solution developments may take place, strange to the Old World. In the most general form, the question is perhaps to be put in this way:—

How is a system of education to be established, free, shared in by all, chosen for themselves by all, the common will expressing not the average, but the best conceptions

of the community,—a system in which the children are not less well equipped for the necessary work of life, than for the good use of life's leisure. How, in fact, shall the people be educated to be at home in the world, not strangers ?

H. D. OAKELEY.

### Editorial Notes and Comments.

VACATION SCHOOLS.—The hot days of summer are upon us. The more favored children are planning trips to the country or seaside. But that which brings greater joy and pleasure to many of the children but gives increased misery to others. The vast majority of children must remain at home, many of them under very unfavorable conditions, in hot, dusty, malodorous, noisy lanes and crowded streets with improper food and drink. These poor little creatures are far from finding "heaven about them in their childhood." Yet it is wonderful how resourceful they are. Nature has not given them much, but they have learnt in the stern school of necessity to use every little blessing to the best advantage. After the summer rain they sail their little boats, made from a chip and an old rag, in the pools of dirty water in the street and paddle in the tiny streams that run along the gutters. They take their bath in the wake of the street watering cart. A day in the country is like a glimpse into heaven for them. The fact that they do not always behave in an exemplary manner when granted a treat like this is due either to ignorance of what should be, or to the desire to make the very most of their opportunities. Vacation schools are coming to help these neglected children. When? Miss Nelson, writing in the *Kindergarten Magazine*, describes graphically the weekly excursion of the Vacation School in Milwaukee.

"But it is the weekly excursion that is the great event in the Vacation School. One day in each week of the six weeks' term the entire school is taken on a trip to the woods. Long before the hour for departure the children assemble in the school-yard, each bearing a lunch of a very nondescript order, the study of which alone would give one an interesting insight into the lives of these children. Each has a happy smiling face and all are eager for the mysterious pleasure that the day has in store for them. A certain regularity is observed in conducting all excursions,

so that a sufficient degree of order may be maintained. Each class is under the charge of its own teacher, who has one or more assistants, and the classes are distinguished by the different coloured badges that the children wear, so that the teachers will have no difficulty in recognizing their own. Every moment of the trip on the cars or train is full of interest and wonder to the children. Their whole nature seems to be awake and on the alert to grasp every sight and sound around them.

Arrived at their destination they at once fall into groups about their leaders according to previous arrangements, and begin to make a study of their surroundings, studying either some special features that have been discussed before hand at school, or whatever there is that arouses their interest. Much material is also collected to take back to school for further discussion."

With the older children some time is usually spent in sketching. Then, too, games are played, teachers and pupils commingling, all with the same free, joyous spirit.

When the time arrives to return home it is a tired, happy throng that is conducted back to the confines of the city, but their hearts have been brightened and their whole natures refreshed and strengthened by their day's outing, and they feel that sense of satisfaction which results only from real enjoyment.

It was a noticeable fact that after each excursion the children evinced a greater vigor in their work at school. Toward the end of the term their powers of observation were considerably quickened, and their marked growth in this and other ways proves that the vacation school provides the best possible conditions for the development of child-life.

—THAT sad tragedies like the one in connection with Arthur McIntyre, who was condemned to four years in the Reformatory for taking the life of his father, are not more frequent, is due to the admirable school training, instruction and discipline to which children are subjected. Self-control, respect for law and order, prompt obedience to constituted authority, are indispensable to the happiness and well-being of children. Let not the teacher be carried away by the false estimate of the value of good discipline that is gaining ground in some parts of the educational field. The child must be taught obedience! He must be

subject to parents and teachers and released from subjection only so fast as he becomes able to control himself rightly.

Bad books, in conjunction with an untrained moral nature, have worked Arthur McIntyre's ruin.

Let us do all that lies in our power to prevent such a scene as that which took place at the trial of this boy, only twelve years of age. It was reported in the daily papers that he received his sentence with a smile of bravado on his face.

—THE ORIGIN OF GENDER IN LANGUAGE.—Students of language have queried time and again as to the origin of attributing sex to inanimate things by means of changes in the words that represent them. The answer has heretofore been that it is the personifying tendency of the human mind. A writer in the *Fortnightly Review* for January, Mr. J. G. Fraser, is not satisfied with this explanation, and draws quite different conclusions from observations of the languages of various tribes of South America and Australia. Mr. Fraser sums up his argument in this way:—

“Thus from Australian and American evidence taken together, we seem to be justified in concluding that the practice of marrying women of other tribes, whether captured by force or obtained peaceably, may have often resulted in husbands and wives speaking different languages or different dialects of the same language; and that when the women were obtained predominantly from one particular tribe and transmitted their language to their daughters, two distinct languages or dialects would come to be spoken within the tribe, one by the men and the other by the women. The amount of divergence between the speech of the sexes would originally depend on the greater or less divergence of the languages spoken by the tribes who thus intermarried. Where the languages of the tribes were wholly distinct, the languages of the sexes within each tribe would be so also; where the tribe spoke different dialects of the same language, the differences of speech between men and women would be merely dialectic; in other words, they would affect the form of the words rather than the vocabulary. Amongst the Arawaks and Mbayas of South America, to judge from the accounts of Von Martius and De Azara, the differences of speech between the sexes

seem to have been mainly of the latter sort, consisting chiefly of different inflections given to the same words by men and women respectively. Such differences of inflection, however their origin is to be explained, may, I conjecture, have given rise to what is called grammatical gender in language. For in time the two different modes of speech would almost inevitably tend to be confounded. It would be found both difficult and inconvenient to maintain and keep distinct a double set of grammatical forms for all or many words in the language. Each of the sexes would speak its proper dialect more and more incorrectly, dropping some of its own forms, and borrowing forms from the other sex, until at last all difference of speech between them vanished, and of the original duplicated forms of words only one in each case survived. Sometimes the form which survived in the speech, now common to both sexes, would be the form originally employed by the men only, and this would give the masculine gender; sometimes it would be the form originally appropriate to the women, and this would give the feminine gender."

—COURSE OF STUDY IN VARIOUS COUNTRIES.—"Some very interesting facts with reference to the programme of studies in different countries is brought out in a report presented at the meeting of the Wisconsin State Teachers' Association held at Milwaukee last December. We quote a few of these :

The similarities of the courses in France and Prussia are greater than the similarities of the courses in Wisconsin and Indiana. France learned that she was beaten at Gravelotte and Sedan by the German school system.

The courses of Belgium, Denmark, Norway, Sweden and the Netherlands are also modelled on the Prussian system.

An overwhelming preponderance of time is given to the study of language on the continent. The classical or gymnasium course of study in the Netherlands, for instance, includes Dutch, German, French, English, Latin and Greek. The average time spent on these is three hours a week each, for four years, making a total of eighteen hours a week for language. History covers three hours a week for four years, geography and arithmetic three lessons a week for two years. In the Modern Schools of France—the Real Schulen in Germany—the schools preparing pupils for business life—twenty-seven fortieth of the pupils' time is



given to language, thirteen and a half hours a week, nineteen-fortieths of this to the French language, while only about two and a half hours are given to science, including arithmetic, and one hour and a-half a week to geography. While in the higher grades of these schools—the grammar grades—other subjects are introduced and the hours for language slightly decreased, these never fall below one half of the total number of hours.

### Current Events.

#### DISTRICT OF BEDFORD TEACHERS' ASSOCIATION.

At the annual meeting of the District of Bedford Protestant Teachers' Association, held in December, 1899, at Cowansville, the following officers were elected for the ensuing year:—

Mr. Chas. McBurney, B.A., Clarenceville, President.

Miss Watson, Cowansville, Vice-President.

Miss Traver, Farnham (re-elected), Secretary-Treasurer.

Members of the Executive Committee:—

Mr. von Iffland, Cowansville.

Rev. J. Elliott, Cowansville.

Miss Hinds, Dunham Ladies' College.

Inspector Taylor. Knowlton.

Mrs. McDonald, Granby.

At this meeting, also, the following papers were read:—

“What Constitutes a Sensible Education,” Miss Hinds.

“Spoken English,” Mr. von Iffland.

“Canadian History as a Class Subject,” Mr. Ernest Smith.

At two subsequent meetings held at Farnham and Granby, in February and May respectively, these papers were given:—

#### *Farnham.*

“Geography,” Miss M. J. Hall, Clarenceville.

“Literature,” Miss Jessie Noyes, Cowansville.

“Relation of Little Things in School Work,” Rev. J. Elliott, Cowansville.

#### *Granby.*

“Teaching French,” Mr. Leet, St. John's, Quebec.

“Recesses and Recreations,” Miss Watson, Cowansville.

“Arithmetic,” Mr. H. A. Honeyman, M.A., McGill Model School.

Different topics, such as "salaries," "classics" (as laid down in the Course of Study), "the Moral Element in School Sports," "Marbles, a species of embryo-gambling," etc., were discussed.

Miss Traver, the secretary-treasurer, has kindly furnished the above short report of the work of this association.

### THE TEACHERS' ASSOCIATION IN CONNECTION WITH THE MCGILL NORMAL SCHOOL.

This old association has been in uninterrupted operation for nearly forty years, and has numbered many distinguished educationists among its members.

During the season now closed, four meetings were held, and all these were of a social nature, though matters of more serious moment had their place.

The change, to fewer meetings and to those of a lighter character, was not made without deliberation, the chief reason being that there had been provided a Teachers' Lecture Course and also courses of model lessons in various subjects, making quite enough of work as such. Refreshments were served at each meeting, these being provided on the different evenings by the staffs of the High School, McGill Normal and Model Schools, Mount Royal and Hochelaga Schools, and the Riverside School respectively.

Patchwork was unusually good under the editorship of Mr. W. H. Smith.

At the December meeting it was the painful duty of the Association to record the death of two members, Miss Rodger, of the High School, and Sir William Dawson, and resolutions of sympathy were passed.

The winter's work included a most instructive lecture by Principal Robins, LL.D., being a resumé of his recent trip to California, stereoptican views, illustrating the trip, being shown from photographs prepared by Mr. W. H. Smith. Views of the new Congressional Library Building at Washington were shown at another meeting, while, at still another, "One or two unsettled Educational Problems" received careful consideration by Miss Oakeley, of the Royal Victoria College for Women.

Readings by Mr. N. N. Evans, M.A. Sc., of McGill University, songs, duets, choruses, etc., were also rendered by Miss Cotton, Miss Noakes, Miss Hodgson, Mr. J. T. Mattice,

and pupils of the Senior School. A character dialogue was given by girls from McGill Model School and gymnastic exercises by boys from the High School.

The officers for 1900-1901 are as follows:—

President, Mr. Supt. Arthy.

1st vice-president, Mr. Chas. K. Ives, B.A.

2nd vice-president, Mr. W. H. Smith, F.T.S.C., London.

3rd vice-president, Miss Peebles.

4th vice-president, Miss Lawless

Treasurer, Principal MacArthur, B.A.

Secretary, Principal Kneeland, B.C.L.

Executive Council: Miss Robins, B.A., Miss Moore, Miss Barlow, Miss Ryan, Principal of Hochelaga School; Principal Bacon, M.A.; Principal Hopkins, B.A.; Mr. W. Dixon, B.A.

W. A. KNEELAND,  
Secretary.

—EMPIRE Day was celebrated most enthusiastically, from the Atlantic to the Pacific. Halifax, N. S., St. John, N. B., Fredericton, N. B., Quebec, Montreal, Cornwall, Kingston, Winnipeg, Vancouver, B. C., and many other places too numerous to mention, united in giving to the children of the Dominion a giant lesson on the growth of the British Empire and the part Canada is taking in its development.

In many places a magnificent object lesson on "Patriotism" was given to the citizens and heartily participated in by them. At Halifax thousands of children paraded the streets carrying British flags. Trees were planted in honor of the heroes who fell in South Africa. In Toronto the children, thousands strong, marched through the streets singing and cheering. They decorated with flowers the monuments of the soldiers at Queen's Park. Winnipeg gave a monster concert at the Auditorium in aid of the Canadian Patriotic Fund. At Fredericton, N.B., an oak tree was planted at Parliament square and named Empire Tree. In Montreal a most inspiring gathering took place in the Arena. Mrs. Fessenden, the originator of Empire Day, was presented with a beautiful bouquet by the children. Over 8,000 people were present. Mr. W. H. Smith, who conducted the concert, is to be congratulated upon the success which attended his efforts.

—AT the Convocation of McGill University on the last day of April, 1900, Prof. R. C. Smith, Q.C., gave some admirable advice to the students—advice that might with profit be passed on to the children who are in the formative stage of character.

“Many people will tell you that the whole secret of success is epitomized in that untranslatable expression “*savoir faire*,” which I suppose in a limited sense means knowing how to deal with the world about you. In so far as it is intended to indicate any special accomplishment, its value is probably exaggerated, but it remains true that in order to succeed in a profession or in any occupation for that matter, a man must to a reasonable extent be *en rapport* with his environment. This is not a plea for mediocrity. Rise as high above them as you will, but have a just appreciation of and a wholesome respect for the average opinion of mankind, and even when you have a principle to assert it is well to remember that firmness does not necessarily imply hostility.

“I am exceeding my brief time limit; but, having said a word for worldly wisdom, allow me to suggest but one thing more, but something of far greater importance than anything I have spoken of. It does not always ensure professional success, but it gives a dignity to it that nothing else can, and that is the element of high personal character. A few evenings ago we were talking over the students of other days, in other universities as well as this, calling the roll of the past. Some who used to be considered of very ordinary ability had achieved splendid success. Some others, doctors, lawyers, whom we had believed to be endowed even with genius, had left names that recalled melancholy memories. This one his own enemy—that one unworthy of the trust reposed in him, and so on.

“What is the use of talking about them?” said one present rather impatiently—“in every class that ever graduated there is always bound to be a certain number who sooner or later fall by the wayside; you can’t help that.” A certain number are bound to fall out by the wayside. I have a sermon to preach to you. I thought the words worth pondering, perhaps you may, too. No one is bound to fall by the wayside.

“Others, who do not drop out altogether, yet miss careers that might be glorious because they lack this one essential.

Culture can never replace character. Great natural talents and brilliant attainments without character, though they win a passing applause, shall serve but to mark how stupendous the failure.

—DR. JOHNSON, vice-principal of McGill University, in his address at the close of last session, while pointing out the fact that the McGill coat-of-arms had not on it, a book, to indicate its university character, made a strong plea for a library of the first class for McGill. Other universities as Oxford, Dublin, Edinburgh, Toronto and Harvard have this distinctive emblem of a university and good libraries, while the absence of the book on the coat-of-arms in the case of McGill is emblematic of the past condition of the Library.

Dr. Johnson said :

“ We do not aspire to a library of 1,000,000 volumes, like the national libraries of Europe, or to 500,000, as in Harvard ; but if we could get a collection of 250,000, it would place us in the first class, and redound to the credit of Montreal and of Canada. More than forty years ago, the then Bishop of Montreal, Bishop Fulford, said in a lecture given in the Natural History Society, “ In the whole of Canada, with the exception, perhaps, of the library of the House of Parliament, now just in course of formation, there is not one library, public or private, that deserves notice, as supplying the wants of literature and science.” This statement is largely true at the present time. It certainly is, if we compare our progress with the progress of the United States. A whole generation has passed away since Bishop Fulford spoke, without having the advantages of a great library, and although the McGill library has been advancing through the liberality of donors, by an average addition of 2,000 volumes a year, for the last ten years, yet our total is now not much more than 50,000 volumes, and it will take one hundred years, at the same rate, to bring it up to the 250,000 limit.

— WERE all books written for all people we should be inclined to say with Solomon, “ Much study is a weariness to the flesh and of making many books there is no end.”

— AT a recent dinner of the “ Authors’ Club ” in London, the United States Ambassador, Mr. Jos. H. Choate, attributed the great reading capacity of the American people to their system of general education at the expense of the

State, and to the library system, which, established in Boston under the auspices of Harvard in 1638, has grown to such great proportions.

—THE Rhind manuscript, now in the British Museum, is the oldest intelligible mathematical work extant that has ever been deciphered.

### Literature, Historical Notes, Etc.

—THE waters of the Great Salt Lake in Utah have receded a mile within the past year, and it is thought by some persons that before the expiry of the century upon which we are entering, this wonderful body of water will have been completely dried up. The cause of the lowering of the water of the lake is ascribed to the rapid extension of irrigation ditches, by farmers and gardeners, which draw their supplies from the streams emptying into the lake. There is now a "salt desert" steadily and rapidly extending over what was once covered with water. The salt deposit on the present floor of the lake itself is supposed to be of very great thickness.—*Household Words*.

—A MOST astonishing scientific proposal comes from Mr. E. B. Baldwin, of the American Weather Bureau, who was a member of the Wellman Expedition to the Arctic regions which returned last October. He contends that the aurora borealis can be, and one day will be, utilised by science as a power, as coal is now used to generate steam. What next!

—SINGAPORE seems to have about the most heterogeneous population of any on the globe. Here are to be found, Malays, Javanese, Dyaks, Chinese, Japanese, Parsees, Hindoos, Klinks, Tamils, Englishmen, Americans, French, Germans, Dutch, Spanish and Portuguese.

—THIBET is the one remaining land of mystery, and Lhasa, its capital, the seat of the Grand Lama of the Buddhists, is the one city on the face of the earth which a stranger cannot enter. This land of mystery, whose locked gates so many brave men have tried to open, is fourteen times as large as England, and lies many thousand feet above the level of the sea. Its population is about as great as that of London. Only one Englishman, Thomas Manning, who entered it in 1811, has ever been in the sacred

city. He was soon sent back again, however, and since that time travellers and missionaries have risked their lives in attempts to solve the riddle of the unknown land. The latest victim to the jealous exclusiveness of the Thibetans is a Dutch missionary, Rinjhart, of whom nothing has been heard since he disappeared long years ago in the wilds of the Great Closed Land.—*Household Words*.

—NOT long ago there was established at Ottawa a Government Board to deal with Canadian geographical nomenclature. The Board meets once a month at Ottawa, to pass on questions affecting the nomenclature of new settlements, of rivers and mountains, and of other geographical features of the country. During the first year of its existence the Geographic Board passed on about 400 names, mostly of places in the Yukon country, where much exploration has followed the inrush of gold seekers. It also adopted a set of rules of nomenclature. One of these recommends the retention of a name which has occurred in any standard or authoritative work on travel or exploration. Another recommends the avoidance of hyphens to connect parts of Indian names. A third recommends that there be no use of the word city or town as parts of names; a fourth that canyon should be used instead of cañon, and that the word brook should be used instead of creek to designate a small stream. This is an especially good recommendation, as the word creek may denote anything from a small stream running down a hillside or through the marshes, to a river deep enough and wide enough to be navigated by a gunboat. With respect to the orthography of geographical names, the Canadian Board has adopted the rules of the Royal Geographical Society. Of these the broad features are as follow: (1.) The vowels are to be pronounced as in Italian, and the consonants as in English. Every letter is pronounced, and no redundant letters are introduced. When two vowels come together each one is sounded, though the result, when spoken quickly, is sometimes scarcely to be distinguished from a single vowel as in ai, au, ei. (c.) One accent only is used, the acute, to denote the syllable on which stress is laid. This is very important, as the sounds of many names are entirely altered by the misplacement of this "stress." So much of the broad domain of Canada is still undeveloped, and still awaiting settlement, that for many years to come the Geographic Board will never lack work.—*Leisure Hour*.

—**WORKMEN** terracing King Hill, an old landmark of N. W. Missouri, which is to be converted into a residence suburb of St. Joseph, have unearthed a prehistoric cemetery, says an American journal. The remains of a race of dwarfs not allied with any tribe known to have inhabited this territory, and unaccounted for by Indian legendary lore, repose on the summit of King Hill. A feature remarkable in itself, and especially marked in connection with the dwarfish remnants of prehistoric man, found in this summit, is the discovery of human bones, evidently those of a giant more than seven feet tall, and big-boned. Low flat heads, with small intelligence, and marked animal propensities characterized this people. Heavy jaws and strong, well preserved teeth carry the records of their lives forward. Brutes, human, but inhuman, self-reliant, they were savages of a lower order than any we know to-day. Yet they honoured their dead. Shells such as are found on the banks of many inland streams, plentiful on the sand-bars of the Missouri, overlooked by King Hill, and stones of unusual hues, worthless in the commercial marts of to-day, the playthings of children, were deposited in the graves.

—**SWEDEN** has the honor of leading in the matter of public school gardens. It is a rare sight, indeed, to find a school without its garden.

—**THE** prosperity of the rural population in Belgium, which is derived chiefly from the extended cultivation of truck gardens, must be attributed largely primarily to the school gardens, and the extensive knowledge of horticulture among the people.

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

### **COMPETITION EXERCISE.**

Each month a prize will be awarded to the school that sends to the editor of the RECORD the neatest exact reply to the questions and exercises of the preceding month. No more than one reply must be sent from one school, but it may be the work of one pupil or the composite work of any number of pupils. The teacher may criticize the work during the progress, may point out that any answer is incorrect, but must not herself do any part of the work or



state what is the correct answer. This month two specialists in Nature Study will be asked to decide the merits of the several competitors. Their decision will be published in the August-September number of the RECORD. The prize, when received, will be at the disposal of the teacher, either to reserve for school use or to give to the pupil who has most contributed to the successful issue. To facilitate the transmission of the prize, with every reply submitted must be given the name of the school, the grade competing, the name and address of the teacher, and, if the reply be the work of one pupil only, the name and age of that pupil.

We turn to Nature for our exercise this month. The time for the singing of birds has come, nature is decking herself with her soft greens and delicate colors, and the air is sweet with the odor of the apple, cherry and lilac blossoms. We turn by instinct from the books of art to nature's open book.

The children are asked to send to the editor, 32 Belmont street, a piece of moss about an inch and a-half square answering to Ruskin's description of the moss. The children may look for this throughout the summer and note where it is to be found; but it must reach the above address the second day of September, enclosed in a little pasteboard tin or wooden box—tin or wooden is preferable, as the moss can be kept moister in this way. Accompanying the moss must be a statement of the points in which the specimen differs from Ruskin's description. If the surroundings of the moss from which the specimen was taken are different from those described by Ruskin, this fact also must be stated. It would be well to dictate the exercise to the whole school and allow those who wish to do so to preserve a copy for future use.

"Mosses seem to set themselves consentfully and deliberately to the task of producing the most exquisite harmonies of color in their power. They will not conceal the form of the rock, but will gather over it in little brown bosses, like small cushions of velvet made of mixed threads of dark ruby silk and gold, rounded over more subdued films of white and gray, with lightly crisped and curled edges like hoar frost on fallen leaves, and minute clusters of upright orange stalks with pointed caps, and fibres of deep green, and gold, and faint purple passing into black,

all woven together, and following with unimaginable fineness of gentle growth the undulations of the stone they cherish, until it is charged with color so that it can receive no more; and instead of looking rugged, or cold, or stern, as anything that a rock is held to be at heart, it seems to be clothed with a soft, dark, leopard's skin, embroidered with arabesque of purple and silver. But in the lower ranges this is not so. The mosses grow in more independent spots, not in such a clinging and tender way over the whole surface.

—IN connection with this we print also Ruskin's general description of the lichens and mosses, so that, when the specimens are collected for the purpose of sending the best, the teacher may read to the children these wonderful words of Ruskin. Encourage the children to work for the school. Our experience in this competition goes to show that the composite work of a class has a better chance for the prize than the work of the individual child. Many sharp eyes on the watch prevent mistakes being made.

"Lichen and mosses—meek creatures!" the first mercy of the earth, veiling with hushed softness its dintless rocks; creatures full of pity, covering with strange and tender honor the scarred disgrace of ruin, laying quiet finger on the trembling stones, to teach them rest. No words, that I know of, will say what these mosses are. None are delicate enough, none perfect enough, none rich enough. How is one to tell of the rounded bosses of furred and beaming green, the starred divisions of rubied bloom, line-filmed, as if the Rock Spirits could spin porphyry as we do glass—the traceries of intricate silver, and fringes of amber, lustrous, arborescent, burnished through every fibre into fitful brightness and glossy traverses of silken change, yet all subdued and pensive, and framed for the simplest, sweetest offices of grace. They will not be gathered, like the flowers, for chaplet or love-token; but of these the wild bird will make its nest, and the wearied child his pillow. And, as the earth's first mercy, so they are its last gift to us. When all other service is vain, from plant and tree, the soft mosses and gray lichens take up their watch by the head-stone. The woods, the blossoms, the gift-bearing grasses have done their parts for a time, but these do service for ever. Trees for the builder's yard, flowers for the bride's chamber, corn for the granary, moss for the

grave. Yet as in one sense the **humblest**, in another they are the most honored of the earth-children. Unfading, as motionless, the worm frets them not, and the autumn wastes not. Strong in lowliness, they neither blanch in heat, nor pine in frost. To them, slow-fingered, constant-hearted, is entrusted the weaving of the dark, eternal tapestries of the hills; to them, slow-pencilled, iris-dyed, the tender framing of their endless imagery. Sharing the stillness of the unimpassioned rock, they share also its endurance; and while the winds of departing spring scatter the white hawthorn blossoms like drifted snow, and summer dims on the parched meadow the drooping of its cowslip-gold, far above, among the mountains, the silver of lichen-spots rest, star-like, on the stone, and the gathering orange stain, upon the edge of yonder western peak, reflects the sunset of a thousand years.

—THE schools that took part in the "Map Exercise Competition" on "Great Britain's Trade Routes" have done exceptionally well this month. The statements of geographical facts, the spelling and the writing, do credit to our schools. The only mistakes in spelling, found in all the papers, were woollen, Mauritius, tobacco, Australian and petroleum. The final h of through was dropped in one instance, and canned was wrongly divided into syllables in another. Capital letters were correctly used except in one instance, where an occasion capital was found for the products as wheat, corn, silk, etc.

Two composite answers were so nearly equal in value that we have again divided the prize. The successful classes are the Intermediate Division of the Girls' Model School, Montreal, and the 4th Grade Elementary of No. 2 Gaspé Village School.

A little girl of ten years of age, Lizzie J. Kemp, of the 4th Grade, Elementary, of Aseltine's School, sent a remarkably good paper for so young a pupil.

—ONE of our teachers writes: "I like the idea of the competition. It arouses the interest of the children and creates a feeling of oneness with other schools."

—THERE was a mistake in the name of one of the schools that received a prize last month. "Fourth Grade pupils of the Papineau Village School No. 7" should have been "4th Grade Elementary pupils of the Papineauville School No. 1."

## WHAT IS NATURE STUDY ?

Mr. L. H. Bailey, chief of the Cornell University agricultural station, answers the question :

It is seeing the things which one looks at, and the drawing of proper conclusions from what one sees. Nature study is not the study of a science, as of botany, entomology, geology, and the like. It is entirely divorced from definitions or from explanations in books. It simply trains the eye to see and the mind to comprehend the common things of life, and the result is not directly the acquirement of science, but the establishment of a living sympathy with everything that is.

The proper objects of nature study are the things which one oftenest meets. To-day it is a stone; to-morrow it is a twig, a bird, an insect, a leaf, a flower. The only way to teach nature study is, with no course laid out, to bring in whatever object may be at hand, and to set the pupils to looking at it. The pupils do the work—they see the thing and explain its structure and its meaning. The exercise should not exceed fifteen minutes at each time, and, above all things, the pupil should never look upon it as a recitation, and there should never be an examination. Ten minutes a day for one term of a short, sharp, and spicy observation upon plants, for example, is worth more than a whole text-book of botany.

The teacher should studiously avoid definitions, and the setting of patterns. The old idea of the model flower is a pernicious one, because it really does not exist in nature. The model flower, the complete leaf, and the like, are inferences, and the pupil should always begin with things, and not with ideas. In other words, the ideas should be suggested by the things, and not the things by the ideas. "Here is a drawing of a model flower," the old method says. "Go and find the nearest approach to it." "Go and find me a flower," is the true method, "and let me see what it is."

The only difficulty lies in the teaching, for very few teachers have had any drill or experience in these informal methods of drawing out the observant and reasoning powers of the pupil wholly without the use of the text books. The teacher must first of all feel the living interest

in natural objects which it is desired the pupil shall acquire. If the enthusiasm is not catching, better let such teaching alone.

The teacher will need to be informed before attempting to inform the pupil. It is not necessary that he become a scientist in order to do this. He simply goes as far as he knows, and then says to the pupil that he cannot answer the questions when he cannot. This at once raises the pupil's estimation of him, for the pupil is convinced of his truthfulness, and is made to feel that knowledge is not the peculiar property of the teacher, but is the right of any one who seeks it. It sets the pupil investigating for himself. The teacher never needs to apologize for nature. He is teaching only because he is an older and more experienced pupil than his pupil is. This is just the spirit of the teachers in the universities of to-day. The best teacher is the one whose pupils farthest outrun him. The child will teach the parent. The coming generation will see the result.

—THE successful teacher is one who co-operates with his pupil, and thus helps to draw out the latter's capabilities.

—WE read of certain idiosyncrasies of the "genius" as though superior merit necessitated these strange accompanying characteristics. But they are really weaknesses which happily are becoming extinct. You can be a genius without becoming cranky.

—BE careful how you tie yourself to methods, for the advancing intelligence of the age demands a continual change and reform of all methods.

—COMBINE the qualities of strength and gentleness in your personality. You will then beneficially impress your pupils. Let your pupils offer their suggestions. Try to develop originality in them. Keep cool above all things, for your own sake as well as theirs. You can be firm and yet be kind,—under no circumstance have you a *right* to show anger. You must develop self-control. While you are teaching others, remember you are always also a student. Travel side by side with your pupils.—*The Etude*.  
—*Frederic W. Barry.*

## THE TEACHING OF HISTORY IN SUPERIOR SCHOOLS.

(Extracts from an interesting and instructive paper read before the District of Bedford Teachers' Association by Mr. Ernest Smith.)

To the young pupil Canadian History not infrequently presents a picture of tomahawks, scalping-knives, a tree to which a poor victim is tied and a yelling crowd of red men. To the senior pupil it is generally associated with poring over a thick red book, the prettiest part of which is the cover, the only useful part the index, and the comic part the absurd illustrations dotted here and there, so as to make the already uninteresting letter-press positively incomprehensible. How often does it occur to any pupil that his life and character are perhaps forming a part of some future history of the province or township in which he lives? Yet in this fact lies the key to successful teaching, for as Freeman has so well said "History is past politics, politics is present history." We may present a class of pupils for examination in history; and they may give a long string of events with exact dates, they may recite in their order the names of all the sovereigns from Egbert to Victoria, they may be able to give the chief provisions of all the important treaties, but it does not follow that they know anything of history. We must, of course, introduce pupils to the court, the parliament and the battlefield, but we must not forget that we do this to show them the nation.

There is no anecdote, no poem too insignificant to be used if it will illustrate the operation of laws, of religion and of education in the development of a nation. Professors of botany explain how plants grow, teachers of history should show their pupils how the nation has grown and is still growing; therefore history includes geography, literature, science, etc. But there is difficulty at the outset which every thoughtful teacher realizes. How shall we decide what are the chief events of Canadian History?

In teaching, prominence should be given to characters or events just in the proportion to which they assist in showing the development of a nation. These will be the chief events and will always remain so, whether they satisfy the June examination or not.

The next difficulty is how to use the history authorized

as a text-book. Lord Bolingbroke, in his "Letters on the Study of History," says: "Some histories are to be *read*, some to be studied and some may be neglected entirely, not only without detriment, but with advantage."

How shall we use Mr. Clement's History? For my own part, I have been able to use it only in connection with other histories or historical note books, and to those who have not tried this plan, I cordially recommend the experiment for consideration. The notes in the historical note books are generally arranged in chronological order. Therefore, by finding the event in the note book, we can refer to the index at the end of the text-book, and in this way find the paragraph explaining the note. Having collected and arranged our paragraphs, we may proceed to read in some such order as chapter 1, 4, 2, 9, 3, 14, 11, 5, 8, etc. So much for the text-book. Are we, as teachers, necessarily obliged to limit our professional reading to the pages of any particular book, just because that book has been authorized for use in our classes? Surely not. There are, fortunately, several histories in existence which contain the connected story of the development of this nation, and it is our privilege to study these larger works and to give our pupils the result of our investigation, always bearing in mind that we are explaining, extending or modifying the information already before the pupils in their text-books. When the teacher has decided what he is about to teach, his whole energy should be used in arranging the subject matter of his lesson in such manner as to be at once orderly and interesting, if not fascinating. This can be done only by representing historical characters as if living at the present time, or, as is really the case, we must put the calendar back and for the present live among the people, observe the habits, the dress and the language of the period under consideration. The teacher who can so paint his word-pictures as to carry his pupils into the real life of his story, will have no gaping, sleepy boys to punish for inattention.

But the power of story-telling is not given to all alike. Then we must resort to printed pictures representing special features of the period in which we are going to live during the lesson. With a good historical picture before the class, a teacher may sit down while the picture does the talking.

Let the pupils relate all that the picture suggests to their minds, and when they are exhausted, work up their

information into a living picture, supplying what colouring matter is necessary to carry the points we wish to emphasize. It is very much to be regretted that the walls of our schools are not adorned with good historical pictures which would tell their own story. It is many years since I was first asked to look at the picture of Caxton, showing his new wooden type to the wonder-stricken people of Westminster Hall. But it and the lesson our class of thirty little boys got on the introduction of printing are as vivid in my memory to-day as though I were actually in Westminster Hall, listening to Caxton's voice.

Was that a lesson in history? Did that picture represent the true condition of education, the dress of the masses, the lack of printed books, and the birthday of a glorious change in the morals and tastes of a hitherto ignorant people, or did it tell me merely that Caxton introduced printing into England in the year 1474? I think it is more than likely that the date was not even mentioned, but of this I am certain, every little boy in that class was for the time being living in the time of the great printer.

If then we are to teach history successfully we must give due prominence to battles, sieges, treaties, etc., but we should be very careful to intersperse with these, those details which are the charm of historical romance. Let us paint such a picture of the progress and development of this nation as will make our pupils faithful to the constitution, laws and institutions, and loyal to the Sovereign Power representing them.

In this way we shall be infusing the Historic Spirit, the greatest gift the next age will receive from us, and our pupils will go on to the universities, craving to profit by every opportunity offered for historical study, that they may take their places in working out our country's destiny.

Above all, though it may be our duty to point out that our governments have made gross errors, and have in consequence suffered heavy losses, yet we must not forget that the British Empire is the grandest, noblest empire on earth, and that it is our duty to see that there is no brighter, freer spot in that empire than this fair Dominion.

—“DEFEAT is the poultice that draws endeavor to the surface.”



—“THERE is enough sunshine in one happy young face to make the roses grow in a thousand hearts.”

### A LESSON ON MEXICO (INTRODUCTORY.)

No country in the world furnishes subject matter for a more interesting lesson in geography than does Mexico, the land of the Aztecs.

In taking up a lesson on this country three important points must be considered. In the first place the lesson must be brought into connection with the child's experience of life. In the second place accurate and definite information must be given him in respect to the country. In the third place he should be introduced to the books from which he must draw his future culture. Too many lessons fall short of being truly educative because they take no account of the future of the child—no account of the after school time. The excuse offered for this omission is that the teacher and pupil alike in small places have not access to good books. It is not necessary to have a large number of books. Have a few good ones, bearing on the child's work, and refer to these constantly, read to the child and allow him to read to you. “Two Years Before the Mast” can be procured for about thirteen cents, and Lady Brassey's books, in paper cover, for about the same price.

### SUGGESTIVE OUTLINE OF A LESSON.

1st. Connect the coming lesson with the child's previous experience and knowledge of life:

a. By travelling to Mexico.

1. By water from Montreal. The Quebec Steamship Company would take the children to Pictou, the Intercolonial Railway across Nova Scotia to Halifax, thence they could go by water to Boston or New York, from which ports steamers sail direct to Vera Cruz, in Mexico.

2. By land from Montreal to Boston by the Central Vermont Railway, thence to Mexico City. In this way the unhealthy coast would be avoided.

3. Partly by land and partly by water.

b. By having a map of North America on the wall to show the children the position of Mexico in relation to Canada and for the purpose of bounding Mexico.

c. By computing the number of miles travelled in getting to Mexico.

2nd. The Lesson Proper.

a. Have an outline map of Mexico drawn on the board.

1. Draw attention to the shape as determined by the mountains and gulf stream.

2. Compare with Canada as to size, one-fourth that of the Dominion.

b. Fill in the map gradually marking

1. The lowlands, a. healthy parts.

b. unhealthy parts.

2. The mountains.

3. The table-lands with cone-shaped mountains.

4. The mountains.

As soon as the lowlands are marked on the map discuss the climate as determined by latitude, mountains and gulf stream, the products and animal life, explaining the use of the products. Show samples of the products. Show pictures also exhibiting the people at their various industries. Then take up the other three divisions in turn. There are three well-defined climates to consider. Any geography will supply facts.

3rd. Read some interesting extracts from standard works on Mexico. For instance, the following account of the landing at Vera Cruz and journey to the mountains would be profitable. The account is from "Mexico," in the "Story of the Nations" series. If you had access to some account, like that of Ballou, of the romantic drama of Mexican history connected with Anahuac, the great plateau of Mexico, it would be well to read portions of that fascinating work. "The steamer stops, and we are lying off Vera Cruz, in the Gulf of Mexico. Half a mile off, the long, low shore stretches north and south, with the white town upon it, flat roofs making level lines on the houses glaring in the morning sunlight, domes and church towers rising above the rest; glimpses of bright green tree-tops are to be seen, but outside the city all is barren and waste. The plain behind rolls up, however, and the background is the peak of snow-capped Orizaba, silent, lofty, 17,356 feet above our level.

This is what we see to-day, leaning over the bulwark of our large luxurious steamer which has brought us, easily, from Havana in a few days, over the smooth, green waters of the Gulf. Our only anxiety has been the possible chance of a "Norther," which may break loose at any time in that region, sweeping over the waters with fury and driving the stoutest vessels away from the coast they would approach. Our only exertion has been to keep cool upon the pleasant deck, and to take enough exercise to be able to enjoy the frequent food provided by the admirable *chef* of the steamer.

The scenery is the same that Fernando Cortés looked upon, some three hundred years ago, when he, too, cast anchor half a mile from the coast and scanned the shore with an anxious eye to find a suitable landing. Orizaba rose before him, as now we see it, stately, majestic, cold and forbidding, under its mantle of snow.

An inhospitable coast borders the treacherous, though beautiful, Gulf of Mexico. Its waters look smiling and placid, but at any season the furious "Norther" may break loose, sweeping with fearful suddenness over its surface, lashing its lately smiling waves into fury, threatening every vessel with destruction. Low sand-bars offer little shelter from the blast. Ships must stand off the coast until the tempest shall be past. The country offers nothing better to its landed guests. "Vomito" lurks in the streets of Vera Cruz to seize upon strangers and hurry them off to a wretched grave. All the pests of a tropical region infest the low lands running back from the sea. Splendid vegetation hides unpleasant animals, and snakes are lurking among the beautiful blue morning-glories that festoon the tangled forests. Let us hasten away from these dangers, and climb the slope that leads to a purer air. As we ascend, we pass through forests of wonderful growth, sugar-cane and coffee plantations now appear; and the trees are hung with orchids, tangled with vines bright with blossoms, many of them fruit trees now in flower, one mass of white or pink. The road crosses water-falls, winds round ravines, under mountains, through tunnels, climbing ever higher and higher, until Cordoba is reached at an elevation of over 2,000 feet. This town is surrounded and invaded by coffee plantations and orange groves. At the station baskets of delicious fruits are offered us—oranges, bananas, grena-

ditas, mangoes. Here we bid farewell to the tropics, and forget the snakes and the fear of vomito.

The climate we are seeking is not a tropical one. Whoever associates Mexico with the characteristics of heat, malaria, venomous reptiles, has received a wrong impression of it. Such places, with their drawbacks, exist within the geographical limits of the country, but it is wholly unnecessary to seek them; for the towns of historical and picturesque interest are above the reach of tropical dangers, for the most part, while there are seasons of the year when even the warmer portions can be visited with safety and delight. At Orizaba the climate is temperate, fresh and cool, beginning to have the elements of mountain altitudes. It is well to stop here for a day or two to become accustomed to the river air. It is a summer place of recreation for the inhabitants of Vera Cruz, while in winter it is a favorite excursion from the places higher up on the plateau."

—EACH lesson in geography should begin with the child's own experience, carry him on through new experiences, and give him the key with which to open the door to fresh experience.

### A TWENTIETH CENTURY EDUCATIONAL PROBLEM.

A question which the nineteenth century transmits to the twentieth that seems to me of significant value is the one of uniting in the same personality, culture and power. Culture is primarily a function of the intellect. Power is primarily a function of the will. The man of culture knows; the man of power does. The man of culture appreciates; the man of power executes. The man of culture gathers up the treasures of others; the man of power uses every fact as a tool for securing results. The man of culture is good; the man of power is good for something. The man of culture is in peril of selfishness; the man of power is in peril of rashness. The man of culture is in peril of sitting by the side of the ocean of life, careless of or indifferent to the lives that are intrusting themselves to its dangers, but appreciative of its grandeur and sublimity; the man of power is in peril of rushing into the tumultuous waves to rescue something, whether it be a log or a wrecked sailor or a bottle—he hardly knows what. The

old college did not make the man of culture; but it did make the man of power. The new college is doing somewhat to make the man of culture. The new college is also doing somewhat to make the man of power. In the new century the college will exalt each purpose and will also unite them. The man of the finest culture will be also the man of the greatest power; and the man of the greatest power will be the man of the finest culture.

These two purposes of culture and power are somewhat embodied in the two special schools of the higher education. It is a notorious fact that the modern scientific school, called by various names, such as technical, polytechnical, or technological, does not train gentlemen of culture. It makes good engineers, chemists or electricians. It does not make men of learning. The college does not make engineers or chemists or electricians, but it does endeavor to make men of liberal learning. The union of these two sides of our educational course would be exceedingly advantageous. Let the scientific school make the technical scholar; and, in making him such, let it also make the gentleman of culture. Let the college, in making the man of culture, make also the engineer or the chemist or the electrician. In a word, let every scientific school be a part of a college; and yet by no means should every college have a scientific school, any more than every college should have a theological seminary. Let the scientific school also be regarded as a professional school co-ordinated with the school of law or the school of medicine, and not as co-ordinated with the undergraduate college.—“*Educational Problems of the Twentieth Century*,” by Charles F. Thwing in the *November Forum*.

—THE lazy teacher never succeeds anywhere. She is always poor,—poor financially and poor in the love, respect and honor of her pupils.

### DRUDGERY OR ENTHUSIASM.

No matter what the object is, whether business or the fine arts, whoever pursues it to any purpose must do so with enthusiasm and love. Yet, he who aspires to something, and strives for something, cannot always be satisfied. It is therefore hardly in anybody's power to keep from being sour at times; but overwhelming enthusiasm must be the rule and plodding drudgery caused by toilsome work

the exception. A good man and a wise man may at times be angry with the world, at times even grieved for it, but be sure no man was ever discontented with the world who did his duty in it. Never suffer your energies to stagnate. Throughout his life man should be striving after something better. Man is never so happy as when he is active, and he is fortunate who can suit his temper to any circumstance. Teachers should be happy workers who have rapturous enjoyment and the highest gratification of mind in their vocation. Because they commune with master-minds they ought to be inspired with a higher life. Their greatest satisfaction is in knowing that they are doing good. The most delicate, the most sensible, of all pleasures consists in promoting the pleasures of others. Still, there are times when a teacher's work seems ignoble toil and pure drudgery, like pouring water into a pierced cask or letting down buckets into an empty well. Even then do not despair, look upon this as inevitable in the every-day cares and duties of a teacher, as the necessary weights and counterpoises of your exalted enthusiasm. Only the despondent drudge travels in the lowest depth, but the inspired enthusiast upon the loftiest heights. If your teaching is a work of love, then little joys will refresh you constantly and dispel the numberless troubles and sufferings. Drudgery and enthusiasm are the names of two extremes; the utmost bounds of the latter we do not know. All the great masters were persevering enthusiasts, otherwise they would not have accomplished what they did, nor overcome the many obstacles in their way.—*The Etude*.—*Carl W. Grimm*.

### EDUCATIONAL REFORM.

An article recently published in an educational journal concerning the hardships of a youthful scholar who, for four years, had been the object of the teacher's wrath and the scholars' ridicule, all because of an unrecognized defect in hearing, undoubtedly describes a case which is not without its parallel in many public institutions of learning.

Public school buildings, especially those of the larger cities, are constructed to-day upon the soundest sanitary and hygienic principles. No expense is spared to make the architecture and surroundings such as shall appeal to the higher instincts of the pupils.

This is admirable, but the best-lighted school-room will not correct a defect of eyesight, nor will high studding restore an uncertain hearing. Pupils are seldom arranged according to any possible defect of eye or ear, if indeed inquiries are ever made with reference to such matters. And not only does failure to recognize these difficulties deprive the scholar of his rightful proportions of instruction, but the moral effect of constant "nagging" upon a supposedly stupid scholar is decidedly baneful.

Much can be done in providing that the books to be used shall conform to established rules for the preservation of the eyesight. They should be printed on heavy unglazed paper, in clear type, with lines well spread upon the paper. This, together with the seating of the pupils in the room so that there shall be proper distribution and direction of light, will greatly mitigate the tendency to eye-strain.

But the most satisfactory arrangement is to submit every scholar at entrance to a rigid examination as to his seeing and hearing abilities, and to prescribe the proper and most favorable conditions under which he may pursue his studies. And since defects may arise at any time during the course, it would not be amiss to offer the benefit of an examination also at the close of each term or of each year's work, before the pupil is allowed to enter a new class.

Meanwhile, until such examinations shall be furnished at the public expense, it behooves the parent to see that his child does not suffer for lack of them.

It is unfair to a student, especially in view of the rapid progress now required of him, to deprive him of at least something like a fair opportunity.

So simple a thing as the placing of pupils who are hard of hearing within comfortable distance of the teacher's voice would brighten many a child's school-days, and transform many an apparent dunce into a good scholar.—*The Youth's Companion*.

## PROVINCIAL ASSOCIATION OF PROTESTANT TEACHERS OF QUEBEC.

### . THE ANNUAL CONVENTION.

The annual Convention of the above Association will be held on the 18th, 19th and 20th of October next, in the High School, Montreal.

The usual arrangements will be made for reduced fares over the various R R and steamboat lines, also for the board and rooms of ladies at reasonable rates.

The revised regulations regarding Exhibits are in the printers' hands and will be issued to all inspectors in a few days. It is hoped that this feature of the Convention will receive much more attention than it has in the past.

A most attractive programme has been prepared for the sessions of the Convention, which will be substantially as follows :—

Wednesday evening, Oct. 17th. Meeting of the Executive Committee at 8.30.

Thursday morning, Oct. 18th, at 10 o'clock :

Reports of various Committees.

Thursday afternoon, Oct. 18th, at 2 o'clock :

1. Routine Business. (15 min.)
2. Nominations. (30 min.)
3. Adornment of School Grounds, by W. S. McLaren, Esq., M. C. P. I. (40 min.)
4. Adornment of School Houses, by Mr. S. F. Robins, Aberdeen School, Montreal. (30 min.)
5. Discussion. (1 hour.)

Thursday evening, Oct. 18th, at 8 o'clock :

1. Address of Welcome by Dr. W. I. Shaw, Chairman Protestant Committee.
2. President's Address, by Dr. Wm. Peterson, Principal McGill University.
3. Music during the evening.

Friday morning, Oct. 19th, at 9 o'clock :

1. Routine Business. (15 min.)
2. Science Teaching in Elementary Schools, by Miss C. M. Derick, B.A., McGill College. (40 min.)
3. Relation of Science Teaching to the needs of our Rural Districts, by J. A. Dresser, M.A., Principal Richmond College. (30 min.)
4. Discussion, opened by Mr. H. A. Honeyman, M.A. (1 hour.)

Friday afternoon, Oct. 19th, at 2 o'clock :

1. The Teacher out of School, by Mr. C. V. Ford, Principal Danville Academy, and Miss T. E. Traver, Farnham Model School. (1 hour.)
2. Discussion of Papers and Reports.



Friday evening, Oct. 19th, at 8 o'clock:

1. Economics in the High School, by Dr. J. E. LeRosignol, University of Denver. (45 min.)
2. Address, by Rev. W. Barclay (expected). (1 hour.)
3. Music during the evening.

Saturday morning, Oct. 20th, at 10 o'clock:

1. Routine Business. (15 min.)
2. Reports of Scrutineers for Election of Officers. (15 min.)
3. Report of Committees. (30 min.)
4. Bickmore Lecture (Illustrated). Dr. F. W. Kelley, High School. (1 hour.)
5. Unfinished Business. (1 hour.)

## PROVINCIAL ASSOCIATION OF PROTESTANT TEACHERS.

### REGULATIONS RESPECTING EXHIBITS OF SCHOOL WORK. (In force November, 1897.)

1. The regulations governing the preparation of school exhibits have been made to harmonize with those governing the preparation of specimens of school work for the Honourable Superintendent of Public Instruction, so that one and the same effort on the part of a school will satisfy both requirements. To this end the Department has concurred in the following arrangement:
  - (a) **ELEMENTARY SCHOOLS.** School Inspectors are authorized by the Superintendent to have the specimens required by Regulation 9, sec 9, of the Protestant Committee's School Code, prepared in accordance with the rules hereinafter enumerated, to retain them for exhibition at the Annual Convention of the Provincial Association of Protestant Teachers, and subsequently send them to the Department of Public Instruction.
  - (b) **SUPERIOR SCHOOLS.** The specimens of work annually sent to the Department from these Schools may be made up in *two* parts, ONE marked "*For exhibit at Convention.*" THE OTHER not so marked; and the Department will forward to the Convener of the Exhibits Committee, at the proper time, all packages marked "*For exhibit at Convention.*"

2. Elementary Schools must send in specimens of school work from *six pupils*, in writing, arithmetic, map-drawing, drawing and English composition; and from at least *three pupils* in book keeping.

These specimens (33 in all) must be selected from Third and Fourth grades and from no others. Drawings must be from authorized text-books or developments of types contained in such text-books.

3. Superior Schools must send in *three* specimens (from different pupils) from each of at least four grades in Academies, and of at least three grades in Model Schools (the lowest being Grade I. Model School) in each of the following subjects, viz.:—Writing, arithmetic, map-drawing, drawing, English composition, and at least two other subjects.
4. The Elementary Schools of Montreal, Quebec, and Sherbrooke, and Elementary Departments of Superior Schools shall compete with one another, and form a separate class.
5. Specimens of Kindergarten, Botanical, and Industrial work may be sent from any school. Such shall be styled **SPECIAL EXHIBITS**. *Ordinary exhibits must be fastened and protected between stiff covers; and special exhibits sent in suitable boxes or cases.*
6. Schools are recommended to prepare their specimens on authorized paper (8 x 10 inches). Any school, however, may submit its specimens on any other suitable paper of uniform size and mounting.
7. All specimens shall show (a) the name of the school and municipality from which they come, (b) the name, age and grade of pupils whose work they are, (c) the school year in which the work was done.
8. All specimens must be the *bona fide* work of the pupils whose names they bear, and must have been prepared within twelve months previous to exhibition.
9. All exhibits must be sent addressed to "Exhibits Committee, McGill Normal School, Belmont Street, Montreal," so as to reach their destination *at least two days* before Convention opens.

Exhibits of Elementary Schools must be sent through the Inspectors of their districts; Exhibits of Superior Schools through the Principals or the Department.

10. Prizes and Certificates will be awarded annually as follows:—
- (a) Two prizes, consisting of school apparatus, of the value of \$10.00 and \$7.50 for the best exhibits sent in from High Schools and Academies, under the above regulations, provided in the opinion of the judges such exhibits possess sufficient merit.
  - (b) Two prizes of same value and under same conditions for the best exhibits from Model Schools.
  - (c) Two prizes of same value and under same conditions for the best exhibits from Elementary Schools.
  - (d) Two prizes of same value and under same conditions for the best exhibits from the Elementary Schools of Montreal, Quebec and Sherbrooke, and the Elementary Departments of the Superior Schools.
  - (e) One prize of the value of \$10.00 for the best *special exhibit*.
  - (f) Certificates of Standing to schools taking prizes.
  - (g) Certificates of Honour to schools not taking prizes or debarred from competing under Article 11, but sending in exhibits (ordinary or special) of remarkable merit.
11. A school obtaining a first prize is ineligible to compete again for prizes for three years, and no school may receive more than one prize for ordinary exhibits in one year.
12. The Executive Committee, at its first meeting after each Convention, shall appoint a Sub-Committee on Exhibits, whose duty it shall be:—
- (a) To receive and display exhibits.
  - (b) To appoint three judges to award prizes and certificates, and to receive their report.
  - (c) To see that exhibits fulfil the prescribed conditions, and to arrange and classify before submitting to the judges all exhibits entitled to compete.
  - (d) To return exhibits after the close of Convention.  
*To secure their safe return all exhibits must be distinctly labelled.*
- This Sub-Committee shall continue in power until its successors are appointed, and shall report to the Executive Committee.
13. A grant not exceeding One Hundred dollars shall be made annually to defray the expenses of the Committee on Exhibits.

14. It shall be the duty of the Corresponding Secretary of the Association to notify prize winners, and to arrange with the Treasurer for the distribution of prizes and certificates within a month from the close of each Convention.
15. Prizes not applied for before the close of the next succeeding Convention cannot be paid.

### Official Department.

#### BONUSES PAID TO TEACHERS

FOR SUCCESSFUL TEACHING DURING THE YEAR ENDING  
JUNE 30th, 1899.

##### *District of Inspector A. L. Gilman.*

Messrs. William Myhill, Richard Bowes, Misses Ethel Johnston. J. Edith McClatchie, Janet Loynachan, Agnes Whelen, Liliias Suprennant, Mrs. Ray Pepper, Mr. Heman Armstrong, Misses J Ethel Howe, T. Radmond, Elizabeth Armstrong, Flora Currie, Annie Stevenson, Maud Keezar, Mary Hunter, Georgina Stevenson.

##### *District of Inspector James McGregor.*

Misses Martha V. Paul, Agnes J. Johnston. Lizzie S. Rud-dock, Mary A. Cameron, Agnes E. Watherston, Mary Sutherland, Mary E. Moody. Ella J. Fraser, Lizzie M. Hun-ter, Mary F. G. Rennie, Agnes M. Cogland, Maggie Barr, Alice M. Darby, Charlotte S. Moe, Christina McDiarmid, Jessie M. MacIntosh, May Parham, Nellie G. Robinson, Mary J. Hall, Jessie Blackwood.

##### *District of Inspector R. J. Hewton, M.A.*

Mr. Walter Odell, Misses Frances A. Oakes, Janet Ander-son, Edith S. Dowd, Mr John G. Moore, Misses Mary R. Judd, Jessie Sutherland, Marion I. Holland, Edith R. Lyster, E. J. Carden. Edith Crack, Caroline M. Kidd, Annie J. Dunn. Mildred M. Rhicard, Christina McMichael, Maude Perkins, Susie M. Mitchell.

##### *District of Rev. Inspector W. G. Lyster, B.A.*

Misses Ina Elliott, Edith Thompson, Theodora Christie, Ida Smith, Beatrice Bechervaise, Ida Fair.

*District of Inspector J. W. McOuat, B.A.*

Misses Janet Dobbie, Etta T. McBride, Clara B. Dickson, Maude Caron, Maggie Lumsden, Grace E. Johnson, Anna M. Morrison, Maggie Smith, Agnes Scott, Ada Armstrong, Maggie C. Dixon, Elizabeth McVicar, Florence Chambers, Annie Shepherd, Harriet McGarvey, Janet H. Rodger, Esther E. Russell, Ellen Hills, Martha Good, E. Allie Law, Elizabeth Walsh, Mary C. James, Isabella McOuat.

*District of Inspector John Parker, B.A.*

Misses Kate Lowry, Winnifred Woodside, Edith Smith, Laura Hall, M. G. Heath, Nellie Frazier, Agnes C. McKenzie, Sarah McCulloch, Hilda Jacobson, E. C. Moore, Annie Allen, J. E. Andrews, Eunice Mooney, Elizabeth Melrose, Elizabeth Ferguson.

*Rev. Inspector E. M. Taylor, M.A.*

Misses Romelia Kathan, Lenora Corcoran, Nancy L. Hayes, Anna A. Hawley, Martha M. Hunt, Agnes I. Miles, Hattie R. Jones, Cynthia L. Jones, Ella Sweet, Susie MacFarlane, Addie Dunn, Prudence Clark, Alma Phelps, Emma E. Cousens, Rev. W. J. M. Waterson, Miss Bertha Castle, Mr. Merrick A. Leet, Misses Sylvia Chilton, Ella E. Vail, Alice A. Batcheller.

*District of Inspector Wm. Thompson.*

Misses Annie Stenning, Cora Davis, Maud Wheeler, Mr. Herbert Whitcher, Mr. F. C. Humphrey, Misses Eva Bean, Ivy Hastings, Annie Saxon, Florence Terry, Addie Todd, Louise Locke, Adelaide Hawley, G. Alice McLellan, Gertrude Halliday, Fannie Bangs, Grace Reynolds.

## NOTICES FROM THE OFFICIAL GAZETTE.

## DEPARTMENT OF PUBLIC INSTRUCTION.

*Erection of a New School Municipality.*

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 17th of March last (1900), to detach from the municipality of Saint David, County of

Yamaska, the district No. 1, comprising the ranges Jonathan, Sainte Sarah, Sainte Rosalie, from its north-east extremity to No. 694 inclusively; Sainte Cécile from and including No. 810 to No. 822, inclusively; range Saint Patrick from its north extremity to and including No. 833, the domain and the part of the said parish forming the unincorporated village; according to the official plans and books of reference of the said parish; and erect this territory into a distinct school municipality by the name of "Village of Saint David," in the said County of Yamaska.

This erection will take effect on the 1st of July next, 1900.

*Boundary of Limits of a School Municipality.*

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 20th of April (1900), to detach from the school municipality of "Le Sacré Cœur de Jésus," County of Beauce, the lots Nos. 27 and 28 of the VIIIth range of Tring, and annex them, for school purposes, to the municipality of "Saint Ephrem," in the same county.

This change of boundaries is to take effect on the first of July next, 1900.

*Appointment of a School Trustee.*

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 20th April (1900), to appoint Mr. John Brown, school trustee of the school municipality of Levis, county of Levis, to replace Mr. Wm. McMillan.

*Appointment of a School Commissioner.*

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 20th April (1900), to appoint Mr. Jérémie Beliveau, school commissioner of the municipality of Pointe-aux-Anglais, County of Saguenay, to replace the Rev. P. Lemay.

*Appointment of a School Commissioner.*

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 10th of May instant (1900), to appoint Mr. Edmond Caron, school commissioner for the municipality of Saint Yvon, county of Gaspé, to replace Mr. Arthur Clavette, whose appointment has been revoked.

*Erection of a New School Municipality.*

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 10th of May (1900), to detach from the municipality of Charlesbourg, county of Quebec, the following cadastral numbers of the parish of Charlesbourg, to wit: Nos. 278 to 301, inclusively, No. 301*a*, No. 302 to No. 339 inclusively, No. 339*a*, No. 340 to No. 390 inclusively, No. 661 to No. 697 inclusively, and Nos. 701, 702, 703, 705, 706, 707, 708, 744, 745, 746 and 747, this territory forming district No. 1, of the said parish of Charlesbourg, and to erect it into a distinct school municipality by the name of "Trait-Carré de Charlesbourg."

This erection will take effect on the 1st of July next (1900).

*Erection of a New School Municipality.*

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 18th of May (1900), to detach from the parish of Saint Raymond, county of Portneuf, the new parish of Saint Léonard, and to erect it into a distinct school municipality, with the same limits which are assigned to it, by the proclamation dated the 22nd of July (1899).

This erection will take effect on the 1st of July next, 1900.

**Correspondence.***To the Editor of the RECORD :*

Having myself been victimised by the subject of this letter, I am anxious to warn others to be on their guard against such impostors.

A fraud order has been issued recently by the Post Office Department of the United States at Washington, D.C., against the Rev. L. D. Bass, D.D., the Union Teachers' Agencies of America, the Bureau of Civil Service Instruction, and M. W. Daniel, all of that city.

The Rev. L. D. Bass, A.M., Th. G., D.D., in circulars sent broadcast over Canada and the United States, represents himself as having "come of a long line of illustrious ancestors" and as being "a man cast in a heroic mould," as having graduated from three different universities in the United States, where he received the three degrees appended to his name, as having married some one bearing the same family name as Abraham Lincoln's first sweetheart, as being

a man of "strong mind," "a wise head," "integrity of purpose," "catholic sympathy," "a statesman by nature," "endowed with a fine presence and a magnificent voice," and so on *ad nauseam*.

The Rev. Dr. Bass advertised largely, under the name of the Union Teachers' Agencies of America, that the concern had offices in at least ten cities of Canada and the States, and that the agencies had unsurpassed facilities for securing positions for teachers in both countries. The Post Office Department at Washington made enquiries of 175 teachers, who, it was alleged, had received their positions through the Rev. Dr. Bass, and, as a result of these enquiries, the Department finds that the positions which were recommended were not vacancies, or that the teachers received no replies to their applications. We have personal acquaintance with at least one Canadian teacher, whose experience was of a similar nature. "The entire scheme of the Union Teachers' Agencies,"—we quote the words of the Washington *Evening Star*,—"seemed to be to obtain a fee of from \$6 to \$8 and only do enough work to hide the scheme."

The name of M. W. Daniel was used only as an address.

Under the style of Bureau of Civil Service Instruction, the Rev. Dr. Bass was even more fraudulent, if that were possible. The illustrations being false as to the point he made by using them in his circulars. Some of the certificates and affidavits made use of were fabrications, and some of his statements were unwarranted.

The case was tried before the Acting Assistant Attorney-General for the Post Office Department.

We have received a circular announcing high-class excursions, under superior conductorship; vacation party for Preachers and Teachers, arranged for June, July and August, 1900, under the direction of the Paris Exposition Tourist and Excursion Co.

Rev. L. D. Bass, A.M., Th. G., D.D., Pres. Pittsburg, Pa.

READER.