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Articles : Original and Selected.

THE INTELLECT OF BEES.

By DR. M. L. HOLBROOK.

There are some things in Dr. Holbrook's paper which the thoughtful teacher may find of the greatest assistance, while examining the origin of the great world of thought. The hint about instinct may lead many of our elementary teachers, worried with what they deem at times the peculiarities of child-nature, to carry these peculiarities a step further back to their true origin, and, finding them with their roots in nature, adopt natural methods for their rectification. Nature has no fault for which she does not provide a cure.

My first acquaintance with bees, the Doctor says, began when I was a boy. The old log school-house, where I learned to read and spell, was on the edge of a wood. The cleared ground near the wood was in those days well grown over with thistles, and when they were in full blossom large numbers of bumble bees collected on them to gather honey, which the greater length of their proboscises than that of the honey bee enabled them to do. I took my first lesson in entomology, so far as I remember, in the study of these bees. One day a number of the school boys indulged in a common sport of seizing bees by both wings and holding them without being stung. Naturally I tried the experiment, but secured only one wing, which left the bee free to turn over and thrust its sting deep into my finger. It was my first experience of this kind, and the pain was very intense ; but not

caring to be laughed at by the other boys, I took not the slightest notice of it. I have since thought that the control over the feelings which children so often exhibit on account of their pride is a valuable discipline preparatory to the greater self-control required in mature years. Be this as it may, I have ever since had a profound respect for every kind of bee, and cultivated their friendship whenever I have had an opportunity. I have never been able to examine their nervous system as a phrenologist does the brain of man, but under the microscope I have convinced myself that it has a very fine one, that its brain cells or ganglions are of the same kind as those of man, and that in proportion to its weight it has much nervous tissue, perhaps more, than human beings.

I purpose in this paper to mention some of their intellectual characteristics. In the first place, the bee has an excellent memory, especially of locality. You may carry them miles away from home and the greater part will find their way back. This experiment has been tried on the bumble bee. A considerable number were taken three miles from their home, and all came back; then another lot were taken six miles, and most of them returned, after which they were taken nine miles away, and even then a few found their way to their nests; and it is more than probable that those which failed to do so may not have had physical strength for so long a flight, or possibly they were young bees without experience. This memory of places must be of the highest usefulness to the bee, obliged as it is to go so far from home to gather sufficient food for its needs, and the faculty has without doubt been developed by culture and transmitted from one generation to another for a great period of time. The memory of the bee for the particular plants which furnish it with honey is also very highly developed. I have observed how quickly they recognise those plants which serve their purpose from those which will not, and how little time they waste in trying to gather honey where none is to be found.

The bee has a very excellent knowledge of dietetics so far as the subject can be of service to it, a knowledge which could only have been acquired by a high order of intellect, or an intelligence quick to take advantage of any experience which had accidentally proved serviceable during any period of its existence. This is shown by its conduct in the employment of food for different purposes. A hive of bees is composed of three kinds—drones, or males, the queen bee, and female workers, which are all undeveloped queens. It is by the application of

their knowledge of the effects of food on development that they are able to produce workers or queens as they wish. A worker is the result of insufficient nourishment. The larvæ are fed on food, which only develops workers. If during the first eight days of the life of a larva it is fed on royal food, the reproductive organs and instincts become fully developed and the larva becomes a queen. Royal food is a highly nitrogenous diet composed of the pollen of flowers. The insufficient nutrition which develops workers, but not the reproductive instincts, is less highly nitrogenous—indeed is largely carbonaceous. In case the queen dies or is lost the workers at once set about providing for a new queen by feeding a larva at the proper time with this highly nitrogenous food. I think this compels us to believe that they do it consciously, and that the colony of bees also rear workers consciously, for it is only by an abundance of workers that the colony can exist. How can they know, except by highly developed intellect and inherited experience, that one kind of food will produce one effect and another kind another?

There is a remarkable difference in the mental traits of queens and workers. The queen knows that it is not well to lay eggs when there are not workers enough to feed and care for them. This is a most reasonable procedure, and one which human beings might study to advantage. She is also aware of the fact that it is not well to have too large a number of drones, who eat honey and do no work, and so she produces them at will—by laying unfructified eggs to the extent to which drones may be required and no more.

That bees reflect and adapt their conduct to their requirements is, it seems to me, evident from the fact that when carried to countries where they find supplies of food all the year round they cease to store it up. They do not do this immediately, but only after they have learned that it is unnecessary. In Australia, where food is abundant most of the year, in order to have honey it is necessary to import new queens that will produce workers which have not had experience in that country. And if they cease to store up honey when experience tells them it is not needed, is not the opposite true that when they do store it up in those climates that have long winters they do it consciously and with a full knowledge of the need they will have for it? Again, why do bees pursue and sting one who robs them of their honey if they do not know its value? It has been stated on very good authority that the Italian bees will sometimes attack in a mass a man who has robbed their hive

days after the occurrence, as if to destroy him. And this brings up the fact that they have a very good knowledge of human nature and know their friends from their enemies, if not perfectly, at least reasonably well. In placing comb in new and difficult places, they show a diversity of practical engineering talent which entitles them to much credit.

Another instance of the intellect of bees is shown by the fact that when in hot weather they find their hives ill supplied with air, of which they require much on account of their great activity, they station a number at the entrance to the hive who use their wings vigorously, driving a considerable current within. To be able to remain in their places they seal their feet to the floor, otherwise they would fly away, so active are their movements.

I might mention other facts, but these are sufficient for my purpose. I know that many, even naturalists, will say that all these acts are purely instinctive, and not the result of reflection or reason. Let us look into the matter a little more closely. What is instinct? Dr. Reid defines it as "a blind impulse to certain actions without having any end in view, without deliberation, and often without any conception of what we do." In other words, instinct is the power of acting without reflection, but in a manner so as to achieve an end the same as if reason and intelligence had been used, and always in response to some internal stimuli, depending on some necessity requiring such action. Instincts are always inherited. They are the results of the experience of ancestors for so long a time as may be required to organize them into the structure of the nervous system, so that they become a part of its property. In order that any act may become instinctive it must be performed in every way many times, so that it "does itself." When a new act comes up that has never been performed before, or performed only a few times, then it seems to me reason and reflection are required. After a while the act may become partly instinctive and partly the result of reason, for some instincts are imperfect. Now I shall refer to only one of the acts mentioned above, that of building a comb of a particular form to fit into a place such as in all probability the bee or its ancestors could never have had to do before. The building of the comb would be easy, but to get the right form and size it would be necessary to think, to reflect, and to distinguish between the right way and the wrong one. This would be an act of reason, of deliberation. It may be said that there is not sufficient brain substance in the bee to allow of so complicated mental operations. I think this is

begging the question. How do we do this? Who has given us any right to make such a statement? Is it not a bit of egotism in man to claim that he alone thinks, plans, reflects, and adapts means to ends? Man is fairly well adapted to his realm, the bee, the beaver and every animal to theirs, and all when necessary have the power to think, to deliberate, and to keep their plans long enough in their minds to execute them, or to change them if need be, also to see the difference between one plan and another to compare them, and probably to rejoice when they have triumphed over obstacles which may at first have seemed insurmountable.

Editorial Notes and Comments.

The National Educational Association of America holds its first international meeting in Toronto in July of the present year, and when one reads the various estimates of the numbers expected to be present there is a difficulty in understanding how one city can undertake to accommodate such a host of strangers. But Toronto has annual experience of such an influx of visitors, and there is no reason for any of our teachers, who propose to attend the great gathering, to have fears about their accommodation if they only apply in time to the Secretary of the Reception Committee. The local committee has all but completed arrangements. In addition to the intelligence given in our last issue about the sessions, we have further to intimate this month, that the railway companies throughout the United States and Canada have agreed to grant return tickets to Toronto for one fare, plus \$2.00, the membership fee to the Association, the railway tickets from distant points being good for return until September. Special cheap excursions will be arranged for the benefit of those attending the convention to points on the great Lakes, down the St. Lawrence River, through the Thousand Islands and Rapids, to the Atlantic and Pacific Coasts, the White Mountains and all other points of interest, east and west, north and south. A great exhibition of school work and school supplies, etc., will take place in connection with the convention, and many other features that will be of special interest to the visitors. Rates of board at hotels range from \$3.00 per day down to \$1.00 per day, and in private houses from \$1.00 per day to \$4.00 per week. Those intending to remain in the city or neighborhood for several weeks can obtain first class board in good localities for from \$4.00 to \$6 per week, and at the many summer resorts on the Lake shore. What

will probably be of as much interest to the teachers of Canada as any other feature of the great convention, will be the proposition to have a great National Association of Teachers organized in Canada, on the same basis as this association of the United States.

—The opening of the Granby Academy is a kind of culminating point in the desire for improved school buildings in our province. As is well known, previous to the realization of the Granby project to have the finest school edifice among our country academies, nearly all of our towns and villages have been putting forth praiseworthy efforts to improve the character of their school building; but to reach the point of excellence to which the Granby people have attained in their school enterprise will require an additional effort on the part of every district. The building has been well described in the local press, but what may be of as great service to the cause of education as the erection of such a spacious edifice, is the spirit with which the enterprise has been received by the people of the district themselves. There is a fame in the success of the movement, which in itself will do the village of Granby good, for the building, as it stands, becomes a model for other communities to aim at. But when it is known that the shrewdness of the School Commissioners of the place has so arranged the financial part of the undertaking that the increased tax will hardly be felt by the present generation and certainly not by the generation to come, enquiry will turn towards that centre of the Eastern Townships to see in full play that true spirit of enterprise which every one of our communities should seek to emulate whatever our croakers may advise.

—The inauguration of the movement in favor of school libraries has so far been fairly successful. This, as an effort additional to the efforts in favor of school comforts, is worthy of the most careful consideration by all our teachers. The custom of having school entertainments is an education in itself, and brings the people, who seldom otherwise think of the teachers' work, into some direct relationship with the school; and when the proceeds are laid out for the purchase of standard works of history, poetry and fiction, the education does not remain a mere impulse of the moment, to die out as soon as the entertainment is forgotten, but is continuous and permanent. Where a school library has been established, there seems to be in most cases no stay to its growth. Not only does the annual entertainment or the periodical lecture provide a small income, but the townsfolk are always found anxious, several of

them at least, to make donations of books or money, which often lead to the development of the school library into a library for both young and old. The duties of the teacher are manifold, but to the teacher who has within him the true spirit of philanthropy—who is a little bit more than mere schoolmaster—will hardly look upon the founding of the nucleus of a village library as an irksome duty, inasmuch as it will bring his industry more prominently before the public and probably thereby induce them to take more interest in his work. The money grant which has lately been distributed among the superior schools for school appliances is in no way to be laid out on the school library; yet the improvement of the school-room, which its proper expenditure must necessarily lead to, makes the library all the more of a necessity if we would have our schools complete in every respect. In this connection we would also recommend the teachers of our High Schools and academies to make application to the Geological Survey, Department of the Interior, for a collection of minerals, which, it is needless to say, will be furnished gratis for the use of a school; since by means of such a collection there will be laid the foundation of a school museum as an adjunct to the other school appliances as a sort of complement to the school library.

—To those of our teachers who are interested in the discussion of the higher phases of educational theories and the practical issues of such discussions, we would heartily recommend *Education*, a monthly magazine published in Boston, and ably edited by Dr. Mowry for so many years. Such a magazine deserves the warmest support, as it certainly merits the highest praise. No one, indeed, who has any interest in school methods should fail to obtain a copy of the April number, wherein the Hon. John D. Long tells in direct terms how he was educated. The article will be thoroughly enjoyed, especially by those who have been wondering when our own *Old Schoolmaster* proposes to continue his past experiences as pupil and teacher. The number of *Education* referred to can be procured from Mr. Frank H. Kasson, 50 Broomfield street, Boston.

Current Events.

Montreal is to be congratulated on the great progress that has been made in its schools and school buildings, and now that the plans of the new High School Building have been agreed upon, it is about to have the finest building in Canada used for school purposes. This is as it ought to be. But the Commis-

sioners have not made a halt here. What the building is to be in outward appearance, they propose to have extended to the internal organization of the school, and with this design they have appointed the Rev. E. I. Rexford, of the Department of Public Instruction, as its Principal. Considering the relationship which exists between Mr. Rexford and the EDUCATIONAL RECORD, it is not for us to point out the superior attainments of the new rector, but the writer may, without being charged with indiscretion, safely say that the appointment has given universal satisfaction. The shrewdness of the Montreal Commissioners in making such a choice has met with general commendation. From such vantage-ground, Mr. Rexford is not likely to lose any of his influence in furthering the educational interests of the province, and on this account, perhaps more than on any other, our teachers will be all the more inclined to congratulate him on his well-earned promotion.

—On Thursday evening, March 26th, the third regular meeting of the Teachers' Association in connection with McGill Normal School was held. Prof. Parmelee presided. After the opening exercises and reading of the minutes, Miss Sloan read a paper on "Promotions and Examinations," which was rich in humor and full of thoughtful suggestions directed towards the modification of our present system, by simpler working, less averaging, shorter examinations, ending with the conclusion that promotions be not made solely on the results of the final examination. The subject was further treated by Mr. Macaulay and Dr. Kneeland, the former of whom advocated the doing away with the system of comparing grades by the different percentages. The short discussion which ensued resulted in the drafting of the following resolution:—

Resolved. (1). That promotions should be made upon a report of daily work and the recommendation of the teachers. In cases of doubt examination might be resorted to.

(2). Examinations should be held at various times during the year in a few subjects only at a time.

(3). Schools and classes should not be compared by the averages of results, but by inspection.

—The people of Lachute have at last made up their minds as to the urgent necessity of having a new school building erected near the centre of their thriving town. Some time has elapsed since the project was first mooted, but, though slow to move, we have no doubt the Commissioners having accepted the policy, will persevere and have the building well advanced by next September. Under the energies of Mr. McOuat, the

school in its internal equipment, as far as the Academy department is concerned, has advanced with the times; but the size, conveniency and general environment in the other departments, as all connected with the school confess, are altogether inadequate to the wants of such a growing centre as Lachute and the school progress of the times. We expect to be able to chronicle in our next issue that progress has been made in the direction indicated.

—We are accustomed to institute comparisons between some of our teachers' salaries and those of their neighbors. Here are two advertisements published side by side in the *Schoolmaster* for a purpose with a comment:

WANTED,—MISTRESS for small Village SCHOOL. Salary, £16 a year, with house and garden. Constant work found for husband on farm. Applications, with character and capabilities, to be addressed to Rev. G. Pearson, Combe Vicarage, Hungerford.

Just below, in the same column, appears another advertisement:

WANTED,—Good COOK, wages from £30 to £40, two in family, six servants; also second LAUNDRESS WANTED; UNDER HOUSEMAID, four GENERALS, KITCHENMAIDS, and five other COOKS, wages from £14 to £22.—Moody's Registry Office, Alton, Hants. Send stamped envelope.

What manner of man the Rev. G. Pearson may be we know not, nor do we know what have been his surroundings during the last fifty years. For want of this knowledge we are unable to understand how any man, not to say a preacher of the Gospel which teaches us to do unto others as we would have others do unto us, has the audacity to offer £16 per annum for the services of the mistress of his village school. That such a man should have the control of the education of the children of any village is little less than a public scandal. So says the *Schoolmaster*. And yet are there not teachers in Canada laboring for less than \$80 per annum?

—The new world is not likely to be classified a rank lower than the old, in the matter of education; even we of Canada are ahead of the countries of Europe, in most of our educational enterprises. No German University has yet been liberal enough to throw open its doors to women, though Leipsic has made a half-hearted step in this direction. Miss Isabella Bronk, an American young lady, studying in the latter city, states that although, according to a decree of the Minister of Public Instruction, women can be admitted to lectures by special permission, such permission is seldom or never given, and

practically the only means by which one of the forbidden sex can gain an entrance is that of persuading the professor to be as blind to her presence as was Nelson, according to the legend, to the Admiral's signal at the battle of the Nile. An instance is cited of two ambitious Leipsic girls who had by means of private instruction prepared themselves for University work, but were refused admission, and compelled to go to Zurich for higher study. Miss Bronk, who appears to have persevered for two years in the face of these discouraging circumstances, states that the little band of women students in Leipsic consists at present of one Armenian, one Russian, and half a dozen Americans.

—A correspondent of *Woman* complains that men still occupy many posts which of right should be filled by the other sex. Especially is she aggrieved by the male inspection of needlework in elementary schools. A pleasing little picture is given us of a true woman's method in such a case. She looks upon well-finished garments with a proper pride. She handles the exquisite tucking and gathering with a dainty touch that is almost a caress. She smooths out the folds tenderly, and with firm, capable fingers, straightens the frills and arranges the tucks. Thus the pile of needlework is laid out for inspection—a horrid man “stalks in, and his lawless desecration makes her heart die within her.” His sole idea of criticism is “to pull with clumsy strength,” and test the powers of the work to hold together. He drags restlessly at the delicate tucking and dainty frills, and “if he succeed in straining it so far as to break the stitches, he triumphantly adds it will not bear the test of wear.” We hear a great deal about manual training for boys on our side of the Atlantic; but how comes it that in the matter of teaching the girls of our schools manual training by means of an easily-introduced system of teaching them how to sew, we find but few advocates. Perhaps the idea of training girls to use the needle is more old-fashioned than the idea of teaching boys how to use the saw and the plane. It surely cannot be because the original outlay for appliances in teaching sewing is so very small.

—We learn from the *South Wales Daily News* that the possession of a University degree is held to be a disqualification by the Llanelly School Board for appointment as head master of one of its schools. According to our contemporary certain candidates have been rejected on the ground that they held the M.A. or B.A. degrees. This is the more remarkable as the appointment in question was to the head mastership of a Higher

Grade School. At the board meeting at which the master was appointed one member stated that it had been his invariable experience that elementary teachers possessing degrees had the power of acquiring but not of imparting knowledge. The Committee of Selection had, therefore, without any hesitation whatever, struck off all applicants with degrees. The *News* in commenting upon this says: "One does not know whether to laugh or to cry over such a proceeding—to roar over its ludicrousness or to grieve that the educational interests of such a large and important place should be entrusted to such guardians. Some months ago the Llanely School Board proved that it did not know its own mind; now it has demonstrated that it has no mind at all."

—Our rich men have been very liberal in the endowment of universities and philanthropic institutions. The importance of this cannot be exaggerated. It seems to us, however, that just now in Canada there is an opportunity for some wealthy man to reap imperishable glory by conferring upon our country a benefit the influence of which would be felt from Atlantic to Pacific and would reach through eternity. Let him endow a magazine which will be able to compete with the leading monthlies of Great Britain and the United States, and to give remunerative employment to Canadian talent in Canada; which will carry its benediction into scores of thousands of our homes, and be one of the main factors in building up the Canadian nation. Let him do this, and he will be remembered as long as Canada has a name and place in the earth. So says one of our latest literary ventures in Canada, and there is something in the idea on which, by the way, the *RECORD* has already had its say.

—Is it not about time to cease to apply to woman that misnomer, the "weaker sex," at least so far as her ability to take care of herself is concerned? In Germany, 5,500,000 women earn their living by industrial pursuits; in England, 4,000,000; in France, 3,750,000; in Austria-Hungary, about the same, and in this country, including all occupations, over 2,700,000. This does not look as though women were helpless creatures.—*American Cultivator*.

—In the school of a friend, the pupils are supplied with copies of a good weekly newspaper, and on one afternoon of each week the reading book gives place to that. This is one good way of teaching current events. In another school, each pupil occasionally is requested to bring some item of interest from the newspaper. In still another the principal gives a brief summary of current events before beginning the regular work of the day,

omitting the talk if, nothing of importance has occurred. Another excellent way of managing the matter is to appoint certain scholars to report on Friday afternoon on topics assigned, as charities, politics, temperance, literature, etc. Different pupils should be appointed each week, until all have been chosen. These reports might be given at times in writing, at times orally, in that way helping the children in the use of written language and in the art of conversation. A few moments might be allowed for the pupils to question those who give the reports. This last suggestion applies, however, only to the higher grades. We give this month another use of the newspapers, which we hope some teachers may like to adopt. We clip the above from an exchange, but in our province here we have also a school where notice is taken of current events in the most interesting manner by the teacher once or twice a week. We refer to the practice of Mr. E. E. Howard, of Bedford Academy, who is a believer in the general knowledge principle, and puts it in practice for the benefit of his pupils.

—Mr. J. Mark Baldwin, professor of psychology at the University of Toronto, has communicated to *Science* the result of his observations upon his own child, extending over the greater part of the first year, "to examine more particularly into the time at which the child begins to show signs of marked preference for either hand." A distinct preference for the right hand in violent efforts in reaching became noticeable in the seventh and the eighth month. At the thirteenth month the child was a confirmed right-hander. Professor Baldwin regards the preference as due to the feeling of stronger outward nervous pressure in the case of that hand.

—The salaries paid to the teachers of secondary schools in Alsace and Lorraine reach an average of 3,700 marks (or about \$925). They range between 1,800 and 5,600 marks, with an increase of 400 marks per year. The rectors, or principals, are paid 4,500 to 6,300 marks. All salaries are paid by the government, while incidental expenses and the costs of erecting the buildings are defrayed by the communities.

—About a year ago a number of German schoolmasters, having been selected and engaged by a representative of the Chilean government, embarked for Chili, and were well received by the government. They were placed in different positions in normal schools, high schools, and in the embryonic University of Chili, and now report that they like the life in Chili very well, that their work is successful, and that they hope to accomplish some pioneer work which will speak for itself.

—In about 140 towns and cities of the kingdom of Prussia the poor school-children are provided with warm dinners or breakfasts. The funds for these institutions are derived from various sources. Some are proceeds of bequests, others are derived from private sources, others are the results of associated charities, and still others derived from annual appropriations of communities.

Literature, Historical Notes, etc.

It is not every day that an Emperor comes to the aid of education in his own person, and as much may be learned from the utterances of the young Kaiser on the subject of German Schools, we devote our space to his address at the late conference held for the discussion of questions concerning Secondary Education in Prussia. The hints which are to be picked up from the subsequent action of the government of that country, may also be of service to us in our discussions, and therefore we have decided to give a synopsis of what has occurred since the Emperor joined the movement for educational reform in a country which has long held the foremost place among the nations for its colleges and schools.

Gentlemen, as the Emperor is reported to have said, I have requested your chairman to give me an opportunity to state to you what my thoughts are regarding the questions at issue. It is reasonable to suppose, that many things will be discussed here without being decided, and I believe that there are several points about which we shall remain in the dark. But, I consider it desirable not to leave you, gentlemen, in doubt as to *my* mind.

First, I should like to say above all, that it is not a political school-question, which you are called upon to solve, the technical and pedagogical questions of organization, which must be approached in order to prepare our growing generation for the present demand of our country's position in the world and those of modern life. And in connection with this, I should like to say: It would have pleased me very much, if your investigations and deliberations, had not been stamped with a French word, school-"*enquête*," but with a good German word school-"*enquiry*." Inquiry (*Frage*) is the good old German synonym for investigation. Hence let us call the thing school-enquiry.

I have read the fourteen themes that have been submitted to you, and find that they are apt to mislead you, to sterilize the

whole movement by paying exclusive attention to formalities. I should greatly regret this. It is important that the *spirit* of the cause be represented and expressed, and not the mere *form*. I have therefore noted down a few points (I shall pass them around) which I hope will find due consideration.

(1) School hygiene, besides gymnastics, a thing which deserves the minutest consideration; then diminution of the matter of instruction, a consideration of what may be eliminated; also the courses of study for different branches, then methods of organization (several points concerning the latter subject are found among the fourteen submitted to you); (6) How to eliminate the ballast of our school examinations? (7) How to guard in future against over-crowding? (8) How may the work be controlled, if it should succeed? (9) Regular and extraordinary supervision of different authorities.

I submit these questions to your consideration. If there is any one among you who wishes to see them, he is welcome to them.

The entire question has developed itself completely and without anybody's initiative. You are standing face to face with the question of which I am convinced that its solution on your part, in whatever form you may cast it, will be presented to the youth of our nation as a ripe fruit.

If the schools had been upon the standpoint upon which they ought to stand, the Cabinet Order which the Minister of Education, your chairman, has just quoted, would never have been necessary. Let me say, at the outset, that if I move rather abruptly and speak pointedly, I do not refer to any one personally, my words having reference to the entire system, to the whole situation.

If the school had done what could justly be expected of it (and I can speak as one initiated, having sat as a pupil on the benches of a gymnasium and knowing what is being done) it should from the very outset, through its own initiative, have taken the lead against social democracy. The teachers should have seized upon the opportunity and instructed the young generation, so that those young people who are about of the same age with me, say 30 years, could offer now the material with which I ought to work in the State in order to become master of the movement. That has not been the case.

The last occasion at which our school essentially aided our entire national life and development, was during the year '64, '66, and '70: At that time Prussian schools and their faculties were the supporters of the idea of national unity. Every teacher

then preached on that text. Every graduate who left school and entered the army as a one-year volunteer, or entered life, was convinced of one thing: the German Empire must again be established and Alsace-Lorraine regained. This patriotic movement ceased with the year 1871. The Empire was re-united—we had what we wanted—and that seems to have been the end.

The school ought to have started from the newly gained basis, it ought to have inspired youth by explaining that the new State was worthy to be preserved and maintained. No effects in that direction are noticeable and already, only a short time after the Empire's rejuvenation, we find centrifugal tendencies. I am able to judge in this matter because I stand above, and all such questions approach me. The cause of these destructive tendencies should be sought in the education of the young generation. Where lies the fault? Fault there is in many places.

The chief cause is, that since the year 1870, the Philologists as "beati possidentes" have established themselves in the Gymnasia and have given particular importance to the *matter* of instruction, that is, to knowledge, and not to the formation of character and culture, nor the needs of modern life. You, Privy-Councillor Hinzpeter will pardon me, you are an enthusiastic Philologist, but nevertheless things have come to such a pass that a change must be made.

Less stress is laid upon the "I can" than upon the "I know" (das Koennen als das Kennen); this becomes clear when one looks at the demands made in examinations. Teachers start from the principle that the scholar above all things must know as much as possible, whether it is of use in life or not is immaterial. When one tried to make clear to these Philologists that young men should be practically educated to a certain extent for life and its demands, then the answer always came, that that was not the province of schools. Their province was to exercise the mind, and if this exercising the mind was properly carried on, the young man would be in a fit condition to do everything necessary in life. Gentlemen, we can proceed no longer with this presumption as a starting point.

When I speak of the school, and especially of the gymnasia, I know very well that in many circles I am held to be a fanatical opponent of the gymnasia. That, however, is not the case. Whoever has attended a gymnasium knows what is wanting there. It is above all a national basis that is wanting. We must give a thoroughly German basis to the gymnasium; we ought to educate national young Germans and not young Greeks and Romans. We must get away from the basis which has lasted

for centuries, away from the old monastic education of the Middle Ages. The German composition must be the centre round which every thing in school revolves. If a young man writes a thoroughly good German essay in his final school examination, we can judge his education by that and tell whether he is worth any thing or not.

Now, of course, many will say, the Latin essay is very important; the Latin essay is very useful in that it educates in a foreign language, and I don't know what more. I have gone through all that. How does such a Latin essay get written? I have very often known a young man get the mark "moderate" for a German essay and "very good" for his Latin essay. The man deserved punishment instead of praise, for that his Latin essay was not written by fair means is clear. And of all the Latin essays we wrote, there was not one in twelve that was not cribbed out of Latin authors. Such essays were marked "good." So much for the Latin essay. But when we had to write an essay on "Minna von Barnhelm" in the gymnasium, we got no better mark than "barely satisfactory." Hence, I say, away with the Latin essay; we waste over it the time we should be giving to our German.

In the same way I should like to see a national spirit fostered among us by the cultivation of history, geography, German legends and traditions. Let us begin at home. When we know all about our own rooms, then we can go and look about us in a museum. But above all things we must be at home in the history of our Fatherland. The great Elector in my school days was a misty being; the Seven Years' War was buried in the past, and history came to a stop at the end of the last century with the French Revolution. The great uprising of 1813 and 1815, which is of the utmost importance to young statesmen, was not included in the course, and only through the supplementary and most interesting lecture of Geheimrath Hinzpeter have I, thank God, been enabled to learn these things. That is just, however, the "punctum saliens"!

Why are our young people led astray? Why do so many misty, confused reformers arise? Why are our people always carping at our Government and holding up foreign countries as models? Just because our young people do not know how our constitution has become what it is, and that the roots of it lie in the time of the French Revolution. And, therefore, I am firmly convinced, that when we make this transition from the French Revolution to the nineteenth century quite clear in a simple, objective manner to our young people, then we shall

gain for them quite a different conception of the question of the present day. They are then in a position to extend and deepen their knowledge in the University by the lectures they hear there.

If I now turn to the occupation of our young people, I should like to state how absolutely necessary it is that the number of school hours should be diminished. Geheimrath Hinzpeter will remember that at the time when I was a pupil in the Cassel gymnasium, the one cry of the parents and families was, that this state of things could not go on. Consequently the school authorities made inquiry into the matter. We had to hand in to our principal home time-tables, giving the number of hours necessary for our home-tasks.

I am now giving the numbers for the senior class only. Well, gentlemen, according to conscientiously kept time-tables (as far as I was concerned, Geheimrath Hinzpeter could verify them) these home-tasks took $5\frac{1}{2}$, $6\frac{1}{2}$, to 7 hours. Add to that 6 hours in school, 2 hours for meals, and you can reckon for yourselves how much of the day remained for recreation. If I had not been able to ride to school and back, and otherwise get a little exercise, I should not have known what the world looked like. Well, we cannot go on overburdening our young people in this way. According to my thinking, the school hours in the lower classes must also be considerably shortened.

Gentlemen, it cannot go on, we must not stretch the bow and leave it stretched in this manner. Schools, at any rate gymnasia, have tried the impossible, and have in my opinion, produced educated men in supply considerably greater than the demand for them, more than the nation can endure, more than the people themselves can endure. Hence came the saying of Prince Bismarck, a true saying, that there exists an *Abiturientenproletariat* (learned paupers). The so-called "Starving Candidates," (*i. e.*, candidates for offices, as yet not vacant, who meanwhile have not the wherewithal for their daily bread), especially among the journalists; these are all spoiled students, they are a real danger for us. I shall henceforth permit no gymnasium to be founded, which cannot prove beyond dispute its need and right to existence. We have already enough of them.

Now, however, the question is, how can we best meet the wishes respecting classical education and the right to the one-year voluntary army service? I consider that the question is easily disposed of in the answer:—classical gymnasia with classical education, another kind of school with technical

education, but no Real'gymnasia. The Real gymnasia lacks unity. There is no unity in its education and consequently no unity in the after-life of its graduates.

Practical Hints and Examination Papers.

—Let the pupils take some common salt and moisten it just enough to make it pack well. Now it is ready for moulding. Let them mould on an inch board (or perhaps a half-inch will do) any map they can do nicely. When done place in an oven and bake it. The map becomes hard, adheres to the board, and can be hung in the class-room.

—We received some time ago a letter from one of our readers containing some questions which she had found troublesome. One was this: "Why is four on the face of a clock marked IIII instead of IV.?" We copy the following answer to that question from *The Fountain*, a bright magazine published in York, Pennsylvania: "The first clock resembling ours was made by Henry Vick, in 1370, for Charles V., called 'The Wise of France.' It ran well, but the king was anxious to find fault, so he said that the character IV. was wrong. Vick protested, but was compelled to change it to IIII."

A LESSON IN COURTESY.

Teacher.—This morning as I was walking to school a boy ran violently against me; then, without stopping at all, he recovered his balance and went off at his former pace. What would you conclude about such a boy?

Pupils.—He was rude. He was impolite.

T.—What would some of my boys have done under the circumstances? What should they do?

P. They should say "Excuse me." They might ask if you were hurt.

T.—I think the very nicest thing that the boy could have done was to say, "Excuse me, Miss R.," at the same time lifting his hat. I hope none of my boys could ever be so rude.

Tell other incidents which would bring out points in courtesy, and get the children's testimony each time as to the right thing to do.

Make a special lesson of school-room courtesy, touching on the way of leaving and entering the room, passing between the teacher and class, being noisy when others are studying, manner of asking for favors, and readiness to give help to those needing it.

Dwell on the point that true courtesy is natural, not artificial, and so must spring from a kind heart.

POLITENESS IN THE SCHOOL-ROOM.

1. *T.*—Many of you who wish to be polite in other places seem to

think it unnecessary to be so here in school. Suppose you were allowed to be impolite in school, where you spend so much of your time, how might it probably be when you were in other places.

Ch.—We would forget and be rude. *T.* For that reason, do you not think we had better talk about school manners first? Ther: listen. Always try to be in school on time. Never be late if you can possibly help it. When you are late you disturb all by coming in after the lesson is begun. It is not kind to disturb people. It is impolite.

Many items may be given on punctuality, cleanliness, care of furniture, etc., all based on kindness.

T. How many of you like your own names? Suppose I should call you pupil, or scholar, or little girl, or little boy, instead of Katie and Nellie, and John and Harry, which would you like better? Which do you think I like better, to be called *teacher* or Miss — ?

What did I tell you yesterday about raising hands? I have something more to say about it. When a school-mate is reading or answering a question, do not raise hands until he has finished, even if he seems not to know the answer or make a mistake.

T. When visitors enter a school-room, children should not stare at them, but rather look on their books or slates, or attend to their work whatever it may be.

Seem not to notice the appearance of strangers in the room.

—Children are often more responsive to the higher influences than we sometimes think. A lady, who had been teaching in a private school boys and girls who came from pure and refined homes, changed her position for one in a public school, attended largely by rough children. In her private school she would often ask: "Is that polite?" "Is that kind?" "Is that right?" and such questions soon led to better things. "Would such gentle measures have any effect upon these rough boys and girls?" she asked herself. It seemed worth while to try them. She did try them, and although many times something more severe was necessary, she was happily surprised to find that often these simple questions, appealing, as they did, to the child's better nature, were not unavailing.

—Henry Ward Beecher certainly owed a debt of gratitude to his teacher in mathematics, not only for the knowledge acquired through his tuition, but for lessons tending to strength of character. He tells this story to illustrate the teacher's method:—

He was sent to the blackboard, and went, uncertain, soft, full of whimpering.

"That lesson must be learned," said the teacher, in a very quiet tone, but with a terrible intensity. All explanations and excuses he trod under foot with utter scornfulness. "I want that problem; I don't want any reasons why I don't get it," he would say.

"I did study it two hours."

"That's nothing to me; I want the lesson. You need not study it at all, or you may study it ten hours, just to suit yourself. I want the lesson."

"It was tough for a green boy," says Beecher, "but it seasoned him. In less than a month I had the most intense sense of intellectual independence and courage to defend my recitations. His cold and calm voice would fall upon me in the midst of a demonstration, 'No!'"

"I hesitated, and then went back to the beginning, and on reaching the same spot again, 'No!' uttered with the tone of conviction, barred my progress.

"The next," and I sat down in red confusion.

"He, too, was stopped with 'No!' but went right on, finished, and, as he sat down, was rewarded with 'Very well.'"

"'Why!' whimpered I, 'I recited it just as he did, and you said 'No!'"

"'Why didn't you say 'Yes!' and stick to it? It is not enough to know your lesson. You must know that you know it. You have learned nothing till you are sure. If all the world says 'No!' your business is to say 'Yes!' and prove it.'"—*Youth's Companion*.

—We find in a contemporary the query as to whether the position of the word *but* in the sentence, "The electors of each district vote but for one candidate," is correct, to which the editor answers *yes*. Does the editor mean that? Is not *but* an adverb here, modifying the adjective *one*, and should it not be placed next to the word it modifies? Here is where the proper teaching of technical grammar makes manifest its benefit.

MORAL TRAINING IN SCHOOLS.—A great deal is being said and well said concerning moral training in public schools. We hear much discussion of the question whether time can be found for it. Has it never occurred to those who are anxious about that aspect of the matter that a school without moral training as an all-pervading feature must be a great failure? I doubt whether there are many such schools. No one can teach long without discovering that the most effective agency in preserving discipline and in securing good results is found in constantly presenting right and wrong conduct, good and poor work in the school-room in their moral light—in the light of their influence on the development of character. If what Mathew Arnold calls the "stream of tendency" on the teacher's part is invariably in the direction of keeping before the pupils the relation of all acts to such development, there will not be, unless in isolated and exceptional cases, any demand for additional means for maintaining discipline. The best agencies for gaining the conduct and results desired in the school-room are the best agencies for developing character and elevating the moral nature of pupils. In Mrs. Diaz's most excellent paper in the October *Arena* on this subject, she quotes Arnold as speaking of the

necessity for righteousness that exists in the nature of every human being. The teacher who recognizes this necessity, who holds to his belief in it amid all discouragements, and who can turn his faith to account in his work, has a means of solving most of the problems that arise in school discipline, and has settled, at least for himself, the question of finding time for teaching morals.—*Ohio Educational Monthly.*

NOTES ON TEACHING READING.—There can be no good reading without a comprehension of the subject-matter and pride in its proper delivery. Hence, it is important to bear in mind both the thought side and the elocutionary side of the subject. The pupils should be urged to study the lessons both with reference to getting the thought, and to rendering it with good vocal expression. This involves continued attention to all qualities of voice as well as to the meaning of words, phrases and clauses. In reading aloud, bodily attitude requires attention. There can be no free, easy, full action of the organs unless the body is in right position. Remember that there is a vast difference between *teaching* your pupils how to read and simply *hearing* them read. Instruct them in the use of the dictionary, and counsel its use in the preparation of the lessons. The above suggestions are given for fourth reader classes, in course of study of Davenport schools, by Supt. J. B. Young.

—General ignorance questions, as they are called, being now much in favour with those who are entrusted with the duty of educating our boys, the "Private Schoolmaster" has taken the trouble to suggest a string of appropriate tests of knowledge of familiar things. The chief of these are: "Why does an apple fall to the ground?" "What is a jury, and how are jurors elected?" "Explain as simply as you can the action of the electric telegraph?" "What keeps the earth in position?" "How would you spend a present of £3 in books?" "Why do most leaves turn colour in the autumn?" "What is the difference between tradition and history, art and science, parable and allegory, murder and homicide, simulation and dissimulation, Bill and Act?" "Name some of the chief daily and weekly newspapers." "Name some of the planets that move round the sun." "Why does marble appear colder to the touch than wood?" "How many senses have we?" The author of this little plot does not conceal the fact that he looks forward to eliciting some "amusingly original answers." Big boys, he thinks, might also be tried with those old established "posers," "What would happen if an irresistible body came into contact with an immovable post?" and "How is it that big rivers always 'make for,' and float through, large towns?" The judicious schoolmaster will probably deem it fair to postpone these diversions till the holidays are over.

—The help of the entertainment in the school district is not to be esteemed lightly. It may be made a powerful aid for good. If help

is needed for the school library or for school apparatus, no easier way can be devised than that of raising money by means of an entertainment.

HUMOURS OF SCHOOL LIFE.—School life is now and then relieved of its monotony by some of the ludicrous mistakes which are made in the higher standards during the time which is set apart for composition. Some scholars, on being required to write essays concerning different subjects, which they have not properly mastered, put forth some very laughable ideas. The following are selections:—

“Races of Mankind.—There are different kinds of races. The white men can race with their bicycles. There are different kinds of bicycles. There are safeties, which a great many white men race with, and tricycles. All the different kinds of people are not the same. The white men inhabit Europe, and the countries of Europe are not always of a different country to other countries. Some men are black because the sun has been too hot for them. The Chinese are a still more highly civilized race than the Arabs, and they grow tea and silk, and they are sent to England for the people to use.”

The following was the essay of a boy, on the “Life of Stanley”: “Lord Stanley was a soldier. He became a general, and after he had been a general for some time he sailed to Zanzibar. He has discovered a great many towns, and at one time he discovered the coast of Labrador. Stanley had to go through a very large desert. At one time it was thought that this desert was nothing but sand. When he reached it he found it was nothing but water. It is not very nice walking through a desert which is very wet.”

On the “Government of other Countries,” the young authors have most ingenious ideas. The writer of the following makes some charming observations:

“The Turkistan of Russia makes his own laws. He can do as he likes and he is often assassinated. He has had many narrow escapes of his life, by laying taxes on the people, and he has to rule quietly, for fear the people resign against him. Every country has its own government except India and England, and these two are governed by the Queen. If a man wants to be a lord he has to pass through the House of Lords and the House of Commons, and then he has to see what the Queen has to say. If she agrees, he is made a lord. Every governor has a country to govern himself, because if we had not a governor everybody would come and fight till they got the countries that had no governors. When anybody is going to fight them, they cannot come into the country without they pass the House of Commons and House of Lords. Then they pass through the Queen’s hand. The United States is a Federal Republic, and every year they elect a man called a Presbyterian. In our parliament there is an election every year, and two men are elected to look for the people. The House of Commons belongs to a man called the Speaker.”

Correspondence, etc.

To the Editor of the EDUCATIONAL RECORD :

DEAR SIR,—In my late travels through this District, my attention was drawn on three or four different occasions to pupils, at their homes, busily engaged, as I imagined, with their home lessons, but to my surprise I afterwards learned that they were “pouring” over works of fiction—dime novels. Now, as the subject matters of such books have their origin in the imaginations of their authors, the great majority of such works afford very poor food, indeed, for young minds, and yet, like most besetting sins, the more we would indulge in such light and unprofitable reading, the acquired taste becomes stronger.

I have witnessed young people who persisted in reading such novels “night, noon and morn,” and oh ! what a waste of precious opportunities in the “spring time of life !” when leisure hours could be devoted to the perusal of useful and profitable study.

Our literary tastes are not all alike, yet the field of useful knowledge is very wide. Had we not, even in the School-room, a Curriculum (Course of Study) I believe many of the useful studies, if left to the choice of the students, would not be “taken up.” There are subjects which appear “dry” and uninteresting to some, yet, by perseverance an acquired taste will in time manifest itself.

The Book of books gives us a full account of God’s dealings with man, the consequences of the latter’s disobedience, and the mode of escape from everlasting punishment. The Natural and Physical Sciences reveal Infinite Wisdom, or God in Nature, and the more closely the student will follow up such studies, the stronger will be his aversion for the erratic imaginations and sceptical “bosh” which the books of Ingersoll and others contain.

What interesting studies are Astronomy, Hydrostatics, Pneumatics and Electricity ! The *almost* infinitesimal sub-division of matter on the one hand, and the infinite expanse of space on the other, are worthy of deep thought.

What an interesting study is Animal and Vegetable Physiology !

The construction of the human eye is, of itself, a marvellous mechanism ; the ear ; the frame-work of the human body ; the bones, shaped to give the greatest possible strength with the least possible volume ; yes, a bone where a bone is wanted, supplied with ball and socket, and lubricated with ever-flowing oil, working with faultless accuracy !

One of my favorite poets, Cowper, watched intently the movements and habits of a small insect, and afterwards examined its construction. Then he wrote :—

“How sweet to muse upon this skill displayed,
 Infinite skill in all that He has made !
 To trace in Nature’s most minute design
 The power and accuracy of infinite divine
 Muscle and nerve miraculously spun,
 His mighty work, Who said, and it was done.

The loftiest minds the world ever saw were diligent seekers after useful knowledge—not dime novel readers, but diligent searchers after truth—humble believers in the hereafter.

Addison's hymn of praise and adoration to the Great Architect of the Universe begins:—

“When all Thy mercies, O my God,
My rising soul surveys,
Transported with the view, I'm lost
In wonder, love and praise.”

B. M.

To the Editor of the EDUCATIONAL RECORD :

DEAR SIR,—I promised to send you some recollections of “ye olden time” for the EDUCATIONAL RECORD. About five years ago a young teacher, speaking of the schools of the past generation, said to me, “I suppose you see a great parallelogram between things as they were then and are now.” My young friend is now a student in the University. It is likely that he saw a parallelogram between his English and that which prevails in his *alma mater*. However, he is an excellent young man, one who will do good work if he be spared. My friend's thought was right, however misguided was his speech. Nothing is now as it was then. Webster's Spelling Book, the New Testament, Murray's English Reader, (Murray was a Friend or Quaker, and his book was very grave, heavy and moral, containing few, if any, selections that a child would read willingly), and a History of the United States. This last was about as near to truth as the writings of Baron Munchausen. Blackboards, mural maps and globes were unknown, nor did I ever see any one of them till I introduced them into my own school. Many things were common sixty years ago that would not now be borne for a day. My first day at school is fresh in my memory. I had learned to read before going to school. Indeed, I cannot recollect the time when I could not read. The teacher did not believe me, and put me at the *a, b, c*. I did not like that, and succeeded in telling her so with fear and trembling, although at first she was not inclined to think I was speaking the truth. Punishments were very often savage. To tie a cord around the wrist, draw the arm to a perpendicular, and tie the other end of the cord to a nail in the ceiling, and then, in addition, make the child stand on one foot, was one mode. Another was to make the child hold a slate, with two or three books on it, at arm's length. The language used by the master can hardly be repeated. “Sit down, you villain, and you, too, you dunce,” was the kind of orders given to the boys in olden times, and worse than that. “I'll make Irishmen of yez, ye American brats,” “Confound you, I'll whitewash the wall with that numskull of yours,” were among the choice sayings sometimes used.

“What part of speech is thing?” I asked an advanced student

when I was a little boy. "An adjective," said he, and he went on to tell me that a word that made sense after *good* was an adjective. I believed him then. I doubted after. "Have you studied Greek?" said a student to me. "No," said I. "You should, it is a beautiful language; the infinitive always has an article." I thought that a language whose infinitive *always* had an article must have other beauties. I think I have seen Greek infinitives without the article. I knew a teacher who corrected compositions by beginning the definite adjective *the* with a capital. The same person reversed the common mode of teaching geography, *e. g.*, "The Mississippi rises in the Gulf of Mexico and flows north, and empties into Lake Itasca." I have known teachers who would ask other teachers who were visiting their schools to join classes in reading and spelling. I can, in fancy, my dear sir, see how you would look if a teacher asked you to join in a class in the Fourth Book. One fault in "ye olden time" is very common now—that is teaching the *how* and not the *why*.

Yours truly,

H. T. G., AN OLD TEACHER.

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION,

QUEBEC, 20th March, 1891.

Public notice is hereby given that an examination of candidates for the office of Inspector of Protestant Schools will be held at the Department of Public Instruction, Quebec, at 9 a.m., on Saturday, the 9th of May next.

Candidates are requested to send their applications and certificates, accompanied with a deposit of six dollars, to the Secretary of the Protestant Committee of the Council of Public Instruction, Quebec.

GÉDÉON OUMET,

Superintendent.

1606

THE NATIONAL EDUCATIONAL ASSOCIATION.

The following official circular has been issued to the teachers of the Province :

DEPARTMENT OF PUBLIC INSTRUCTION,

QUEBEC, 4th April, 1891.

To the Teachers of the Province of Quebec.

I have the honor to inform you that the Convention of the National Educational Association of the United States will be held in Toronto in July next. The convention will continue in session four days, July 14-17, and about 15,000 teachers are expected to be present. By

selecting Toronto as the place of meeting the Dominion has been honored, and the greatest educational gathering of this continent has been brought within reach of the teachers of Canada. I desire to urge upon the teachers of the Province the importance of being present at Toronto, to give a cordial welcome to the visiting teachers of the United States and to profit by the many advantages which such a gathering affords.

GÉDÉON OUMET,
Superintendent.

TEACHERS' INSTITUTES.

Arrangements have been made to hold four institutes during the second week in July next. The institutes will open Tuesday, July 7th, at Inverness, Sherbrooke, Cowansville and Lachute. Rev. Elson I. Rexford and Inspector Parker will conduct the institute at Inverness, Dr. Harper and Mr. R. J. Hewton at Sherbrooke, Dr. Robins and Inspector Taylor at Cowansville, and Professor Parmelee and Inspector McGregor at Lachute. Full information concerning the work of the institutes will be given in our next issue.

The following teachers, who attended the Teachers' Institutes in July, 1890, have submitted satisfactory answers to the institute questions, and have received their certificates of attendance :

Lennoxville Institute.—Bissell, Hattie M. ; Bennett, Helena M. ; Berwick, Susie ; Cleveland, Ella M. ; Glass, M. E. ; Ives, Caroline L. ; McLellan, Maggie C. ; Marlin, Eliza ; Pearce, Jennie M. ; Simpson, Sara F. ; Stobo, Annie L. ; Stobo, Kate E. ; Stevens, Louisa S. ; Stacey, Idelia ; Young, M. A. (Mrs.) ; Munkittrick, Cora.

Inverness Institute.—Allan, Maggie D. ; Andrews, Mary M. ; Bailey, Christina C. ; Jamieson, K. M. ; Kerr, Annie M. ; Longmuir, Agnes ; McKillop, Kate E. ; Patterson, Jessie ; Reid, Maggie ; Thompson, Elizabeth M.

Shawville Institute.—Allen, H. Allie ; Dods, Mary W. ; Corrigan, Maggie E. ; Dahms, Maud O. ; Dahms, M. Amelia ; Dahms, Lucy ; Edey, Lucy W. ; McJanet, Agnes ; McJanet, E. Lavina ; McRae, Laura ; Ostrom, Mary ; Telford, Jane U. ; Young, Janet E.

Cowansville Institute.—Aiken, Orlando E. ; Burnett, Myrtie M. ; Bulman, Mary E. ; Beach, Hattie M. ; Bulman, Catherine J. ; Booth, Archer H. ; Davis, Jesse S. ; Emerson, Mary ; Fuller, Geo. D. ; Fuller, Alex. L. ; Hawk, Emma H. ; Hayes, Nancy L. ; Hurlbut, Bertha ; Hawk, Fannie ; Howard, Catherine ; Ingalls, Roxie A. ; Jewell, Mary E. ; Joyal, Florence ; Libby, Ruth E. ; Miller, Lila J. ; Marsh, Eloise ; Marsh, Maud ; Primerman, Annie ; Sulley, Nellie G. ; Scott, Mabel K. ; Stone, Effie ; Short, Marion ; Teel, Ruth M. ; Truax, Agnes A. ; Vaudry, M. Olive ; Williams, Lucy A. ; Washer, Martha ; Winchester, R. T. ; Pickle, Nina M. ; Patton, Jennie ; Goddard, Anna M.

OFFICIAL REPORTS.

LEEDS, July 17th, 1890.

To the Superintendent of Public Instruction.

SIR,—I have the honor to submit my first report with reference to the state of education in my inspectorate. I send with it the statistical table for the scholastic year of 1889-90.

In my inspectorate, which comprises the Protestant schools of the counties of Megantic, Lotbinière, Dorchester, Levis, Portneuf, Quebec and Quebec city, there are thirty-three scholastic municipalities, containing one college, two high schools, one academy and seventy-seven elementary schools.

As it was late in October when I was appointed to office, I was not able to visit all the schools twice. The schools of Quebec city, the county of Levis, and several in the county of Megantic I have visited twice; the other schools, once. I experienced some difficulty on my first tour of inspection. Many of the municipalities are not carrying out the regulations with reference to the time in which their schools should be in operation. Here is an example:

Teachers are engaged to commence teaching on July 1st. Two weeks holidays are to be given during the hay-making season, two weeks in harvest, two weeks at Christmas, and two weeks during potato-planting time. Now, I had the misfortune to travel ninety miles to visit schools in the month of May, being ignorant of the existing custom which prevailed in these municipalities; the result was I had to return home, as the schools were closed. I was thus compelled to make another visit later. Again, there are other municipalities in which schools are in operation but five months in the year, viz., June, July, August, September and October. These schools were closed before I could visit them. I visited several of them this year, however, during the month of June, and as they had been in operation but a few days, I was not able to report favorably. I shall visit them again before they close, and, by so doing, I shall be in a position to note what progress has been made.

In the statistical table I have reported seventy-seven elementary schools under control. There were in attendance at these schools 1,785 pupils. The two model schools reported were attended by 135 pupils. There were in attendance at the high schools and academies 352 pupils, making a total of 2,272 pupils, with an average attendance of 1,762. I have reported in schools under control 10 male and 91 female teachers. In the elementary schools there are only two teachers without diplomas.

I inspected the elementary departments of Inverness academy, Leeds model school and St. Sylvestre model school. These have been reported in the bulletins of inspection. I visited the other high schools for the purpose of obtaining the necessary statistics.

I have classified the different municipalities according to regulation :

1. The length and arrangement of the school year.
2. The condition of schoolhouses and grounds.
3. The supply of apparatus, maps, blackboards, etc.
4. Use of the course of study.
5. Use of authorized series of text-books.
6. Salaries of teachers and method of payment.

Each municipality has a chance of obtaining 60 marks ; 10 marks being allowed for each of the above needs.

Those municipalities which have obtained 45 marks or over have been classed excellent ; from 45 to 35, good ; 35 to 25, middling ; 25 and under, bad.

; EXCELLENT.

St. Coloman de Sillery.....	55
Quebec City.....	54
Levis.....	45
St. Romuald.....	45
St. Sauveur.....	45
St. Roch North.....	45

GOOD.

St. Raymond.....	40
St. Dunstan.....	40
Portneuf.....	40
St. Jean-Chrysostôme.....	37
Stoneham.....	35
Leeds.....	35
Leeds South.....	35
Inverness.....	35
Ireland North.....	35

MIDDLING.

Beauport.....	33
St. Foye.....	30
Frampton West.....	30
St. Malachi.....	30
St. Sylvestre South.....	30
St. Patrice de Beaurivage.....	30
Somerset North.....	30
Halifax South.....	30
Thetford.....	30
Nelson.....	30

BAD.

Ireland South.....	24
St. Pierre Baptist.....	24
St. Giles.....	24
Tewksbury.....	23
St. Gabriel West.....	20
St. Gabriel East.....	20
Mill Hill, No. 4.....	20
Leeds East.....	20

The majority of the municipalities are deficient under heads 3, 6 and 1, *i.e.*, the supply of apparatus, blackboards, maps, etc.; salaries of teachers and method of payment; length and arrangement of the school year.

In the matter of the use of authorized text-books, nearly all the schools are in line.

There are very few schools in which the Course of Study is not followed. I left a copy of the course in every school; also a copy of regulations. I found several schools in which the work was not being carried on according to a specified time-table. In such cases I assisted the teacher to make out a provisional time-table, by means of which her work as well as the pupils' could be carried on systematically.

The condition of the schoolhouses in those municipalities which are classified as excellent, good, middling, is fair. I cannot say much in favor of the school-grounds, as there is not much attention paid to them by the authorities in charge. In the matter of school apparatus the schools in my inspectorate are sadly deficient. Some schools have not a single map upon the walls. One of the essential requisites in teaching school, *viz.*, a blackboard, is not to be found in many schools. I have spoken to the commissioners about these matters, and in many cases I have been assured that suitable blackboards will be placed in all schools under their control.

In several of the municipalities classed "bad" the schoolhouses are old and in a bad condition. There is no apparatus for teaching purposes; the school year is badly divided; salaries of teachers, in some cases, are very low.

How are we to remedy this state of affairs? By an increased grant to the elementary schools. At the present time, on account of the small grant offered, the school inspector has but little power over the commissioners or trustees. He may advise, recommend, report; but in many cases there is no change effected. Now, if the grant were larger, so that the withdrawing of it would be felt, the inspector would have a lever with which he could move a municipality and bring it into line. The large majority of our people receive no other education than that afforded by our elementary schools: hence the necessity of making these schools as efficient as possible.

Generally speaking, the teachers are faithful in the discharge of their duties. They will be in a position to do better work when their schools are supplied with proper apparatus.

The secretary-treasurers, with few exceptions, perform their duties faithfully. All accounts are honestly kept, but in some cases the secretary-treasurers are dilatory in collecting taxes, and, in consequence thereof, the teachers are not promptly paid.

A teachers' institute was held at Inverness, in the county of Megantic, during the month of July. It was conducted by Dr. Harper and myself. There were 65 teachers in attendance, and great interest was manifested in the work. The meetings were held in the academy. The township of Inverness has reason to be proud of the fine brick building which has been erected during the present year for educational purposes. They have also reason to be proud of the high standing taken by their academy last year. The credit belongs, in a great measure, to the principal, Mr. James Mabon, B.A., who is an excellent teacher, a zealous worker in the cause of education.

I hope that this report, together with the statistical table and the bulletins of inspection, will give you a clear idea of the state of education in my district at the present time.

I have the honor, etc.,

J. PARKER,
School Inspector.

HUNTINGDON, 9th August, 1890.

To the Superintendent of Public Instruction.

SIR,—I have the honor to submit my ninth annual report on the state of education in my inspectorate for the year ending 30th June, 1890. The statistical table was forwarded to the Superintendent of Public Instruction on the 24th ulto. The full and explicit information given in it and in the bulletins of inspection leaves but little of importance to report; but, in order to express some of the statements in a concise form, I will recapitulate to some extent.

In this district there are 57 municipalities, including 216 schools in operation—188 elementary, 8 model, 6 academies and 14 private institutions—scattered over nine counties, or over an area of about 6,000 square miles; 13,200 pupils—Protestants, 6,278 boys and 6,011 girls; Roman Catholics, 497 boys and 414 girls—taught by 422 teachers: 59 males and 363 females. Five of the male teachers hold elementary, 6 model, and 31 academy diplomas; while 17, eleven of whom are teachers in private schools, are without any diplomas. Of the female teachers, 147 hold elementary diplomas, 132 model, 43 academy; and 41, eighteen of whom taught in private schools, have no diplomas. Thirteen of the diplomas were granted by the Roman Catholic boards, 95 by the Protestant boards, and 256 by McGill Normal School.

The municipalities are arranged in the statistical table according to our instructions. The condition of many of them, both as regards schools and schoolhouses, has been much improved during the year, while that of others, though greatly in need, remains unchanged. In the latter class are included the outlying municipalities of Argenteuil, those in the county of Vaudreuil, St. Anicet No. II., and the dissentient municipalities of Dundee, Godmanchester and Hinchinbrooke in the county of Huntingdon.

Various methods have been tried during the past nine years, in order to assist the teachers in securing better attendance and closer application to school work ; but one after another, as the novelty wore away, became ineffectual, and therefore had to be abandoned. The plan followed for the past two years is that authorized by section 9 of article 9 of Public Instruction. I regret to have to say that the response to the call for specimens was neither so large nor so general last year as it was the year before. In comparing school with school in general proficiency, the pupils of nearly all the city schools, as shown by the examination of the 1st and 2nd intermediate classes ; those of Nos. 1, 2 and 3, Chatham No. 2 ; of Nos. 1 and 5, Lachute ; of Nos. 1 and 4, Gore ; of Nos. 1 and 4, St. Andrew ; of Nos. 2 and 6, Chatham No. 1 ; and of No. 3, Grenville No. 3, in the county of Argenteuil ; those of the schools of St. Henry and Cote St. Paul, in the county of Hochelaga ; those of Nos. 3, 5 and 6, Franklin ; of No. 5, Havelock ; of Nos. 1, 2, 5, 7, 9 and 10, Godmanchester ; of Nos. 1, 4, 5 and 9, Hinchinbrooke ; of Nos. 4 and 5, Elgin ; of Nos. 1 and 3, Hemmingford ; of Nos. 4 and 6, Dundee, in the county of Huntingdon ; those of Nos. 1, 4, 5 and 7, Ormstown ; of Nos. 1, 2 and 5, Howick ; of No. 3, Chrysostome No. 2, in the county of Châteauguay ; those of No. 5, Lacolle, in the county of St. Johns ; and those of Pointe-Fortune, in the county of Vaudreuil, take the lead, and well deserve the title of excellent.

Physiology and Hygiene and the French language are now taught in nearly all the schools whose teachers are capable of so doing.

Obtaining statistics from private schools is a precarious matter. Though the inspector is generally courteously received, seldom he is favored with the desired information at once, but is frequently put off by being asked to leave a list of what is required. These lists, with few exceptions, are never returned. Owing to the energetic measures adopted by the school commissioners of the city of Montreal in providing superior accommodation for the children under their care, the number of private schools is diminishing. If there is a spark of gratitude in man, the Premier, Mr. Mercier, should feel the effects of it, for the inestimable advantages that he has conferred on the young artisans, clerks and laborers, not only of the city of Montreal, but also of the Province of Quebec, by the night schools. It was my privilege to teach a class of young men and women (Jews) that I found without a teacher one night last winter in the British and Canadian School,

and a more studious and interesting class I have scarcely ever taught.

There is necessarily a sameness in our annual reports that makes them tedious, and, as the educational machinery is working somewhat smoothly, this one is no exception. The prize books have been awarded to deserving pupils of the schools of Argenteuil, Lacolle, Hemmingford and the suburban schools of the city of Montreal. The prize cards are given only to such pupils as are found ready to be promoted to the next grade.

I have the honor, etc.,

JAMES MCGREGOR,
School Inspector.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, under date 14th February, 1891, to appoint five school commissioners for the municipality of Cote St. Paul, Co. Hochelaga.

24th February.—To appoint five school commissioners for the new municipality of St. Louis of Westbury, Co. Compton.

12th March.—To appoint five school commissioners for the new municipality of St. Herménégilde, Co. Stanstead.

His Honor the Lieutenant-Governor, in Council, has been pleased to order, whereas the dissentient school trustees of the municipality of Roxton Falls, in the County of Shefford, have allowed one year to pass without having a school in their municipality, or jointly with other trustees in a neighboring municipality, and have not put the education law in force, and have taken no measures to establish schools according to law; that the corporation of the said dissentient school trustees for the said municipality of Roxton Falls, in the said County of Shefford, be declared dissolved within the delay determined by law.

To detach school districts one and six of the parish of St. Andrews, Co. Argenteuil, from the school municipality of the parish of St. Andrews, same county, and to erect the same into a new school municipality, under the name of the Village of St. Andrews, Co. Argenteuil. (This erection applies to the Protestants only.)

21st March.—To detach certain lots from the municipality of Forsyth (St. Evariste), Co. Beauce, and to annex them to the school municipality of Adstock, same county; also to detach certain lots from the school municipality of St. Henry of Mascouche, Co. L'Assomption, and to annex them to the municipality of St. Lin, same county. Both these annexations to take effect from 1st July, 1891. 942.