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THE CANADA
EDUCATIONAL MONTHLY
AND SCHOOL MAGAZINE.

JUNE-JULY, 1897.

THE EFFECT OF HIGH SCHOOL REGULATIONS ON
TEACHERS.*

BY H. I. STRANG, B.A., PRIN. COL. INST., GODERICH.

ALTHOUGH the task assigned me is not one that I sought or that I consider myself specially fitted for, yet for some reasons I am glad to have the privilege of appearing before this joint meeting as in some measure the representative of the High School masters of the Province. As one of the older members of the Provincial Association I have felt of late years a growing regret that in this age of specialization we are getting so divided up into departments and sections, so absorbed in our own special work, and so bent on magnifying its importance and asserting its claims, that we are in danger of forgetting that we are all co-workers in a common cause, and that if we wish to exert our proper influence on the educational policy and system of the Province we can do so only by united aims and united action. That of late years we have too often been pulling in contrary directions instead of together will easily be seen by anyone who reads and compares the resolutions passed and the requests made by the various sections and departments; and that we do not wield the influence we should, and doubtless might if we were only heartily united, is abund-

antly evident from the refusal of the Minister of Education to give us the representation in the Educational Council to which we are justly entitled, and which, we had been led to expect, was at last to be given us.

Feeling thus, it has been to me a cause of special regret to observe that for some time past there has been a manifest disposition in certain quarters to foster antagonism between the Public Schools and the High Schools by raising the cry that the latter are degrading the former by robbing them of pupils and funds that rightfully belong to them. Now, in so far as this is alleged to result from the operation of the school law and regulations it is not my intention to deal with the matter. I wish, however, speaking for myself and my fellow principals, to deny that there is any hostility on our part to the Public Schools, or any disposition to underrate their work and importance. Why should there be? Many of us were for a time public school teachers, and the great majority of the schools to-day are in the hands of our ex-pupils, with whom we are as a rule on the best of terms, and whose success in their work is a matter of interest and pride to us. We know, too, that the more efficient the

* Paper read at O. E. A., April, '97.

public schools are the better prepared will be the pupils that we receive from them, and, consequently, the easier, pleasanter and more satisfactory will be our task in dealing with them afterwards.

In former days, when the amount of the High School grant depended largely on the average attendance, there was no doubt a temptation to relax the stringency of the entrance examination in order to swell the number of admitted candidates, but that day has long gone by, never to return; and under the regulations as they stand to-day and have stood for years average attendance is of practically no consequence in determining the government grant, and quality is of much more importance than numbers in admitting pupils to our schools. Moreover, we know that every pupil whom we admit before he is properly qualified imposes just so much additional work on the teachers to bring him up to the level of the class, and increases the risk of a low grading of the work by the High School Inspector at his next visit. I fail to see, then, how or why we have any interest in admitting pupils before they are properly prepared to pass the prescribed standards.

As to the other charge, that the High Schools and Collegiate Institutes representing, it is said, but 5 per cent. of the school population of the Province, receive the lion's share of the grant, and that the Public Schools, representing the other 95 per cent., are, in consequence, impoverished and rendered less efficient, I leave it to the Minister of Education to answer, as he has in fact so ably done in his speech of March 4th before the Legislature. Of course we take all we can get for our schools, and we may even have had the presumption to ask for more, but we have never asked that our grant should be increased at the expense of the Public Schools; and

that our requests have fallen on rather deaf ears is surely evident from the fact that while the number in attendance at our schools and the local expenditure for their maintenance increased by leaps and bounds, the grant per head declined from \$6.81 in 1882 to \$4.05 in 1896.

It is, therefore, not merely with no hostility to Public School teachers, but with the fullest sympathy with them in their work, their difficulties, and their discouragements that I have considered the question before us. In dealing with it I have assumed that it is a settled principle now of an educational policy that the non professional training of Public School teachers shall continue to be obtained mainly in the High Schools and Collegiate Institutes, and that the two classes of schools will continue, therefore, to exercise a powerful influence on each other. The wiser the course prescribed for the High Schools and the more efficient the teaching in them the better prepared the Public School teachers will be for their work; and, in turn, the better qualified the latter are for their duties, and the more efficiently they discharge them, the better able shall we be to do good work in our schools.

Before dealing directly with the effects of some of the present regulations allow me for a little to take a wider range, and to point out what I consider to be some serious mistakes that have been made in the past by our educational authorities, mistakes which, in my opinion, go far to account for three unfortunate, but I fear unquestionable, facts; viz.:

(1) That there is less stability in the ranks of the Public School teachers to-day than there was a quarter of a century ago; i.e., that there are fewer teachers in them or preparing to enter them who are likely to remain in the profession and to make teaching a life work.

(2) That the trend of salaries, at least outside of the cities and the larger towns, has been for the last few years distinctly downward.

(3) That notwithstanding the raising of the legal age for certificates the average age of our Public School teachers has lowered, and that our schools are getting more and more into the hands of comparative boys and girls, cleverer, quicker and better furnished intellectually, perhaps, than their predecessors of a generation ago, but lacking the steadiness and weight that only age and experience can give.

What, then, were the mistakes to which I refer?

(1) It was surely a mistake to make third class certificates provincial. If there was any valid reason for the step I do not remember ever hearing it advanced by any one. They ought, in my opinion, to have been confined to the counties where they were issued, unless perhaps when it was clear that the choice lay between endorsing a third class certificate from another county and granting a permit to some one belonging to the county. Moreover, County Boards of Examiners should always have had full power, if they judged it advisable, to raise the minimum qualifications for passing the professional examination, on giving a year's notice of their intention to do so.

(2) It was a mistake to make no difference between the experienced first or second class teacher and the untried holder of a third class certificate in regard to their legal right to accept the charge of any Public School (except Model School) without regard to its circumstances or needs. Now I am quite aware that it is possible to find *third-rate* teachers with first or second class certificates, and *first-rate* teachers with only third class certificates. I know, too, that some young and untried teachers have proved emi-

nently successful from the first, and therefore I am not going to argue that every third class teacher should be forced to begin and serve a year as an assistant. All I claim is as it was found by experience that it was not wise to allow college graduates, even after a term at a Training Institute or a year at the School of Pedagogy, to take charge of High Schools till they had served a successful apprenticeship as assistants, it is not too much to ask that some check should be placed on the power and right of Public School trustees to appoint an untried third class teacher, holding it may be only a primary non-professional certificate, to the charge of a school which in the judgment of the Public School Inspector for the district requires the services of an experienced teacher with at least a junior leaving certificate. May I not safely appeal to the experience of the Public School Inspectors present, if they have not known of cases where a school has been practically disorganized, and six months, if not a year, virtually lost to the majority of the pupils, simply because a Board of Trustees, in order to save \$50 or \$100, or it may be more, or to find a place for somebody's son or daughter, filled the place of an experienced and successful second class teacher by the appointment of a raw, untried and poorly qualified third class teacher. What the check should be I do not stop to discuss or decide. I merely claim that there should be some restrictions, and that it ought not to be a very difficult task to devise suitable ones. Certainly if the Public School Inspectors are the right men in the right places, they ought to have something to say in this matter.

(3) May I not add that when the Education Department saw, as it could hardly help seeing, that things were tending towards the results I have mentioned, that with the machinery,

if I may so speak, provided by it for turning out teachers, the supply was fast exceeding the demand, it was a mistake not to take decided measures to meet the difficulty, and in the interests of the schools to prevent the older and more experienced teachers from being displaced by the increasing influx of third class teachers from the Model Schools. Surely it must have been evident to all that with only a trifle over 8,100 positions to fill, and the Model Schools, Normal Schools, and School of Pedagogy sending out 2,100 freshly stamped Public School teachers each year (of whom over 1,500 are from the Model Schools), and with human nature constituted as it is, Gresham's law that "Bad money drives out good" is not more certain in its operation in the financial world than that a similar result would follow in the educational world, and that the tendency would be for the cheaper low-grade teachers to displace the dearer high-grade ones.

Fortunately all these mistakes, if such they were, as I honestly believe, can easily be rectified within a comparatively short period, and that, too, without injustice to any one. All that is required is courage and firmness to deal with the question. If the Department would promptly decide and forthwith announce that after 1897,

(1) Any new third class certificates granted would be valid only in the counties in which they were issued.

(2) The Department would exercise the right to say, on the representation of Public School Inspectors, that untried third class teachers should not be at liberty to take charge of certain schools which in the judgment of the Inspectors required teachers of experience.

(3) County Boards might, on giving a year's notice, decide that no one should be admitted to the Model

Schools in their counties under the age of 19 (or 20), or with a lower non-professional standing than a junior leaving certificate.

I do not see that any injustice would be done to any one, and I firmly believe that within three years we should see a marked improvement in the state of affairs.

So far I have been speaking of the effect of the regulations in the past, and with special reference to the overwhelming supply of third class teachers. I come now to speak of recent changes in the regulations, and I shall devote my attention mainly to the following points :

(1) The requiring of at least two languages for a junior leaving certificate.

(2) The dropping of grammar and arithmetic and of the 50 per cent. on the total from the junior leaving requirements.

(3) The New Form I. Examination for High Schools and Collegiate Institutes.

And I shall endeavor to show that unfortunately the tendency of these changes will be to increase still further the number of third class teachers and to decrease the proportion of seconds and firsts.

Now I am free to say that I was not an advocate of any of these changes, and that in fact I did all I could to prevent some of them from being adopted. Although not fully convinced that it would be wise to insist on even one language being made compulsory, yet believing, as a classical teacher of many years' experience, that Latin, when properly taught, is an excellent means of training and culture and that not only would a course in it be of advantage to a teacher if ever he wished to enter a profession or a university course, but what is of more importance, that it could not fail to give him a better knowledge and a more accurate command of his own lan-

guage. I was willing to see the experiment tried of making Latin compulsory for junior leaving certificates. I have seen no reason, however, to change my belief that the putting on of a second language was, to say the least, unnecessary and unwise.

The grounds on which the language requirement was defended at the time the change was made were, I believe, substantially as follows :

(1) It was desirable as far as possible in the interest of simplicity and uniformity to assimilate the matriculation examination and the teachers' examinations.

(2) It was in the interest of the teachers themselves to do so, because (a) a teacher having passed the junior leaving examination would then be able at any time to enter a profession or a college course, and that many would thus be encouraged to seek a higher rank in the profession, either as first class teachers or as High School masters; (b) the languages furnished a superior culture.

I may add that the dropping of arithmetic, grammar and rhetoric, and British and Canadian History from the junior leaving examination was a direct result of the action of the University Senate in making three languages compulsory for matriculation, and of the decision of the Department requiring two for junior leaving. Owing to the numerous options resulting from these decisions it became practically impossible to provide time for all the subjects, and when the question arose which should be dropped the lot fell after much discussion on these three.

Now I am not going to deny that there is some force in the arguments which I have mentioned. Looking back to the time when each University, the Law Society, the Medical Council and the Education Department had its own examinations, and remembering that these examinations

differed more or less in the times that they were held, the work required, and the percentages to be obtained, I should be ungrateful indeed if I did not frankly acknowledge our indebtedness to the Education Department for the relief it has given us by securing the adoption of a uniform examination for the various bodies I have mentioned. It cannot justly be affirmed, however, that it is essential to this assimilating and unifying process that the junior leaving examination should coincide in every respect with that for University matriculation. Indeed, the Department has itself conceded this, for while three languages are required for matriculation only two are compulsory for junior leaving.

As a High School Master I do not see that it would cause any special difficulty if the junior leaving candidates were relieved of the second language, and, having thus more time to devote to the other subjects, were required in return to obtain a higher percentage than the mere matriculant. Under the present regulations a candidate who has passed Form I. or the Public School leaving examination may obtain a junior leaving certificate with only one-third of the marks in each subject. Now it is hardly necessary to point out that the ordinary pass matriculant, who is either going to enter on professional study or to continue his University course for four years, is in a very different position from that of a junior leaving candidate, who, after a brief term at a Model School, is going forth to teach the very subjects in which he passed, it may be, by a bare one-third. Apart from the fact that, as a rule, students at the stage of the primary examinations are not mature enough to get a sufficient grasp of grammar and arithmetic, will anyone say that the ability to obtain one third of the value of a grammar or an arithmetic paper, a third made up

too often of "a little here, a little there, but nothing well done," is a sufficient guarantee of a candidate's fitness to teach the subject satisfactorily?

Again, take the subject of Euclid. Is it not a fact that under the present regulations our mathematical masters are finding it very difficult to get many of the candidates to work deductions. The latter know that only one-third is required to pass; they have been told that at least half of the paper is sure to be book work and, accordingly, believing that they can make a pass on that half they do not see why they should be worried with these horrid deductions.

One of the strongest arguments in favor of retaining the 50 per cent. of the total requirement is that it enabled a teacher to bring pressure to bear on indolent or careless pupils, for while under the present regulations a candidate may be weak in every subject, provided only he can make a third of its value, with the 50 per cent. on the total requirement there was a reasonable assurance that weakness in one or more subjects would in some measure be compensated by excellence in others. I think, therefore, that in the case of junior leaving candidates either the 50 per cent. on the total should still be required, or that the minimum for passing in each subject should be raised to 40 per cent.

As to its being in the interest of teachers themselves to have the junior leaving coincide with matriculation, it will no doubt be a convenience to individual teachers, and it may perhaps induce some who would not otherwise do so to go on for first class or High School Master's certificates. I cannot think, however, that it will be an advantage to the teaching profession or to the country, since, if I mistake not, the change will have a direct tendency to increase the number of

those who will use the profession merely as a stepping stone to something else, and who for that purpose will content themselves with primary certificates. For instance, a young man who has passed Form I. examination will stay at school until he has passed the matriculation examination. Then, needing funds, and finding that his matriculation gives him junior leaving standing, and that a term at a Model School will put him in possession of a 'hird class certificate, he will try the experiment, and with the whole Province to roam over in search of a school, he will teach his three years, drop out of the ranks and be heard of no more as a teacher. Thus the number of temporary teachers will be swelled.

As to the culture argument, it would ill become me as a language teacher to depreciate the value of language study as a means of culture. I go further and say that when properly taught and studied for a sufficient length of time the languages afford a most valuable training, and a culture which can not be obtained in any other department of school work. At the same time I must frankly admit that the culture obtained by cramming, with the aid of translations, examination papers, and approved methods of coaching enough of two or three languages to get a third of the value of the papers, is not of a particularly valuable or lasting character. To insure the best results of language teaching the work must be begun and the foundations carefully laid in Form I, and not left to be begun in Form II, or, worse still, to be hurriedly done after the student has reached Form III.

This brings me then to the last point with which I intend to deal, viz: the probable effects of the new Form I. examination on the qualification of Public School teachers; and as its probable effect on the organization

and work of our schools has stirred up a very strong feeling in our ranks, I ask your special attention to what I believe is a fair statement of our feeling in regard to it.

In the first place, then, we have nothing to say against it as a Public School leaving examination, except that we believe you will find it too heavy for a single examination. If the Public School Inspectors, teachers and trustees wish to have fifth forms in their schools, and this examination as a graduating test of the work done in them, why should we object? Besides serving as an incentive to the Public School teachers and pupils, and as a test of the work done the examination will be of use to us as a measure of a candidate's fitness if he wishes to enter Form II. The number who take the examination in any school will not generally be large; the candidates will, as a rule, be the oldest, strongest and cleverest pupils of the school, and, therefore, presumably the ablest to bear the burden. Moreover, it will not be a promotion examination. The failure of a majority of the class to pass it will not affect the organizations of the school. The unsuccessful candidates will either drop out, or, if they continue at school, will remain as before in the highest class in the school.

Now with us in the High School the case is totally different. Coming as it does about half way between entrance and primary, and effecting, as it will, whole divisions of the schools, it will practically and necessarily become a promotion examination; and thus while the regulations distinctly recognize that the Principal shall have the control of the promotions the effect will be virtually to take it out of his hands. Now when you bear in mind that there are 12 subjects—11 papers and 1 oral test—that the papers will be prepared by one set of strangers and examined by

another; that a percentage of one-third of each subject and one-half of the total is required and when you think of the number of failures at the present Form I. examination with its five subjects, I ask if any experienced teacher will say that such an examination is likely to prove satisfactory as a promotion examination. Think of a whole division of from 25 to 40 pupils grinding away at 11 different subjects (12 in reality, since rhetoric, though on the same paper as grammar, requires separate preparation), stimulated by their own ambition, and urged on by their teachers, each of whom will naturally be anxious that the failures, if such there must be, shall not occur in his or her department. Why, we groaned under the old primary with its 10 subjects and its weary hours devoted to drawing and book-keeping, and protested so vigorously that at length we got relief. Now the burden is to be made heavier, and to be laid on the shoulders of pupils younger and less able to bear it.

But this is not the only consideration that we have to look at. You will remember my saying that if the languages are to be taught so that the culture which it is claimed they afford may be obtained by those who study them, they must be begun early, one of them at least as soon as the pupil enters the High School, and carried on steadily throughout Form I. Now with 11 examination papers to prepare for, and the regulations strictly enjoining that a certain number of half hours a week shall be devoted to physical culture and reading, where is the time, not to speak of the strength, to be found for the languages? What Principal, even if he can devise a time table to meet the difficulty, finding himself constrained to treat Form I. examination as a promotion examination, will have the heart or the conscience to burden his hard worked young pupils with any

real work in the languages? To show that I am expressing not merely my own opinion I may say that every High School Principal that has spoken or written to me in regard to the matter has expressed his belief that to impose the Public School leaving examination on the High Schools according to the present regulations will be to strike a severe blow at language teaching in these schools.

Nor is this a matter of interest to us alone. If we assume, as I do, that the present regulations dropping grammar and arithmetic after the primary, and requiring two languages for junior leaving, are to be continued in force, then it is surely reasonable, if not necessary, that pupils should be encouraged to begin language work as soon as they enter the High School and to make as much progress as possible before they reach the primary stage. Now there is no doubt I suppose that very few of those who enter Form II. with P.S.I. certificates will have taken up any language work. If, then, in addition to these, our Form I. classes are to be so burdened with preparation for this examination that the languages have to be neglected, the great majority of those who enter Form II. will be practically ignorant of the language. Will not the consequence be that those who wish to become teachers, finding that they can reasonably hope to obtain a primary certificate in one year without taking a language, but that if they wish to obtain a junior leaving certificate they will require two languages, and that to master these and to pass part one of Form II. and the other subjects of Form III. will probably take three years, will, as a rule, choose the easier course, and content themselves with a primary certificate? If they do, how many of them think you are likely to return at the end of the three years and take two years more at school to prepare for a junior

leaving certificate? Is it not then all but certain that the effect of the Form I. examination as at present provided for will be to swell the number of primary certificates and to reduce that of junior and senior leaving ones?

What then do we ask or propose? Speaking for myself and those whom I have consulted in regard to the matter, I would suggest that Form I. examination be, like that of Form II., divided into two parts, part one to include the five subjects of the present Form I. examination, viz: reading, drawing, book-keeping, geography, and botany; part two to include the other seven, viz: arithmetic, algebra, euclid, history, grammar and rhetoric, composition and literature; both parts to be required (allowing them to be taken in either order and in different years) for a Public School leaving certificate, but only Part I. to be compulsory for those wishing to obtain a primary junior leaving or senior leaving certificate.

The basis of the division will be evident at a glance. Every one admits the right of the Department to insist that a candidate for any one of these three grades of certificate shall pass at least one examination under its own control in each subject prescribed for them. Now as the subjects included in Part I. are, with the exception of reading, dropped in Form II. the natural time to test the candidate's knowledge of them is when he wishes to leave Form I. The other seven, however, are all continued in Form II. The Department will, therefore, have another opportunity of testing the candidate's knowledge of them, and so can afford to let him pass into Form II. if in the Principal's judgment he is fit to go on with the work of that form. In other words if the regulations as they stand allow the student of Form II. who does not wish a primary certificate, to enter

Form III. and take up junior leaving work on passing merely part one of Form II. why should not the principle be extended, and a pupil of Form I. who does not wish for a Public School leaving certificate be similarly allowed to enter Form II. on passing part one of Form I. examination? If this were done I cannot see that injustice would be done to anyone. On the other hand our burden would be lightened so that masters and pupils would find it possible as at present to do a fair amount of language work in Form I., and many Public School teachers and pupils who could not undertake the

examination if required to take all the subjects at once would be encouraged to try one of the Parts.

Moreover, with the division I have suggested, the examination of the papers of part two might be left, as heretofore, in the hands of the local boards, and the Inspectors could, after receiving the results of part one examination from the Department, issue as at present Public School leaving certificates to those who were entitled to them.

And, now trusting you may find something worth considering in what I have said, I leave the subject with you.

CANADIAN UNITY AND A NATIONAL BUREAU OF EDUCATION.

BY DR. J. M. HARPER, QUEBEC.

THE temerity that would venture to criticise the constitution of our Canadian Confederacy in this the year of grace, 1897—in “the year of grace” as the Liberal party may well call it, with the federal as well as the provincial oversight of the country in its hands—is a temerity that is hardly safe to keep company with, in the glare of our present loyalty rejoicings. And yet it has to be said, as I have had occasion to say before, when advocating the organization of a Dominion Bureau of Education at the Toronto Conference of the Dominion Association of Teachers, that the British North America Act was evidently not a complete embodiment of all the unifying forces that tend to make a nation out of diverse elements. And if any of these unifying forces more than another came in for semi-elimination at the hands of the fathers of Confederation, it was none other than that of education; for the question of providing a common school education for every Canadian

boy or girl, was simply relegated to the provinces themselves by the politicians of 1867, from the fact that they feared the shipwreck of the whole scheme of confederation should they dare to bargain for the common school being made a national institution. And what has been the effect of this elimination? Those who have followed the history of the New Brunswick School Question, and the Manitoba School Question, know now how the legacy of omission of 1867 became ours in 1872 and 1896. The common school has not become a national institution, but it has none the less disturbed the Dominion from one end to the other as much as it would have done had the strife been conducted on a broader basis.

And now in view of the verdict of the confederation that the common school must ever remain a provincial institution—for no one would think of having it organized otherwise now—it is pertinent enough for us to look at the effects produced by the deci-

sion of 1867, before emphasizing what may come to be a remedy in the organization of a Dominion Bureau of Education such as that which is to be found in the capital of our neighbors on the other side of the line.

When speaking of the purposes to be fulfilled by the Dominion Association of Teachers, the formation of which I was the first to advocate, I tried to point out in the concrete the constitutional elimination that had led to the keeping of the seven sister provinces so far apart, notwithstanding the loudness of our singing about a Canadian nationality and loyalty, born or about to be born, that will dominate all other political tendencies from Vancouver to Halifax. And in order that I may emphasize the later phases which this question has assumed, I may be excused from placing before the readers of the CANADA EDUCATIONAL MONTHLY some of my words on that occasion :

A great work, as I said, has been marked out for this Dominion Association of ours to accomplish, the maturing of a professional sympathy, the development of a common pedagogic that is expected to end in something even more tangible than a common pedagogic. Nor is this "something more tangible" far to seek, in view of what has been called the seeming failure of the political forces of 1867 to mature our provincial sympathies into the true national plebiscite we are ever longing for. For if it be proper to ask why the Nova Scotian trader is as much of a Nova Scotian as he was previous to Confederation, may we not also ask why a teacher of the Canadian Maritime Provinces, east or west, has as weak a professional claim in the province of the interior of Canada as a Russian would have in Prussia or an Irishman in France. Yes, we may surely pause at the threshold of our search

for pedagogic fallacies, to put the question in all seriousness, as I put it at our last meeting of this Association. "Why am I not directly eligible to take charge of a school in Ontario?" asks the certificated Normal School trained teacher of New Brunswick, and the answer comes from perhaps our Ontario brethren, "For the same reason that *we* are not directly eligible for appointment in New Brunswick, Nova Scotia, Prince Edward Island, or Quebec." But why should this be so? Is it professional prejudice or pedagogic pride that bars the way to reciprocity?

It is reassuring to learn that this Association, seeking a practical outlet for its counsels, has already taken steps to bring about an assimilation of our interests in this respect. What the final issue may be of such a movement, judiciously continued, is perhaps by some not easy to foresee. But what it ought to realize for our Dominion, tending seemingly nationwards, is a theme the most of us would not be loth to enter upon. The burdens laid upon our schools and schoolmasters are perhaps already grievous enough to be borne, and it is often urged against the many educational reformers of the present time, that the exceptions they, in their turn, urge against our system of public instruction and courses of study, seem to focus on some additional subject or pet routine they are anxious to have introduced. But the reforms that would arise were the experienced teachers of one province, to have ready acceptance in any of the provinces, would reduce the burdens of the school if there is anything beneficial in the process of assimilation. The faddist from New Brunswick would have the conceit taken out of his fads when he came to Ontario; while the Ontario man when he came to Quebec, would have to take his hands out of his pockets out of sheer respect if not from in-

dustry. In fact there would be little or no room for the faddist whose only faith in the novelty he crows and croons over is in the declaration that it has been introduced elsewhere.

The pedagogic necessities would have to be respected as paramount in every discussion over school reform. The true function of the school would less frequently be lost sight of in the craving for change. Assimilation would lead to consolidation, and consolidation would help the national tendencies of our populations. In a word, the schools and the schoolmasters of our Dominion, without the prospect of having imposed on them additional burdens, would become agencies in developing that community of thought and national feeling which has the minimum of a provincial *penchant* about it. And if the republic of the St. Lawrence is something which a remote posterity only may see, may it not be for some of us to hail the organization of a Dominion Bureau of Education which, while it disturbs no provincial constitutional rights, may foster the pedagogic principles on which every system of public instruction ought to rest.

And it is very pleasant to me to notice that the note struck at the conference of the Dominion Association of Teachers in 1895 is likely to develop itself into a definite demand for the organization of a Bureau of Education. No more opportune time could be seized than the present to advocate the formation of such a department at Ottawa. The Hon. Mr. Laurier has come to power, with the words on his lips that the consolidation of a people and their progress can only be secured by a purity and unity of national action. And how, may we ask, can this purity and unity of national action be better secured than by the common school and the co-ordination of its interests, as well as the assimilation of the social and

good citizenship forces it has for its highest function to propagate. I shall endeavor in a subsequent article to point out the further necessities that press upon our common country to make the most of our position, while loyally maturing a sound national spirit among all Canadians irrespective of the provincial tendency to isolate and prejudice, and how this can best be assisted towards fulfilment in a practical manner by a Dominion Bureau of Education.

The lack of co-operation on the part of the elements that enter into the practical conduct of our schools is the usual way of enumerating the main difficulties in this connection. Could we get our educationists and our non-educationists to adopt some practical focus-point of school work, such co-ordination would lead to the necessary co-operation and all would be well. A second Herbart would have to come to the rescue and assimilate the ideas of the utilitarian and the theorist. It has come to be a habit on the part of many of our publicists to lay social irregularities at the door of the school, a practice which would certainly all but disappear were the proper function of the school to be kept in view, when any reform is advocated or any innovation proposed. This function in my opinion is to be found in a principle which I have enunciated again and again, and which I am prepared to repeat everywhere, namely: It is not that which goeth into the mind of the child that educates, but the manner of its coming out. And when we think of this as a practical pedagogue we find it in the simple statement—if we would think correctly we must learn to speak correctly and write correctly—a point which can only be reached by a daily practice in the making of sound English sentences.

J. M. HARPER.

EDUCATION, HISTORY AND IDEALS.

EDUCATIONAL ESSAY.

BY SAMUEL MOORE, B.A., TEACHING STAFF, B.C., CAN.

THE word education is of Latin origin, and means the drawing out or developing the prominent faculties of the mind by various activities. The term education is slightly different from instruction, which means the systematizing the elements of knowledge.

When we study the history of civilization we notice that many systems of education have been in use, notably three: National, Theocratical and Humanitarian.

The national system of education is the most primitive, and had the family as the organic starting point, out of which the nation grew. For example we have the systems of education in China, Persia and Greece.

The Chinese system was passive and non-progressive in methods and character, while the Persian was active and progressive.

The system in Greece aimed at individual education. The objects of this system were in many respects praiseworthy, and each individual was taught to set a value on his own personality, resembling the teachings of the Puritans in modern history.

In the theocratic system, as represented by the ancient Jews, education is at first patriarchal, because the family is the link that connects the individual with the chosen nation.

The humanitarian system of education arose in the Roman Empire and was founded on the Christian idea. The Christian ideal in education embraced the brotherhood of man and the sisterhood of woman. In this new ideal Art, Science, politics, morality and industry are included and harmonized.

In the history of Christian civilization we notice that the goal of progress is reached by the community through the education of the individual.

The chief aim of the humanitarian system in education is to fit and train young people for civil life, so that they may perform their duties intelligently and observe the moral obligations of society. The above conception represents the aims of the Public School system in the several Provinces of Canada, and also in the States of the neighboring Republic.

The best authorities on educational work show that education is both a science and an art, and that it is divided into three parts, viz, Physical, Intellectual and Moral. Education as a subject is a mixed science, as it is correlated to many other sciences, as Ethics, Psychology, Physiology, etc.

In the modern programme of studies for the teacher Psychology, or the science of the human mind, is pre-eminently important. The special and general senses which convey perceptions and sensations to the mind require adequate training so that they perform efficiently the primary function of intellect and be responsively active to the will. Again, as physical culture is receiving some attention at present, it is necessary for the teacher to be familiar with the subject of Hygiene and the kindred subject Physiology.

The subject of physical education received special consideration from the Greeks and Romans in ancient times, as these peoples included gymnastics and calisthenics in their regular school course.

It was by such systematic drill in physical exercises that the statesmen, orators, philosophers and poets of Greece and Rome gained strength of mind and muscle. The old Latin author stated the pedagogic truth in a nut-shell, "Mens sana in corpore sano," or A sound mind in a sound body. It is essential that the physical organs and muscles be trained so that they be responsively active to the will. Nowadays many are beginning to recognize that while intellectual studies and physical exercises are being vigorously prosecuted in the modern school system the moral training is not receiving the attention which it should. From the fact that questions of right and wrong are more frequently discussed in our social and business relations than the weather, it becomes evident from history and experience that the subject of good morals ought to be systematically taught in all educational work. No less an authority than Dr. Elliott, President of Harvard College, points out that Logic and Ethics should find a place on the programme of studies in the Public School; that is, right thinking and right acting are primary social requirements of the new education.

The educational maxim "learn to do by knowing" is as true in ethics as pedagogy. In addition to the regular mental and physical drills there ought to be a moral drill in the ethics of Christian morality.

We send missionaries to heathen lands to teach the principles of Christianity and too often leave the youth of professing Christian parents without systematic instruction in the minor morals and major virtues, to the influence of heredity alone, to relapse or decay in morals.

Sir Isaac Newton, in his "Principia," lex iii, proves that in the physical world "action and re-action are equal and opposite," and from the

reasonings of some moralists and the teachings of history we conclude that a similar law is true of the moral world. *Vide* History of the French Revolution in Paris—1789-95

Education as a science and an art is at present in a transitional period; in fact Pedagogy in modern times, like the chameleon, assumes a variety of phases. At times we are bewildered by the innovations of the Herbartian kind, yet while we cannot swear to the "ipse dixit" of every particular innovator in educational work, we can, like the eclectic philosopher, Horace of old, accept what is good and true.

It often seems desirable to form a combination method which would establish a closer relationship between the old and modern methods of imparting instruction. The question is a practical one in the closing years of the nineteenth century.

The true aim of education is of primary importance to the teacher and the scholar. It is very important that we attain the correct ideal which is culture and practical power. We should aim to combine literary culture with a considerable amount of executive or practical ability. The Public School is in many respects a benevolent institution, it is by no means a "close corporation" but rather a republic of learning and sociability.

Here the children of rich and poor are alike offered free the beauties of Literature and the discoveries of Science.

Do not draw back from any way because you never have passed there before. The truth, the task, the joy, the suffering on whose border you are standing, O my friend, to-day, go into it without a fear, only go into it with God, the God who has been always with you.

—Phillips Brooks.

QUEEN'S ENGLISH.

IN the current number of the "Review of Reviews" a subject of the highest importance is raised—that of the conservation, in its present form and purity, of the "Queen's English." It is pointed out with great force that this year of the Jubilee must be considered a crucial one as regards the permanence and diffusion of the English language. There is nothing more remarkable in modern record than the prevalence of our mother tongue over the earth during the auspicious reign of her Majesty. Some of the leading facts are thus given. At the beginning of the century there were not more than twenty millions of people in the whole world who spoke English. In 1801, one hundred and sixty million people spoke seven European languages—English, French, German, Russian, Spanish, Portuguese and Italian. The population using these seven languages has now grown to four hundred millions, and of these one hundred and thirty-five millions speak English. At the beginning of the century English speakers were less than thirteen per cent., of the total. They are now over thirty per cent., and outnumber those speaking any other European language. By the end of the century it is probable the English speakers of the world—that is to say, the persons who habitually use English as the vehicle for expressing their thoughts and ideas—will be one hundred and fifty millions, or more than seven times as many as used that instrument of conversation one hundred years before. This immense preponderance of English speakers tends naturally to increase enormously the diffusion of a language. It is more and more coming into use as the "lingua franca" of the world.

Nowadays it is possible to touch at every seaport on the planet, and to transact business without speaking a word of any language but that of Shakespeare. This is very notable, and very momentous; and while so marvellous an expansion of Shakespeare's tongue is manifesting itself over land and sea elsewhere, the silent conquest of all India by English speech is slowly progressing, as, of yore, that of Rome progressed in Italy, Spain, France, and Britain. English is year by year becoming the "free language" of the East, uniting all portions of the Indian Continent, and gradually establishing itself as the universally current speech of Oriental commerce and intercourse. Even in Africa the Germans, French and Portuguese have practically abandoned their struggle against the dominant use of English. "Whether it be Pigeon English," writes our contemporary, "as in some parts of the far East, or the curious compound that is spoken in tropical Africa, everywhere the Queen's English, however mutilated and defaced, is the recognized currency." Grimm, the renowned philologist, among many others, foresaw this result of the ubiquity of British enterprise and commerce, and did not even as a linguist regret it. He wrote: "The English tongue, which by no mere accident has produced and upborne the greatest and most predominant poet of modern times, may be with all right called a world-wide language, and, like the English people, seems destined to prevail with a sway more extensive even than at present over all regions of the globe; for in wealth, good sense, closeness of structure, no other language now spoken deserves to be compared with it." This is a significant tribute to come from a

German grammarian, and, properly considered, constitutes perhaps the noblest and fullest homage which could be paid to the great position of England among the nations now, in this eventful and unparalleled year, when, amid a world reeling with revolutions and transformation, the power and authority, the peace and prosperity of the Queen's people go on augmenting, irresistible, unquestioned, towards some vast future destiny, which cannot be frustrated or diminished except by the failure of British patriotism and British spirit.

The writer we have quoted, however, very usefully and wisely asks whether something ought not to be done this Jubilee Year to preserve unimpaired and immortal the "Queen's English." Latin—the imperial language of the Masters of the then known world—stood once precisely in the position of the English of to-day, but every student knows how it became corrupted in mingling with different races and uses, so that the mother tongue was at last "dead," and Spaniards, Portuguese, Frenchmen, Italians, Roumanians, and others now talk a broken and altered Latin without mutual comprehension. This in some measure springs from local carelessness on the part of people who have no idea of the nobleness of pure speech, and who speak in the way of which we are given the subjoined example. "One may enter a good London restaurant and hear the average well-dressed person discourse as follows: 'Beesliot (a beastly hot day). Ah, st'awb'izu k'eam (ah, strawberries and cream). Ven nice, eysh think (very nice, I should think). S'ileyg vew sam? (shall I give you some?) St'awbiz vef fine thish yah (strawberries very fine this year). Ha suthinta drink withem? (have something to drink with them?) Pawi? She'y? (port? -sherry?).' Sowdermilk? (soda and

milk?).'" Against slipshod conversation like this no lover of pure language can contend. But it does not do so much harm as the ignorance of those who daily admit into written English such solecisms as "scientist," and "reliable," and the Americanisms which reek of the bar and the mine, and which actually pride themselves upon being without classical or grammatical authority. Great cities are great sinners in respect of debasing and defacing a national language. One can see in Clautus and Terence how the Romans clipped and mutilated the magnificent vocabulary of Scipio and Cicero, and East London has done her worst to efface the vigorous aspirate, to alter the "a" into "i" in such words as "day" and "lady," and to introduce slang expressions which are occasionally picturesque, but seldom deserving of perpetuation. There is so much of this vulgar corruption of the mother tongue going on in America, in Australia, and among the literary men who have not enjoyed the corrective benefit of a classical training, that it may quite easily become the phenomenon of a hundred years hence that English-speaking races will not easily understand each other. It is feared that this change is already commencing, that the language of Shakespeare and Tennyson will soon become a literary language, like the ecclesiastical diction of the modern Papal Bulls, in the midst of the various and different Latin tongues spoken around. We shall some day, we are warned, be as little able to understand an American or an Australian in London as the unlettered Spaniard is able to read Virgil, or the uneducated Parisian to appreciate the grace and taste of Horace.

It is proposed by the ingenious propounder of these linguistic anxieties that all sorts of precautions shall be adopted to make this year of

Jubilee a season of defence and preservation for the "Queen's English." He would invoke a council of philologists, editors, and literary men; he would establish a league of authors and speakers to maintain the purity of the mother tongue; he even talks of an "Academy for the English-speaking" world on the model, doubtless, of the "Della Crusca," or the French Institute. For our own part, we are of opinion that no such artificial preventives can effect much. A language, however imperial and world-wide—nay, the more certainly in proportion as it is dominant and widespread—must submit to the law of use, in becoming time worn, obliterated, defaced, and abbreviated. It is the fate of all human speech, as much as of coinage, that ignorant and rude hands shall wear away the original sharp and beautiful "image and superscription," clip the bright initial silver of the vocables, and sweat away the good gold of the new-created words. What preserves the purity of a speech must ever be its literary monuments, and next to that the conscientiousness of authors, imitat-

ing and reverencing these. No Academy, no Institute can save in its simple original perfection the language which has to furnish daily currency for the world. It must and will lose its clear edges, its etymological milling, its pristine inscriptions, and suffer the consequences of belonging to the uneducated, and being at their service. But we do most heartily agree with the spirit of this appeal in trusting that men of letters will recognize their responsibility towards such a bequest as the speech of Shakespeare and of Milton, and not wantonly infect, or allow to be infected, the chastity and nobility of their mother tongue, with such vile vulgarisms and such unauthorized innovations as day by day at the present time pass muster with the hasty public for literature and correct English writing.

It is not so with Him that all things knows,
As 'tis with us that square our guess by
shows;
But most it is presumption in us when
The help of Heaven we count the act of
men.

—*All's Well that Ends Well*, ii. 1.

A SCHOOL OF PRACTICAL AGRICULTURE.

THE following report upon a school of a type not very familiar to us in England is of considerable interest at the present time, as it shows the possibility of a practical solution of certain difficulties which have in some quarters at least been held to be virtually insuperable. It is the Dauntsey School at West Lavington in Wiltshire.

An Inspector of the Educational Department of the Board of Trade states: "I found the present pupils an intelligent set of lads, taking an interest in their work, both practical and scientific. As regards the latter, mention may be made of the collections of grasses which many of them

made last summer, doing credit both to the teaching they had evidently had on this useful subject, and also to their own power of observation. So far, too, as the class of teaching pursued is concerned, the work seems to be of a thorough character, the practical application of what is taught being as much as possible shown. Although there is always a danger of erecting a superstructure of 'applications' without having laid a sound foundation of elementary knowledge, I do not think in the present instance this is at all likely to be the case. On the contrary, I think the pupils turned out from this school, as at present conducted, should possess a sound

knowledge of the various subjects brought before them, and that those of them who are anxious for further instruction would then be qualified to go on to a place of still higher education, and when there, be capable at once of taking full advantage of the facilities for advanced education which such an institution would possess. In the foregoing remarks reference has been made to the indoor work of the school. However important that work may be one is pleased to find that in an institution of this nature it is entirely subsidiary to the outdoor work. According to the weather, the lads are taken out on the land, and there they take part in every operation, for which machinery and horses are hired when required. The actual work is necessarily more of the nature of the spade than of ordinary cultivation, yet the principles are the same, and the lads get an insight into the growth of a great variety of crops.

Since the school was opened in May, 1895, there have been fifty-eight pupils, of whom six have since left. Of the remaining fifty-two there are thirty-two boarders and twenty day boys. A proposal is stated to have been made to convert this place into an 'Organized Science school.' I would submit that such a course would, as affecting the agricultural work, be fatal to the best interests of the school, should it tend to stereotype the scientific teaching and subordinate the practical to it. At present, as far as can be seen, the same amount of scientific work is on the average done as would be required if the place were actually an Organized Science school, but it is done freely, as the practical work permits, and not of weekly necessity. Grants are not sought after, outside examinations with all their attendant disadvantages are not made use of, 'text-book' teaching is not indulged in, but the work seems really that of education,

and not the mere 'getting up' of a number of subjects, and as such it should be allowed to continue. It may be, perhaps, worth consideration whether instruction in minor industries of the farm should be well developed. The boys are just at an age when they might take an intelligent interest in poultry-keeping. Bee-keeping also might engage attention, but except in a general way I think instruction in dairy work should be left for a later period.

I should say that the most grievous fault in our entire American system of education from university to kindergarten, in class-room and in teachers' meetings of all kinds, is the everlasting failure to distinguish between commonplace teachers, students, text books and speakers and those really superior. When a university has a president, or a city a superintendent, or a session of the N. E. A. a chairman who sees the difference between a \$5,000 man, a \$500 man, between a good and a so-so fellow or professor and permits natural selection to do its work—there is progress.

G. STANLEY HALL.

The pride of all conservative forces in local and individual phases of administration, and the reasonable prejudice of the progressive men against all existing conditions and work, shows there is some good in the work and workers, in the methods and devices of every community. The best teaching is as good as the best preaching, or as the best practices of law or medicine, but the possibilities of reform are greater than in any other line because teachers deal with developing life; but pride and prejudice are most tyrannical.

E. A. WINSHIP.

EDITORIAL NOTES.

THE REV. DR. RYERSON, D.D.,
LL.D.

THE late distinguished founder of the Public School system of Ontario was a thorough Canadian, having been born on the 24th March, 1803, in the township of Charlotteville, near the village of Vittoria, in the then London district now the county of Norfolk. His father was Col. Ry-



THE REV. DR. RYERSON, D.D., LL.D.

erson, a U. E. Loyalist, and a member of the Church of England. Of gentle birth, he had to maintain himself by manual labor, doing ordinary farm labor for some years, until he left to pursue his studies at Hamilton, under John Law, Esq., of the Gore District Grammar School. While doing farm work, he rose at 3 a.m., and studied till 6, carried a book to study during

the "noon spell," and reviewed his reading while walking abroad in the evenings. At Hamilton he worked with such energy that he was attacked by brain fever and nearly succumbed. After his recovery, when only 18, he became Usher in the London District Grammar School. Upon conviction, he attached himself to the Methodist Church, and this so displeased his father that Egerton had to leave home and seek his own living.

In 1825 he became a duly licensed minister of the Methodist Church, serving in various circuits with much acceptance, and subsequently occupying high office in the Church of his choice. He obtained a Royal University Charter for the Upper Canada Academy at Cobourg, and was appointed its first President in 1841. In 1844 he became Superintendent of Public Instruction for his native province, and administered it with conspicuous success for thirty-two years, resigning in 1876. Dr. Ryerson occupied the remaining years of his life in literary work, and died on 19th February, 1882. During his long, useful and busy life, Dr. Ryerson's

voice and pen were ever at the service of his Church and country, and as a champion of civil and religious liberty, as well as the founder of a most unique and successful system of public instruction, his name is imperishably inscribed in the annals of his native country.

The Minister of Education has issued the following circular for the

information of pupils, parents and teachers. We ask the special attention of all schoolmasters to it. The undue importance which has been given to examinations is much to be regretted, and we hope this action of the Minister may be helpful in causing the educational work of the country to recover its equilibrium:—

“As the time for receiving applications for the annual departmental examinations is near at hand, permit me to call your attention to the following:

1. These examinations are specially designed for candidates for a teacher's certificate, or as a preliminary qualification for some other professional course of study. It is therefore desirable that those who are pursuing their studies for any other purpose should be allowed the fullest discretion with respect to these examinations.

2. Under Regulation 38 of the Education Department, the Principal of the High School has ample authority to make “such promotions from one form to another as he may deem expedient.” It is not intended that High School pupils should be required to take any departmental examination in order to be entitled to promotion. Such a test, apart from the expense to the pupil, would be objectionable on many grounds which must be obvious to every teacher. Although the Education Department has no desire to interfere with the discretion of any pupil as to the examinations he should take, or to prevent any teacher from giving such advice to pupils with respect to examination as appears, in his judgment, to be for their best interests, it is to be distinctly understood that a departmental examination is not considered a necessary part of any Public or High School course of study.

3. The departmental examinations

should not be taken as the chief test of the teacher's efficiency. Sometimes teachers are exposed inadvertently to the application of such a test by comparisons made with other schools before the annual school opening; at other times trustees inconsiderately make such a test the chief basis of a teacher's promotion. A more correct view of the purpose of examinations on the one hand, and of the dignity and qualifications of the true teacher on the other, would greatly assist in establishing standards of efficiency which would amply protect the good name of every well conducted school.”

SALARIES.

With regard to the salaries paid civic and Government employees in Toronto, there appears a most unjust discrimination against women teachers.

There are at present on the teaching staff of the Public Schools of Toronto 445 teachers and 54 principals: of these only 60 are men. The 421 women teachers are most wretchedly paid compared with other employees of the government or the city.

After several years devoted to academic and professional training for the duties of her high office, a woman teacher takes a position on the Toronto staff at a salary of \$324 00 per year—just \$3 00 more than the yearly wages of the charwoman of the Toronto P. O. (\$321), and exactly \$26 less than the amount paid the youth who runs the errands for the office of the Inspector of Prisons, (\$350).

In her fifth year of service a woman teacher receives \$396—just \$4 00 less than the salary of many of the young women assistants and attendants at the Public Library (\$400) and \$26 less than the street sweepers (\$421). The laborers at the cattle

market are paid at the rate of \$546 per year.

The average salary of women teachers in Toronto is only \$465—just \$50 less than the average salary of letter carriers of the P. O. (\$515), whom every one acknowledges are none too well paid; while the average salary of stenographers at the City Hall is \$528.

After fourteen years of meritorious service the woman teacher receives \$636—just \$10 more than the attendant in the Mayor's office (\$626), just \$12 more than the messenger at the City Hall (\$624), and just \$14 less than the baker at the Central Prison (\$650).

To sum up, there are 155 teachers who receive less than \$400—the very lowest salary paid a clerk in the P. O. department; 343 teachers who receive less than the poorest paid clerk in the Customs department (\$600); 309 teachers who receive less than a laborer at the cattle market (\$546); 237 teachers who receive less than a scavenger (\$477); and not one of the 421 teachers receives as much as the scavenging foreman of the street cleaning department, (\$912). Not one of the women teachers receives the average salary paid subordinate clerks in the Toronto Post Office (\$785.)

Do the high qualifications of a teacher count for nothing? Does it not require a higher grade of intelligence to instruct and train the youth of our country than to drive a scavenger cart or to do clerical work in an office?—A MEMBER OF STAFF.

The professional sympathies in favor of a Canadian Bureau of Education are gaining strength, as the necessities for such come to be understood; and we are not going to be surprised should the Federal Government, amid the excitement over tariff amendments, Quebec bridges,

fast steamship lines, and Rocky Mountain railway approaches, be called upon to take the formation of such a Bureau into consideration at an early date. We have already pointed out the character of the work which such a bureau could safely undertake, in the matter of collecting and disseminating information regarding public scholastic institutions. But one of our contributors, Dr. Harper, of Quebec, has pointed out—in an article which we publish this month and which he promises to amplify—a fundamental function to be performed by a Bureau of Education that cannot but recommend the immediate organization of such a department. Once open the way for an interchange of teachers all over Canada through the assimilation of licenses and diplomas, and the true national feeling that must come and is coming to us as Canadians will speedily, through cosmopolitan school influences, bud and blossom, to the surprise of the remotest communities. There is a *theory* in the air about Canadian patriotism, but once set the Canadian schoolmaster free from his provincial trammels all the way from Nova Scotia to British Columbia and we will soon have the genuine article itself—the product of an assured prospect developed in every school-room in the land, through the school craft of teachers, who are neither Nova Scotians nor British Columbians, but Canadians. And with a co-ordinating force at Ottawa to bring about that community of feeling and action we are all hoping to experience soon, in a direct line through the little red school-house by the roadside, as well as through our largest institutions, even the more elderly of us may live to see our Canadian patriotism more than a mere peradventure or a piece of provincial affectation. In a word, the school-house by the roadside, in our opinion, will do more for us in

this connection than a perennial hundred days' session of the House of Commons or even of the Canadian Senate.

While many of the people of Ontario are "looking backwards" to the time when the educational affairs of their Province were in the hands of a Superintendent of Education, and are some of them longing for a return to the old *regime*, the people of the Province of Quebec are taking it for granted that the organizing of a department under the Minister of Education is their only hope of progress in school affairs. There has always been a difference of opinion as to whether there should be any mixing up of politics and education as between politics and denominationalism, as between politics and anything that is not politics. And to such an extent have the politicians as well as the non-politicians amplified their arguments on either side, that some people are beginning to think that it is unwise to have anything to do with politics unless one is on the *qui vive* for a situation. What then is *la politique*, even should the query be put in French? Is it the right or wrong examination of something tangible, or is it only the swing between the two in party strife? Is the science of government a question of ethics or only a sectional convenience? If it be the former, as it certainly is, wherein consists the informality or rather abnormality of mixing up the people's affairs with the affairs of the people? The question of Superintendent or Minister is therefore an open question, a question of provincial convenience, and there is no more, perhaps not so much, wrong doing in a Minister of Education being a politician than there is in a Superintendent of Education being a politician *sub rosa*, as he nearly always is. And in drawing the attention of our readers to this first princi-

ple, we have it in mind to justify our own references from month to month to the political tendencies of the times. *La politique vraie* is every citizen's business, every intelligent man's birthright, to see to; and as such we claim it as our business as educationists and teachers to see to the advice we have to give in the administration of educational affairs. As has been often said before, this journal knows no pronounced party politics; and perhaps it would be better for our Canadian journalism if the general tendency were in this direction. But the fact that a man who is a publicist is also a politician should in no way deter us from putting our faith in him either as an educationist, or as a minister of the gospel, or as a public school teacher, or even as an editor of an educational magazine. *Je sais l'état* every citizen may justifiably exclaim, as long as he does not claim to be such in the spirit of the old monarch of France or the modern party politician.

The question of "open doors" in our educational councils comes to be discussed every now and again, and the recurrence nearly always arises from the indiscretion of some member of the Council forgetting himself while indulging in personalities that can hardly escape being reported indirectly afterwards to the person or persons thus covertly attacked. No more reprehensible act can be conceived than this; and when the cowardice comes to be exposed, as it always is, sooner or later, it is all but impossible to repress the demand to have the proceedings, where such conduct is tolerated, conducted openly in the hearing of the press. Many of our school boards in the cities have been obliged to open their doors, for no other reason than this; and when they are opened it soon becomes apparent that there is another side to

the question, as the public comes to read in the newspapers the reports of a discussion which, for the sake of the right relationship between pupils and teachers, between supervisor and supervised, ought never to have been printed. The indiscretion of one man in giving way to the censorious bump-tiousness of the *parvenu* thus becomes the punishment of many of our best teachers, as is to be borne out by the later experiences in some of our large cities. The *parvenu* has had his little bit of revenge, and what cares he who may suffer, as long as he can consider his animadversions privileged.

Then there arises a state of affairs which we will not venture to illustrate other than by the following:—

“We hear of wars and rumors of wars in the secret councils of Tyrone House. All the operations of the National Board go on in privacy, and it is only occasionally that news leaks out, or that public official information is given. . It is said that, through false economy, the work of the Board has got into much confusion and arrears, and that some sweeping reforms must soon be instituted. We also hear of some arbitrary and unexplained dismissals of model-school teachers. Moreover, an investigation into the working and results of these model schools is being carried on, which is likely to result in a proof of the failure of the schools. This failure is chiefly due to the steady persecution they have met with from the Bishops, who object to them because their constitution is more mixed and secular than that of the ordinary schools, and because they are less under the direction of the Church. A good deal of the failure, however, must be attributed to defective management, especially in the mode of choosing and promoting teachers.”

Tyrone House is not in Canada ; but there are Tyrone Houses in

Canada all the same, and in connection with their existence there is always to be found the outside demand for “open doors ;” and the average newspaper would no doubt feel justified in greeting the opening of their doors much as the Harbor Commission of Montreal was complimented for conducting its proceedings in the hearing of the public.

“The decision of the Harbor Board to hereafter open its meetings to the press and the public is an act of shrewd policy and in accord with the public interest. They constitute a public body doing public business, guarding public interests and spending public money, and there is every reason why their proceedings should be open to the public eye. Then secrecy always fosters suspicion, whether it be well founded or no. When blame for some sin of commission or omission lies between two bodies, one of which deliberates in public and the other behind closed doors, the average citizen is always ready to believe that the weight of it rests upon the “star chamber” corporation. Publicity is the best defence that a public body can have when it is innocent of wrong-doing ; and determined secrecy is always regarded as *prima facie* proof of something to conceal. Hence we congratulate the Harbor Board on having yielded to the public demand and opened its doors. And we congratulate the public upon being in a position to know at last how its harbor business is done.”

It is needless for us to say that though the above logic may be justifiably deemed sound enough when applied to a public trust like a Harbor Board, it is too often unthinkingly applied to our educational councils when their affairs become entangled through clique usurpation or the *parvenu's* unmannerly snarling.

And to this question of "open doors" there is another phase which is to be specially noticed when the one man-power seeks to work out his plans "on the quiet," and comes to be suspected of ignoring public opinion even to a very slight extent. Again we do not venture to give any definite illustration of this, but the suspicion is sure to excite some such criticism as the following sooner or later, though, in the opinion of many, such criticism, no doubt, but imperfectly represents all the aspects of the case in point:—

"In the second place the chief should have the assistance and support of a council of public instruction. Experience has fully shown, elsewhere as well as in Ontario, that it is necessary to have an advisory body for the proper conduct of educational matters. The composition of that advisory body is evidently important. It should not be nominated solely either by the chief officer or by the government. In Ontario and elsewhere the direction of educational matters is too much in the hands of politicians; the Chief Officer is too often too much in evidence. Would it not be better for the interests of education if the Chief Officer were elected by the people every five or six years as is done in several States of the Union, rather than that he should be some member of a government that may be in power for only a year or for twenty or twenty-five years? In the one we have the same political tendency, broken off too suddenly or continued too long; in the other we would have either no politics at all or an opportunity for a change."

In connection with the meetings of the British Association for the Advancement of Science, a suggestion has been made that the various provincial governments should be called upon to defray the expenses of dele-

gates hailing from the respective provinces. It will soon be said of us in Canada that our public spirit is to be found only in the public exchequer, even to the payment of the railway fares of delegates on their way to and from some annual convention or other. At the formation of the Dominion Association of Teachers, the various governments were called upon for subscriptions which, when received, were said to have been squandered on assistant secretaries, newspaper puffing, picture-taking, advertising, circular printing, and the genuine aggrandisement of the so-called "king makers," and, what is more, the rumor is abroad that no audited account has ever been presented of the disbursements. The Royal Society has also its five thousand dollars from the Central Government, and if the delegates to the meeting of the British Association succeed in having their way paid by the local Governments, the latter will no doubt soon be called upon to pay also the expenses of those who adorn themselves with the equivocal insignia of F.R.S.C., as they proceed on their annual mission to partake of the hospitality of the Governor-General, and to read a few papers that, as still-born productions, are buried away in an annual volume that few ever see and fewer ever read. Then there is the escapade in connection with the preparation of a Canadian History for our schools, and the sums of money spent on secretarial pilgrimages, the fêting of judges, and the bestowing of a monopoly, which have all yet to be accounted for in the blue-books of our various provincial secretaries. The cry against the member of parliament, who with all the railroad and steamboat passes he can clutch, safely stowed away in his pocket-book, demands his travelling expenses from the Government, should become the cry against all such attempts at pilfering the people's money from the

public chest. If the literary and scientific investigator is not working on a higher moral plane than the ordinary bridge-contractor or political hustler, he is expected to be doing so; and in their convention ceremonies they

should show an example which is above suspicion in the matter of speculation, direct or indirect. If the poor teacher has to pay her way to attend her convention, why should the literary or scientific magnate not do the same?

CURRENT EVENTS AND COMMENTS.

THE event of the year in Canada will no doubt be identified with the meetings of the British Association, which will be held on August 18th and continue until August 26th. Dr. Bailey, of the New Brunswick University, in making his announcement about the gathering includes the teachers of the Dominion in his invitation, an invitation which many will gladly accept, even if they have to pay their own way. Some of the most distinguished scientific men of Great Britain are expected to be present, as he says, as well as others from different parts of Europe and the United States, and the gathering will no doubt be the most important of its kind ever held upon this continent. In addition to the more solid work of the meeting, including practical lectures by such eminent men as Prof. Dewar, F.R.S., Sir John Evans, J. Milne, F.R.S., Lord Kelvin, and Lord Lister, social intercourse and interchange of ideas will be promoted through conversaciones, garden parties and other hospitalities extended to members by the city and the citizens of Toronto, as well as by excursions freely offered to Niagara, Hamilton, the Muskoka Lakes, etc. The railway fares from any part in Canada will be one-half the ordinary figures, and tickets will be good from the first of July to the first of October, by any route desired. The fee for membership is \$10.00, which entitles the holder to all the privileges of the meeting. The local executive committee have power to elect members

of the Association for 1897, and it is desired that early application for such membership be made to the above mentioned committee.

The University of Manitoba from being a mere examining and degree conferring body, promises in the near future to become also a teaching institution, which it should be, and to have a local habitation. The latter is provided for in a sum of \$60,000 in the Provincial estimates, which will be chargeable against the land grant of the University. At a late meeting of the University Council a suggestion was made that instead of spending a large sum in the erection of a new building the present Government House could be converted at comparatively small expense into a suitable University building. The idea was not entertained at the time, but it is quite possible that a little examination will show that such an arrangement would be advantageous both to the Government and the University. The University land grant is 150,000 acres. At present land prices, \$60,000 is a heavy charge to stand against it for a building; especially as it is intended to create from the grant an endowment to keep up the current expenses of the University. If these expenses amount, at the very start, to \$6,000 a year over and above the Government grant, as estimated by the Premier, all the proceeds from the lands will be needed for some years

for this purpose. Any proposal therefore, towards providing a building at less expense than the amount intimated, will be a decided boon; and the idea of adapting the present Government House to University uses is worth consideration.

The newspaper which discusses the question of a University building, refers in the following terms to the assumption of Government House as a place suitable for College purposes: The Government House as it stands at present, is an anomaly. It was built for a certain purpose; and for some years the Legislature kept it up for the purpose for which it was designed. The Government then became economical and left the Government House to take care of itself. The only immediate effect was to transfer the cost of maintaining it from the Legislature to the inmate for the time being; but as time goes on, other effects become apparent. The building falls into a state of dilapidation and decay, and becomes a sort of white elephant, neither useful nor ornamental. Already the signs of this are becoming apparent, as it is said that it has been hardly habitable during the present winter for want of proper repair. This cannot last; for either the building will eventually be abandoned and left unoccupied upon the hands of the Province, or the Legislature will condescend to give it some attention. This last, it may do, either by spending enough money on it to keep it to be a credit to the Province, as it was intended to be, or else get rid of it by handing it over to the University. The alternative will have to be faced sooner or later. In New Brunswick and British Columbia, the respective Legislatures did exactly what Manitoba has done, that is, declined to do anything towards keeping the provincial Government Houses. The inmates thereupon

promptly retired from them and shut them up. British Columbia has since resumed the charge of keeping up its institution; but New Brunswick would probably be glad to get a University or some other institution to take its Government House off its hands. Manitoba may as well face this problem at once. The cost of keeping up Government House creditably is no appreciable tax upon the Province, after it is once put in a proper state of repair. It would not amount to one cent per head of the population. But if this will not be done, by all means get rid of the place before it drifts into an unoccupied eye-sore.

In Boston, New York and other cities there are schools for poor children who cannot leave the city during the holiday season. The work is made as interesting as possible, and consists of exercises in manual training, needle work, gardening, cooking, gymnastics, etc. These schools enable poor children to pass the time away from the haunts of vice and to learn many practical lessons.

We do not think that this practice has so far reached any of the cities in Canada, but as a complement to the philanthropic movement of the *Montreal Star* in favor of the Fresh Air Fund, it might be well for the local school boards of Montreal and Toronto to take compassion on the *gamins* of these cities in this way, if recreations with an elevating tendency can be provided for them in some one of the cool, shady school buildings of these cities, sufficiently attractive to draw them from the deteriorating influences of the street corners and other public places.

At the last meeting of the Protestant Board of School Commissioners of Montreal, there was the semblance of a breeze on the granting of privileges to certain religious and kindred soci-

eties in the use of the various school buildings. These societies from time to time have made application to the commissioners to be allowed to prosecute certain aspects of their work in the public schools, with a view to influence the pupils. The W.C.T.U., for example, applied for the use of a room in the Aberdeen School in which to hold at least one meeting a month for the purpose of reaching the children after school hours, while the Christian Endeavor Society wanted a temperance pledge to be circulated among the pupils of the public schools. This last request led Archdeacon Evans to say that while he sympathized with the object in view, he thought the Board should take a definite stand upon this matter of external work and teaching, as otherwise they would be opening a very wide door indeed.

"Temperance and moral work of that sort is excellent," he observed, "and the place to teach it is the home, the church, the Sunday-school. We should be able to do all the work of the school ourselves by our own staff of teachers. I am quite in sympathy with the object in view; but we will place ourselves in great difficulties if we encourage outside bodies to come into our schools teaching their principle. We teach hygiene and kindred subjects in our schools by our own teachers; other subjects should be taught outside, in my opinion. Anyway, all the work of the school proper should be taught by the members of our own staff."

A committee of the same Board had been appointed on the subject of the pledge and Dr. Shaw, as convener, reported to the effect that those principals who felt disposed, might circulate the pledge amongst the children, but only with the consent of the parents, and without the exercise of any pressure whatever. The pledge itself was to

the effect that the signer promised to abstain from all intoxicating liquors until he was twenty-one years of age.

"Is he at liberty after that to drink as much as he likes?" asked the chairman, smilingly.

"I will not vote for such a pledge," said Ald. McBride, "because it seems to imply that after twenty-one, one may do as one pleases."

"Oh, that is only your interpretation of it," remarked the archdeacon.

Dr. Shaw thought the matter should be settled one way or the other, but as His Worship the Mayor, who was absent, had taken a good deal of interest in the question, it was decided to do nothing for the present.

The announcements in connection with the meetings of the National Educational Association, which begin at Milwaukee this year during the first week of July, have been delayed. The usual half rates will be granted.

The October convention of the Teachers' Association of the Province of Quebec bids fair to be a successful gathering. The regular meetings will be held in the McGill Normal School while the University authorities have placed at the disposal of the executive the spacious halls of the Peter Redpath Museum for a conversazione and representative gathering. Among the speakers from the other Provinces that are expected to be present are Hon. G. W. Ross from Ontario, Hon. Attorney-General Longley from Nova Scotia, the Rev. Mr. Maxwell, M.P., from British Columbia, and from the Province of Quebec itself, Principal Peterson, Dr. Robins, Dr. Harper, and other representative men. The last mentioned is the president of the Association this year.

Mr. H. H. Ewart, inspector of Mennonite schools in Manitoba, says in his last annual report, issued a few

days ago : The prejudice against the English language is gradually disappearing ; in some districts, of course, faster than others ; while in a few schools the amount of teaching that is done in English is only nominal. I am pleased to observe not only that the people become willing to have the English taught in their schools, but that an increasing number of schools also use the English language as the medium of instruction, limiting the use of the German language to that portion of the day which has been set apart for the study of German. . . . It is found that an hour-and-a-half per day is sufficient to teach children to speak, read and write the German language properly. I believe that after the more conservative among the Mennonites will have seen it demonstrated that learning the English language does not necessarily mean giving up the German, a great part of their reluctance to the teaching of English to their children will be overcome.

THE number of schools in the Province of New Brunswick increased for the first term embraced by the report, 39 ; for the second term, 25 ; the number of teachers increased for the first term 38, for the second term 39. The average proportion of population at school was 1 in about 5.30 ; the percentage of the total population at school is 21.3 ; the average attendance for the full term is about 60 per cent. for the province. The number of pupils receiving instruction above Standard VIII is 1,133 for first term, and 1,138 for second term. There were only twenty-one teachers employed not holding licenses. First class teachers have increased while third class teachers have decreased. The total number of student teachers admitted to the Normal School was 246, a decrease of twenty-seven on the number admitted the previous

year. The number who succeeded in obtaining licenses in the several classes was as follows : Grammar School, 13 ; Class I, 50 ; Class II, 130 ; Class III, 87. Eleven hundred volumes were added to the school libraries during the year. Since 1892, 150 new school buildings have been erected, and more than an equal number enlarged or repaired and refurnished, the whole at a cost more than \$250,000.

The Senate of Queen's University, Kingston, has nominated Mr. F. J. Pope, M. A., for the Royal scholarship given by Her Majesty's Commissioners for the exhibition of 1851. The scholarship amounts to \$750 a year, and may be had one, two or three years. It is given only to men who have shown themselves likely to make discoveries in science. Mr. Pope has already distinguished himself in chemical research. The only universities in Canada that receive these scholarships are Dalhousie, McGill, Queen's and Toronto. The last Queen's student to hold the scholarship was Mr. Walker, who has just been appointed assistant surveyor of the Geological Survey of India. Mr. Pope will probably proceed to Germany and enter upon research there.

Bishop Douglas, Aberdeen, is responsible for a mild disturbance in Aberdeen University. The Dean of Norwich had agreed to preach in the University chapel, but cancelled his engagement owing to a remonstrance by Bishop Douglas against his preaching in a Presbyterian place of worship—a piece of ecclesiastical intolerance that has given great offence. The Principal, Sir W. D. Geddes, issued a statement detailing the circumstances, and concluding:—"We deem it right to enter a protest against an assumption of authority unfortunately

and unwarrantably advanced." There is a feeling that Dean Lefroy should not have submitted to the Bishop's remonstrance.

There is much indignation in Hartford—throughout the state, indeed—over the U. S. Senate's rejection of the \$4,000 memorial appropriation to Hon. Henry Barnard. The *Hartford Courant* proposes to utilize the indignation in material fashion, and already a large amount has been subscribed. It has already amounted to \$1,986.83. Dr. Barnard has sacrificed more for the cause of education than it has been the lot of most men to sacrifice, and it is eminently fitting that in his eighty-eighth year, in the possession of all his faculties and in general good health, he should receive a substantial token of respect from the friends of education.

The Privy Council has heard what counsel have to say for and against the decision of Aberdeen University Court, to retire Professor Johnston on a pension of £250 a year. One's impression is that the members of the Privy Council were not disposed to recall the decision of the court, but the opinion of the Privy Council has not yet been made known. In connection with the case Professor Johnston issued a book containing his petition and memorial to the Queen in Council. It also contains a preface, a table of contents, an index, and an explanatory index. This last is compiled on a plan novel enough to justify illustration:

"X.—Evident Eagerness to get me ejected from my professorship.

"Y.—"Weak and facile Yielding of sane students.

"Z.—Statements showing that this wretched case . . . ought to have been promptly ended," etc.

He defends the use of the words "mendacious," "mendacity," and

"miscreant"—"The 'mendacity' of the aforesaid memorial and petition [of the students] is a proved fact, which no truthful person can deny, and none but a 'miscreant' could have perpetrated the bad deeds which led me to use that word." Fourteen references are given to "mendacious" and "mendacity," and six to "miscreant." Professor Johnston is a Hebrew scholar of undoubted ability, but he is obviously rather eccentric.

It is proposed to establish a memorial library at Harvard in honor of the late Professor Francis James Child. About \$10,000 have already been subscribed for the purpose and a number of books have been donated. The collection is to be especially intended for students of English literature.

The question as to the number of pupils there ought to be in the ordinary department of a graded school is adjudicated upon by the Superintendent of Education in British Columbia in the following words: Taking into consideration the large number of subjects of study required to be taught in a high school, it must be apparent that the more complete is the staff of teachers, the greater the assurance of the best results; yet it may be proper in this connection to state that, as a rule, each teacher should have twenty-five or more pupils under his charge. In the report of the Honorable, the Minister of Education of Ontario for 1895, we find it stated that the average enrolment for each teacher in high schools and collegiate institutes is over forty.

In connection with the Jubilee Fund of Bishop's College, it is reported that a sum of \$47,000 in round numbers is promised, but a further sum of something like \$4,000 is necessary in order to earn the grant of

£1,000 promised by the S.P.C.K. When this is gained the total of the Jubilee Fund will exceed \$50,000, and the endowment of the Principalship is to be raised to \$20,000; that of the Professorship of Pastoral Theology to \$25,000. Beside these the restoration of the Chapel has profited to the extent of \$2,000; a smaller sum has been received by the Gymnasium. The Professorship of Classics has been endowed with more than \$10,000. The School has received \$17,000 in endowment. It was also reported that the annual statement of profit and loss for 1896 was a favorable one, a former debit balance having been obliterated and a small balance remains on the right side for the College; and that the financial result of the year ending June 30, 1897, is likely to be favorable.

The 150 medical examiners recently appointed by the board of health of New York to examine school children, in order to detect and prevent the spread of contagious diseases, have begun their work. For the present the examination is confined to the primary schools and the primary Department of grammar schools. As the time for examination is limited to one hour a day, of course it is impossible to examine each child every morning. The teacher is to select those children who look sluggish or ill, and place them apart from the other pupils. The medical examiner then examines each one of these pupils, and if he finds the least symptom of illness it is sent home. The physicians will also investigate the cases of absence where parents have failed to notify teachers of the cause of absence. The examiners are required to make out written reports at stated intervals.

Mr. Charles Innes, one of the best known men in the north of Scotland,

is at present on a visit to Canada. As chairman of the School Board of Inverness for fifteen years, he is *au fait* with the system that has made the schools of Scotland famous in modern times. The schools of Inverness have reached a high state of efficiency, and it is a pity that the high school or academy is still outside the operations of the School Board. Mr. Innes is a keen observer and his notes on Canada, in a series of articles entitled "From Quebec to Vancouver," are exceedingly interesting reading. It is now nearly ten years since he first visited this country, and we trust that the issue of his present visit will be an amplifying of these notes into a volume which every Scotsman in Canada will be only too glad to have in his library.

One part of the Irish National school system is neither silent nor secret, and that is the teachers, who carry on a ceaseless agitation for the redress of grievances, loudly and publicly. At present they are profoundly dissatisfied with the acceptance by the Board of the offer of the Government to give money to make the Pension Fund solvent, as compensation for the arrears of which they have been unjustly deprived. The teachers point out that from the non-payment of the arrears, they, the present teachers, have suffered, while the proposed substitute will only be a benefit to their successors many years hence.

The following interesting information concerning the pensions of teachers in the various European states, is taken from the annual report of Commissioner Harris: "All the twenty-six states that form the German Empire pay pensions, both to teachers and their widows and orphans. A teachers' Union in Great Britain, in the form of

a mutual aid society, pays annuities to disabled teachers. In Austria the pension schemes vary in different parts of the empire. One example will suffice: The teachers pay annually two per cent. of their salaries, and the first tenth of their first year's salary, as well as the first tenth of every increase. The remainder of the fund is supplied by the state and the communities, Sweden, Norway, and Denmark, and also most of the cantons of Switzerland have recognized the advisability of removing worn-out teachers. In Russia the teachers in the town schools may also look forward to receiving a pension. Holland has had a state scheme for pensioning teachers since the year 1878, and teachers can claim retirement with a pension, if incapacitated, after ten years of service, or for old age at 65. In Belgium the fund is formed in this way: Two-fifths are

paid by the community, two fifths by the state, one-fifth by the province, and nothing by the teacher. The pension may reach \$1,000 a year. In France the salaries of teachers are paid subject to a deduction of five per cent, plus one-twelfth of the first year's salary, plus one-twelfth of each increase for the first year of such increase. This second form of deduction is productive of great evil. The pension is payable after thirty years of service, the other factor being incapacity or 60 years of age. The amount of pension depends upon the years of service. In Greece teachers contribute five per cent. on the salaries, and the state finds the remainder, in order to superannuate teachers after twenty-one years of service, regardless of age. In Portugal provisions are made for pensioning those engaged in education."

CORRESPONDENCE AND ADVICE.

To the Editor of the News:

SIR,—At last the public mind has exerted itself upon the subject of common school education to good purpose. The Government has determined upon improving the condition of district schools if money can do it. And no one doubts the wisdom of making our heritage of unsold land bear the expense of the improvement. But I have a fear, founded upon the experience of the past, that the efforts of a progressive government at Quebec will not have full effect so long as our present system of management is in force. The Council of Public Instruction, composed of ecclesiastics, professional men, and university representatives, has naturally enough diverted education towards the professions and the

universities until Quebec has more professional men *pro rata* of the population, than any other portion of the world, without any exception I am told. A glance at the curriculum will show how thorough is the determination to educate young people away from the land, or from home work, and to see the goal of their educational life in a profession. That these gentlemen are without the saving grace of practicability, most of their actions prove. Consider the vacillations with regard to text books, the lack of system regarding inspections, the payments of portions of the grants according to results, where the school which needs it most gets the least encouragement, and now and most brilliant of all the declaration that to obtain the right to teach, and

thereby to earn \$120 or \$150 a year, would-be teachers must either reside in Montreal, or be possessed of sufficient means to pay a good price for the unspeakable privilege of taking a special course at the feet of Prof. Robins in that city, this latter decision being based solely upon the plausible theory that the best elementary teachers are, and have been those trained at the Normal School, which theory is certainly not uniformly borne out by facts. (Be it understood that the relative standing of teachers of superior schools is not in question.) Need I further particularize? Has not every thinking friend of education been convinced long ago of the cumbersome, the purely theoretical nature of our present system? And is it not, to say the least of it, inconsistent with our institutions in general, to have a great spending department removed from the sphere of criticism or of public enquiry, excepting by perhaps an expensive commission? Let the gentlemen who will come forward next Tuesday to ask for our votes, make the abolition of the Council of Public Instruction and the substitution of a responsible minister therefor, one of the issues of the campaign, and I know that if the question is put simply and not darkened for them the voice of the voters will be decidedly for the change. The diverging interests of the two elements in our population might easily be safeguarded by the retention of the secretaryships, etc. And the gain in having the department where the public could reach it, interpellate it, and influence it, would be great. But greatest of all would be the benefit of removing this most important department from the control of the estimable gentlemen, who are purely but sadly theoretical in their management of it. After all, Mr. Editor, the future of the province depends in a great measure upon the manner in which we

maintain the apparently insignificant district school, which must be my excuse for troubling you with this long epistle at this busy season.

Very truly,

W. PERCY CHAMBERS.

The Rectory, Knowlton, April 26.

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To the Editor of the EDUCATIONAL MONTHLY :

DEAR SIR,—The facts which I have recorded in my previous communications to you seem to have been very unpalatable to those to whom they referred, and probably gave offence to some who ought not to have been offended. The latter may perhaps help themselves to a perusal of the enclosed newspaper paragraph which surely speaks for itself, and which just as surely will bring credit to my further utterances next month on the vexed text-book question in this province. Mark the final statement of the paragraph, Mr. Editor, and then try to tell your readers what the essential stages are, that permit of the adoption of a text-book in this province. Parents and teachers are alike anxious to know all about these "essential stages."

Yours respectfully,

A MONTREAL TEACHER.

N.B.—The paragraph reads as follows: "On Saturday night there was a special meeting of the Protestant School Commissioners, at which the question of text-books came up for discussion. The Principal of the High School recommended the augmentation of the educational series of text-books at present in use by the addition of the 'Royal Story Book Series,' and a publication entitled 'Things New and Old,' which had already been found to be of great value in the High School. Dr. Shaw had previously doubted whether the commissioners should pass upon this subject of text-books until the Pro-

stant Committee of the Council of Public Instruction had discussed and pronounced upon the matter. Dr. Shaw, who was unable to be present, wrote a letter in this sense, but it was pointed out that these particular books had passed all the essential stages to permit of their adoption."

Montreal, June, 1897.

EXHIBITION OF DRAWINGS.

To the Editor of the Star :

Sir,—The attention of the public is requested to the exhibition of drawings, etc., lately held in Montreal, of the work done by the pupils of the Free Evening Classes for Architecture, Mechanical Drawing, Free-hand Drawing, Modelling, Lithography, Pattern-Making, Stair Building, etc., under the auspices of the Council of Arts and Manufactures of the Province of Quebec.

These classes have been attended during the past winter by several hundred pupils, and the result was lately to be seen in the Exhibition of Industrial Art in the Monument National, St. Lawrence Street.

As already intended by the Council, the object in establishing these classes, was to reach the working man, "He who earns his bread by the sweat of his brow," and to assist him in his daily avocations by teaching him the use of lines, the knowledge of plans, construction, proportion, etc., etc., and to enable the mechanic to become something more than a "hewer of wood and a drawer of water," to give him ideas how to take hold of his work in an intelligent manner, not only for the benefit of his employer, but for his own advancement.

The result of the patience and perseverance of the pupils of the different classes was to be seen in the exhibition of drawings, drawings made by carpenters, bricklayers, stone cut-

ters, tinsmiths, tailors, piano-makers etc., etc., in fact all trades can learn something by following these useful classes.

It is not the intention of the Council to bring these pupils into competition with the draughtsmen in the architects' and engineers' offices, but to give the mechanic, no matter in what trade, a knowledge of that trade which will not only elevate him as a mechanic, but knowledge that will make him a better and more useful mechanic, a benefit to himself and his employer. Many of the young architects and draughtsmen in Montreal to-day got their first ideas, and acquired a taste for their profession as pupils in these classes.

One of our public citizens and a member of the Council (a true philanthropist) has donated the sum of five thousand dollars towards the erection of a permanent school of technology in Montreal, where all the drawing and practical classes would be concentrated and where a library would be established for the benefit of the pupils, should the city come to the assistance of this permanent school with a like sum.

I feel confident that many of our wealthy citizens would do likewise, especially this Jubilee year of our Most Gracious Majesty Queen Victoria, a fitting tribute for so auspicious an occasion. Then our young mechanics would be enabled to perfect themselves in their own special trades, a taste for art would be fostered in the coming generation, and wages would increase as the knowledge of the wage-earner would be developed by the teachings of these valuable classes.

HENRY J. PETERS.

Montreal, June, 1897.

'Tis the mind that makes the body rich.

—*Taming of the Shrew*, iv. 3.

PROFESSIONAL OPINION.

AT the great annual gathering of teachers in Buffalo last year an enterprising newspaper inaugurated a movement which was not the least of the gains to the professional spirit that prevailed at that assembly of teachers from all parts of America, and we take advantage of the idea in inaugurating a new department of the CANADA EDUCATIONAL MONTHLY which we trust will be duly appreciated by its readers. In introducing its scheme the great newspaper made the following announcement :

The subjoined opinions were written by the leading educators of the country who were present at the great convention of fifteen thousand members of the National Education Association in Buffalo. They represent the widest experience in educational matters possible to bring to bear on the subject. These teachers met for the purpose of improving practical school methods, of discussing the theory of teaching, of heightening the efficiency of our educational system. "What must we do?" was the question always presenting itself. This question is answered better and more fully than it has ever been answered before in the subjoined collection of opinions. When it is remembered that the training of 16,000,000 prospective citizens and of half that number of future voters depends on the nation's schools, the importance of their welfare and the significance of what these men have written for our columns becomes apparent.

The German or French boy of sixteen is more advanced from an educational point of view than the American—more mature mentally. I think that the reason for it is that the teachers there are better trained. I am not a pedagogic expert and therefore not

competent to more than suggest what may be a reason. I think it possible the fault is in our lack of a sufficient proportion of highly trained teachers. We have as good teachers as any country, but not as many of them. With us teaching is only too often looked on as a stop-gap while the man is making ready to study for a profession or the woman is unconsciously awaiting matrimony.

BRANDER MATTHEWS.

The most obvious and obstructive defect in the public schools of America to-day is the insufficiently prepared teaching—with all that that implies. Teaching as a profession is in its infancy. Public provision for training teachers is wretchedly inadequate, though increasing. Public sentiment as to the need of trained teachers is weak and halting. The State of New York has recently taken advanced ground on this question, and after Jan. 1st, 1897, no city, town or village in the State employing a superintendent of schools may use any public money for the employment of untrained teachers. The practical efficiency of this law will depend upon the administration of it by the State Superintendent. That the present incumbent, Mr. Skinner, will enforce it in spirit as in letter, I am confident. But the problem of supplying adequately equipped teachers for the rural schools remains to be met.

But the statute law must be supported by a public opinion that will not tolerate personal, sectarian or political influences, promotion, transfer and dismissal of teachers, before the school will improve permanently.

NICHOLAS MURRAY BUTLER.

The most important thing before the professional educators to-day is the broadening going on so rapidly in their conception of their duties to their profession and to the public. Too many have thought of their work as limited to schools for the young and during a short period of tuition. The true conception is that we should be responsible for higher as well as elementary education, for adults as well as for children, for educational work in the homes as well as in the school-houses, and during life as well as for a limited course. In a nutshell, the motto of the extended work should be "Higher education for adults at home through life."

To the great mass of boys and girls the school can barely give the tools with which to get an education after they are forced to begin their life work as bread-winners. Few are optimistic enough to hope that we can change this condition very rapidly. The great problem of to-day is, therefore, to carry on the education after the elementary steps have been taken in the free public schools. There are numerous agencies at work in this direction, reading-rooms, reference and lending libraries, museums, summer vacation and night schools, correspondence and other forms of extension teaching, reading circles and study clubs, but by far the greatest agent is good reading, and the greatest work before the schools is to send out their pupils with more practical skill in the use of books and libraries, with a stronger taste for good reading and a corresponding dislike for the weak, frivolous and sensational, and with a genuine love for the best literature.

This view is taking strong hold on all sides; in New York the regents have just appointed an expert in literature to give his whole time to the development of this needed inspirational teaching in the 640 high schools and academies of the State. At the

National Educational Association in the past week the demand was officially recognized by unanimous vote in amending the constitution to provide for a distinct department devoted to libraries as a reading factor in education. The end seems at hand of an educational system which contents itself with teaching to read, and then fails to see that the best reading is so cheap and plentiful as to be a constant menace to the public good. As a great thinker has said, this is exactly analogous to teaching our young children the expert use of a knife and fork and then failing to provide them with food.

MELVIL DEWEY.

The progress of public schools is retarded more by the failure of the public to keep up with the rapidly advancing educational ideals than by any other cause. There are comparatively few people who yet believe that there is a science of education, and therefore every parent believes he understands how to train children as well as the teachers or superintendent. This makes advancement along the line of the new education somewhat slow.

The greatest difficulty in the way of public school teachers in cities is the lack of opportunity to develop the individual self-activity of their pupils. This results chiefly from the fact that the pupils are graded and are therefore taught most of the time in large classes. The developments of the next decade will be along the lines of individual growth, and securing the active co-operation of parents. Education will become the central thought around which the home, the church and the business leaders will concentrate their efforts for the development of the community and the State.

JAMES L. HUGHES.

The main obstacle in the way of the more efficient management of popular education is the employment of incompetent teachers. The spoils system has found its way into the schools. Industrial enterprises, looking towards satisfactory dividends, make efficiency the sole test of fitness. But the public has yet to learn that there is a technic in teaching as there is a technic in the arts of production. When boards of education will employ only expert superintendents, clothe them with authority to nominate their assistants and remove incompetents, and will hold them responsible for results only, the methods of the successful business organizations will be the methods of the schools. Tenure, based upon fitness alone, is the cure for our chief educational ills. A professional teacher in every school is the only condition that will ever satisfy the people that their money is properly expended and that the children are coming into their birthright of education.

JOHN W. COOK.

The highest progress of the public schools of the country is greatly re-

tarded by the lack of a proper classification of the various branches of the work. In each and every school system of any magnitude there should be three heads of departments, viz.: a department of buildings, a department of finance, and a department of instruction. At the head of each department should be placed a competent man, into whose hands should be given great responsibility and full power to discharge that responsibility; then he should be held accountable for results. Over all should be a Board of Education of representative citizens, small in number, men of character and broad-minded enough to study every question from the standpoint of the child and his needs, and never from personal or local prejudices and desires. The superintendent of Schools, as the head of the Department of Instruction, should have wholly and solely to do with that department and with no other, except in an advisory sense. In a word, stated points, at which responsibility can be fixed and to which failure can be definitely traced is the great need in the educational field of to-day.

A. B. BLODGETT.

SCHOOL WORK.

ARITHMETIC.

BY P. S. HEAD MASTER.

1. A sells a watch to B, gaining 1-7 of what it cost him; B sells it to C for \$42, losing $\frac{1}{4}$ of what it cost him. How much did it cost A?

ANS. \$49.

2. A sells a farm to B, gaining 10 per cent.; B sells it to C, losing 20 per cent.; C sells it to D, gaining 40 per cent. If D pays \$3,696 for it what did it cost A?

ANS. \$3,000.

3. When 19 lbs. of sugar are sold for a dollar, there is a gain of 8 per cent; what per cent. is gained if the rate is increased to 18 lbs. for the same sum?

ANS. 14 per cent.

4. By selling maple syrup at \$1.25 per gallon, a merchant gains 26 per cent. What per cent does he gain if he gives only 3 quarts 1 pint for the same sum?

ANS. 44 per cent.

5. A man had \$16,000 in a bank. He drew out 25 per cent. of it, then

30 per cent. of the remainder, and afterwards deposited 10 per cent. of what he had drawn out; how much had he then in the bank?

ANS. \$9,160.

6. A young man has \$150 in a Savings Bank. He draws out $\frac{1}{3}$ of his savings, then $\frac{1}{10}$ of the remainder, and afterwards deposits $\frac{3}{5}$ of what he draws out. How much money has he now in the bank?

ANS. \$126.

7. By selling oranges at the rate of \$3.30 for 5 dozen, 10 per cent. of their cost was gained; find the selling price at which each orange should have been sold in order to gain 20 per cent. of cost.

ANS. 6 cts.

8. I gain $16\frac{2}{3}$ per cent. by selling bananas at the rate of 3 doz. for 30 cents; at what price must I sell a banana to gain 40 per cent. of cost?

ANS. 1 cent.

9. If a garrison of 1,600 men have provisions for 11 months, how long will their provisions last, if it be increased by 160 men?

ANS. 10 months.

10. A garrison of 1,200 men, provisioned for 50 days, was reinforced at the end of 20 days and the provisions were exhausted at the end of 10 days from that time; of how many men did the reinforcement consist?

ANS. 2,400.

11. A garrison of 1,800 men has provisions for 25 days, it is reinforced at the end of 15 days and the provisions are exhausted at the end of 9 days from that time; of how many men does the reinforcement consist?

ANS. 200.

12. A tax collector gets 2 per cent. of all the money he collects; how

much money must he collect in order to have \$1,960 left for a bridge after retaining his own salary?

ANS. \$2,000.

13. After paying a tax of 4 cents on the dollar out of his income, a gentleman has \$768 left. What was his gross income?

ANS. \$800.

14. A garrison of 6,000 men has provisions for 30 days, after 12 days 600 men are killed; how long can the garrison now hold out at the same rate?

ANS. 20 days.

15. A garrison of 1,000 men has provisions for 100 days, and after 60 days is reinforced by 250 men; how long will the provisions now last at the same rate?

ANS. 32 days.

16. A dealer in cattle gave \$5,600 for a certain number, and sold a part of them for \$4 200 at \$28 each, and by so doing lost \$4 per head. For how much a head must he sell the remainder to gain \$100 on the whole?

ANS. \$60.

17. A dealer in cattle gave \$3,240 for a certain number, and sold a part of them for \$2 800, at \$20 each, and by so doing gained \$2 per head. For how much a head must he sell the remainder to gain \$80 on the whole?

ANS. \$13.

18. A drover bought a number of cattle for \$8 775, and sold a certain number of them at \$52 a head for the total sum of \$7,020, gaining \$945. For how much per head must he sell the remainder so as to gain \$300 more?

ANS. \$50.

19. A speculator gave \$7,743 for horses and sold a certain number of

them for \$4,536, at \$81 each, losing thereby \$6 each; for how much each must he sell the remainder so as to gain \$27 on the whole?

ANS. \$98.

20. Add together .6 per cent. of \$70; .5 per cent. of \$10; $.7\frac{1}{2}$ per cent. of \$60; $.03\frac{3}{4}$ per cent. of \$10,000.

ANS. 42 cts. + 5 cts. + 45 cts. + \$3.75 or \$4 67

21. Add together $.02\frac{1}{2}$ per cent. of \$60; $.00\frac{2}{3}$ per cent. of \$900; $.00\frac{1}{4}$ per cent. of \$1,760; $\frac{1}{4}$ per cent. of \$25,600; 25 per cent. of \$25,600; $1\frac{2}{3}$ per cent. of \$840.

ANS. $1\frac{1}{2}$ cts. + 3 cts. + 42.5 cts. + \$64 + \$6,400 + \$14.00 or \$6,478.08 9-10.

22. Multiply 625 hundred millionths by 128; add the result to the difference between 999 ten-thousandths and 676 millionths.

ANS. $.0008 + .099224 = .100024$.

23. To the sum of seventeen and four-thousandths, two hundred and thirty-one millionths, sixteen and twenty-nine hundred thousandths; add the difference between 1,001 ten-millionths and 675 thousandths.

ANS. $33.004521 + .6,748,999$ or 33.6794209 .

24. (1) How many lots of $\frac{1}{2}$ an acre each can be made out of a piece of village property 40 chains square?

ANS. 320.

(2) If the lots contain 4.5 of an acre, and the property is 60 chains square?

ANS. 450.

25. Brown's farm is $\frac{1}{2}$ a mile square; Smith's contains $\frac{1}{2}$ a square mile; Jones' is $\frac{3}{4}$ of the size of the other two together. How many acres in the three farms together?

ANS. 840.

CONTEMPORARY LITERATURE.

COLLEGE undergraduates in Harvard and Princeton must be gathering an atmosphere of historical romance about themselves from the successive numbers of *Scribner's Magazine*. But it is extremely pleasant and apparently artistic like the newest photograph. In the June number Princeton is celebrated, and the edition should have disappeared in consequence long ere this. What remains to be said now that the Soldiers of Fortune have filibustered and loved their way into paradise? Only that Mr. Gibson's extremely handsome and spell-bound people leaning against the rail of an ocean steamer remind one irresistibly of Mr. Kipling's "Three Decker" and

the happy old art of sweet fiction. But there is still Howells' "Story of a Play," and Octave Thanet's "Non-combatant," neither of which should be passed over, and "The Open Boat," by Stephen Crane. Of this one hesitates to say much. The sea has spoken to so many who can never forget. The story of the great deep will convince where his vision of war was almost resented.

In the June *Cosmopolitan* people who have read Fitzgerald's translation of "Omar K hayyam" are asked to believe that Mr. Le Gallienne has done rather better. His translation will appear in the July number. Will he perhaps mention lawns and laces,

and the stimulating effect of such imaginings? "The War of the Worlds" is continued. There seems to be very little chance of a hopeful conclusion, but Mr. Wells should really think of it lest some of the defenceless earth-dwellers get too frightened and escape not courageously but effectively. "The House of Life," by Mary Stewart Cutting, is an entertaining short story. One of the most interesting articles in the issue is the "Secret History of the Garfield-Conkling Tragedy," by T. B. Connery. It is as pathetic as only life can be; the story recorded looks at this distance so futile, the ends sought for so aside from the proper intent of government.

In the June *St. Nicholas* is a charming account of a birthday shared by Tennyson in the Isle of Wight; it is called "A Great Poet and a Little Girl." John Bennett's "Master Skylark" is surely a success among little people, the old time has been made so vivid that one reading feels almost as if he had been at a fair and had seen everything. Miss Nina Barrow continues her perilous career.

Macmillan's Magazine for May contains the opening chapters of two serial stories, "The House by the Howff," by W. L. Watson, and "A Chapter of Accidents," by Mrs. Fraser. Both stories bid fair to be extremely interesting, with most diverse local color and entanglement of fortune. In the same number also appears an amusing short story, "Nell," but Nell was a dog. There are several historical papers and an article on "Sunday Observance."

Edgar Allan Poe, unfortunate when he was here, and extremely unfortunate since his departure, is the fourth in the series of "American Bookmen," at present appearing in the

Bookman. He seems to have been very unsatisfactory, but a great many of us are that still. William C. Wilkinson contributes rather an upsetting analysis of a little thing that Keats wrote on a Grecian Urn, in which he proceeds to do in the clear light of day what Browning's painter hesitated to do even in the twilight—he rubs out the lines and puts them in again as he sees correctly. Andrea's judgment may have been better too, and he added something sadly about his soul, a phase of the question which the present critic omits. But then, after all, he does say that it has given him pleasure.

A Canadian poet, who is not so often celebrated as some others of her country, and for no apparent reason, has a poem in the last issue of *Littell's Living Age*. The verses are called "At St. Bartholemi," and the poet is Mrs. Harrison.

Sir Philip Magnus and his brother Commissioners, in their report on the progress of technical education in Germany, point out the following differences between Germany and England. In Germany both the Government and the teacher seem to have a keener appreciation of the value of scientific training as a basis of commercial success. Secondary education is more easily accessible in Germany than in England. "The instruction is more disciplinary, and exercises a deep influence in the formation of habits and in the training of character. The teaching of modern languages is insisted upon to a far greater extent than in any of our own schools, with results of the greatest possible benefit to the German Clerk and Commercial Agent; the absence of frequent and conflicting external examinations gives more time for careful study. The fees are much lower than in schools of corresponding grade in this country."

Col. Parker sends the following quotation from a lecture of State Supt. Henry Sabin, of Iowa, which, he writes, should be read by every educator in the land: "I believe that to hold up before the pupil a high percentage in examination or recitation as a criterion of success is vicious in the extreme; that such a course gives him wrong ideas of the worth of knowledge, and induces him to study through unworthy motives; that the entire marking system is a relic of past ages and unworthy an enlightened civilization; that our children should be taught that learning is valued for learning's sake alone, and that the intrinsic worth of knowledge cannot be measured by figures; that the memory of words can be estimated and tabulated, but not the power of thought, which is the outcome of knowledge properly assimilated."

Praising what is lost makes the remembrance dear.

—*All's Well that Ends Well*, v. 3.

I am directed by the Minister of Education to say that Gage's Vertical Series of Copy Books are not authorized and that their use in the Public Schools will not be allowed by the Education Department. The only authorized Copy Books are the Public School Writing Course, Vertical System, published by the Canada Publishing Company, and the Public School Writing Course, issued by the Hunter Rose Company.

JOHN MILLAR,

Deputy Minister.

Education Department, Ont.,

Toronto, 18th May, 1897.

Let never day nor night unhallowed
pass,
But still remember what the Lord
hath done.

— 2 *Henry VI.*, ii. 1.

THE CANADA EDUCATIONAL MONTHLY.

THE CANADA EDUCATIONAL MONTHLY, we beg to inform our readers, entered upon a new term of service in educational work on the first of January of this year. It is to be hoped that after the following announcements have been carefully considered by our subscribers and fellow-teachers, that their assistance will be secured on behalf of the MONTHLY in more ways than one.

The MONTHLY is by this time one of the oldest educational periodicals in Canada, and it is the intention of all connected with its management to

make it of increasing interest to the teachers of Canada and others interested in the educational progress of the country as a whole. Its corps of contributors already includes the most prominent of our educational workers, and what with an improved classification of topics, additional help in the editorial work, and a cordial co-operation on the part of subscribers, publishers and advertisers, it may not be too much, perhaps, to expect it to become, in the near future, one of the best and most readable of our educational journals.

It is the intention of the editors to add to the reading matter two new sections at least, perhaps three. One of these will contain a *resume* of the current events relating to educational movements in Canada and elsewhere. Arrangements have been made to have a record of such events sent by special correspondents from all parts of the Dominion in time for publication at the beginning of each month; and it is needless to say that paragraph contributions will be gratefully received from all teachers, when events of more than local interest take place in their district.

The second section will comprise hints from and to teachers, with correspondence. In the past, our teachers have been perhaps a little too timid in making suggestions through the press, particularly suggestions founded on their own experience. Fault-finding is a very different thing from honest criticism, and to the latter no teacher should fail to subject every proposed educational change, before finding fault with it or advocating it. Making use of the MONTHLY as a medium, it is to be hoped therefore that our teachers will join with us in an open and above-board campaign against all defects, and in favor of all improvements in our school work as well as in our school systems, so that eventually through the co-ordination of educational views from all the provinces, our various school systems will tend towards the unification of our Canadian national life, and not towards its disintegration. In future any question of an educational tendency may be discussed in our correspondence section, and when a *nom de plume* is made use of, the personality of the writer will under no circumstances be revealed.

The third section, when fully organized, will refer to all matters connected with a proposed BUREAU for the purpose of finding situations for teachers or promotion in the service.

every subscriber will have the privilege of inscribing his or her name on the lists about to be opened for those who wish to have their names thus enrolled. As an experiment we hope many of our teachers will find this section of great service to them.

To the subscribers who have stood by us so loyally in the past, we present our most grateful thanks, while to our new subscribers we make promise that their tastes and wishes will always be carefully considered in the management of the paper. Indeed, we feel it is only through the co-operation of our readers that our enterprise can be fostered to its fullest fruition.

During the year, the publishers of the MONTHLY will call upon advertisers under the improved circumstances of the periodical. To our faithful contributors we trust we will be able as soon as the revenues of our enterprise improve, to return thanks in a more tangible way than heretofore.

The CANADA EDUCATIONAL MONTHLY, our subscribers must understand, is a journal for the whole Dominion, and not for any section or province.

Communications in connection with the editorial management of the paper are, in future, to be sent from Ontario and all the provinces west of Ontario, to Arch. MacMurchy, M.A., Box 2675, Toronto; and from the Province of Quebec and the provinces east of Quebec, to Messrs. William Drysdale & Co., St. James St., Montreal, who will also attend to all matters pertaining to the publishing and advertising departments for the Eastern Provinces, and Wm. Tyrrell & Co., will attend to the like business for Ontario. Publishers: Wm. Drysdale & Co., Montreal; Wm. Tyrrell & Co., Toronto; A. Hart & Co., Winnipeg; J. & A. McMillan, St. John, N.B.