

Ontario Normal College Monthly

HAMILTON, ONTARIO, JANUARY, 1899.

The Literary and Scientific Society.

IN YOUTH, men's eyes are on the future, but as they grow old, they begin to look to the past, and so as our Literary Society is getting old we begin to look back, to speak of what was before Christmas. As a rule the members behaved with all due decorum, as becomes teachers-in-training, and the meetings were as orderly as the meetings of session in a Scotch Presbyterian Kirk. There were exceptions; but, although some ladies brought books and refreshments, and some even danced, and some gentlemen played practical jokes and one even brought his pipe, we may still congratulate ourselves that the ladies have not yet brought their fancy-work, and the boys have not yet begun to match coppers, as some say was the custom last year.

At the final meeting last term, after a bill-of-fare consisting of all sorts of programmes, the members were treated to the good wine, kept to the last, and served by the ladies, in the form of a program contributed entirely by themselves. During the preliminary business discussion, Mr. Hinch said that the Literary Society was not literary, but Mr. Allen thought it was both literary and scientific, and then Mr. Hinch thought so too and withdrew his motion. We again meet as a Literary and Scientific Society. Another result of this meeting was our inspiring college-yell; some say they heard it sung by strangers coming back on the train after holidays, but they must have got it from us, for it certainly had its origin in the O. N. C. Another motion of a rather advanced character was introduced, but it was frowned down by the ladies and withdrawn. Misses Rowell, Swanzey and Hutch-

inson, then told us all there was to be told, almost, about George Eliot, her life and works, while the Misses McClure, Miss Jamieson, and Miss Crane, the pianist of the society, contributed the musical part of the programme. Mr. Langford, more fearful of the wrath of the ladies than another critic, found no fault, and was too modest, on the other hand, to give them the unstinted praise they deserved.

The first meeting this term was for nomination purposes. Mr. Martin on being again nominated said that he had done his best, that there had, however, been complaints, but that if any man thought he could run the society any better he would like to see him try it. Messrs. Walker and Charters and Miss Northway and Miss Crane went in by acclamation, their merits being unanimously recognized. After the treasurer, Mr. Gilliesby, had made his report in a general way, Mr. Langford wanted to know who had not paid their quarters, but Mr. Martin objected. It is not true, however, that the President has not paid his fee.

The programme was necessarily short, and was mostly composed of that "feminine work," music, Mr. Burnham and Mr. Rowland twice favoring us with selections on the piano and violin respectively. The ladies wanted Mr. Burnham to come forward again, but he declined with thanks and a bow. Mr. Gundy could not find it in his heart to make any adverse remarks, so we sang "God Save the Queen" as well as we could and went home.

The Executive elected on first impressions is now through with its work. It remains to be seen whether it is true in the case of elections that first impressions are the best

WILLIAM.

Ontario Normal College Monthly

EDITORIAL BOARD.

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NORMAL COLLEGE students wish the new Two Cent Postage well. The golden hoards dissolved of yore in profitless sacrifices to the demon of Postal Revenue may now be invested in the substantial things that a hungry student needs. Many, however, who have heretofore indulged themselves in an annual correspondence will snap at the bait and increase their output of letters to one a month. But let us be frugal, trusting to telepathy and such things to supplement the shortcomings of a lean pocket-book. All we want now from the powers of the land is more books and papers for the library, more seats, and the shower baths. Just a little expansion will suit our taste.

* * *

QUITE important changes have been made in the time-table for the present term. The two-hour lectures by the Principal on Tuesday and Thursday afternoons will be full of interest for lovers of the psychological aspects of literature. Still there are few, perhaps, among us who can be keyed up to such enthusiasm as to last out two consecutive hours under the strain which a solid subject solidly treated involves. The normal brain has intervals of slumber during the second hour, in some cases awaking from its lethargy only under the stimulus of epigram or wit. Nevertheless we ought to be able to stand it if the Principal can. And it can be confidently expected that he and we may succeed in adjusting our activities to the new conditions, or that another

distribution of time may be found feasible. Two hours will not appear a long time for a lecture, when it is remembered how German lecturers have been known to unfold themselves for four hours at a time. In such extreme cases the speaker can help himself out with considerable physical drill, while his hearers gradually stiffen and petrify in their seats. Two hours is not so long.

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IN the study of Literature and Pedagogics we are continually meeting with and using such phrases as "according to nature," or "law of nature." Nature poetry is frequently contrasted with a so-called artificial poetry. Some think for a moment and discover that all poetry is artificial. In general there is great confusion of ideas as to what "nature poetry" is. Only a very great or a very bold man would venture to define it even broadly, but some obscurities may be cleared away by an exposure of a misconception of nature that seems to be widespread.

The error of treating Nature as something external to man is a most unhappy one. It corresponds to the false conception of Science as knowledge of everything less important than man, his thoughts and his works. Nature is regarded as simply the landscape that we human beings look out upon. The "we" and the "looking out" do not count as part of Nature. Those who force an extreme interpretation on the lines of Wordsworth, where he says:

One impulse from a vernal wood
 May teach us more of man,
 Of moral evil and of good,
 Than all the sages can.

neglect to notice that the impulse does not come to the barbarian, who has no piled up treasure of books to

build upon. He is not very likely to see wide relations in the daisy or the sensitive plant. Shelleys and Wordsworths do not spring up, like mushrooms, in the wild. The door would not open to Ali Baba without the Open Sesame. And Books are the indispensable key to Nature. They are the accumulated interpretation of Nature by the great men of all ages. To study ourselves and our environment without their aid is almost as hopeless a task as to essay the hieroglyphics of Egypt without first seeing what the Egyptologists have to say about them. But a correct interpretation of Nature is Nature, you may call it artificial if you like. The artificial as the product of man's activity is for man the highest form of the Natural. But if by the artificial any one means something unnatural, something outside of the natural, because made by man, we get back again to the misconception with which we are dealing, the exclusion of man's thoughts and works from the sphere of Nature. How can a good book or a well built church or a masterpiece of sculpture be thus excluded? Man's powers are as truly natural energies as are cyclones or lightnings. Westminster Abbey must rank *higher* in the kingdom of Nature than the stones of which it is built. So with Wordsworth's "teaching of the sages," it would be absurd to claim that their works will not inspire men more deeply than the song of a goldfinch perched on a maple bough. The works of "the sages" are greater natural forces than the "vernal wood."

A certain itinerant lecturer in addressing an Ethical Science Club on Youth and Nature, claimed that the

Greeks had no real sympathy with nature. He talked about birds and daisies and the green fields "where nature is at home," and exalted the poets of this nineteenth century as the discoverers of nature's highest beauties. The Greek poets had no charm for him because they did not rave about the microscopic side of nature, but spoke of man and the larger forces of his environment, the sea, the storm-cloud and the mountain chain. Like so many professors and poets he failed to grasp the relative importance of natural phenomena and forces for the human life. And we measure everything by its importance for ourselves. Nature is not so much at home in the green fields as she is in the crowded, sultry cities of toiling men. There her highest forces, the strivings of the complex human mechanism, are in full activity. But these nature ranters insist on everything that is minor or less essential in nature, while they crowd out of consideration the powers of man and very frequently the supreme Power whose breath informs the world and all that lives therein. The true artists give less attention to flowers and butterflies, more to the greater things of nature. We can not exclude man's works, books, paintings or statues, from the order of nature, but must place them at the upper end of the scale. There is no such thing therefore as an opposition of artificial and natural, of Books and Vernal Wood. Nature poetry will not be the product of an imagination turned away from man and his achievements to the lesser facts of the world. It will have as its main subject Man, who is not outside of nature, but its apex.


It may not be out of place to remind some of the gentlemen who rush away in such a hurry from the Literary and Scientific Society's meetings that the ladies may possibly prefer to leave the hall first. Men who have climbed to the dignity of attending Normal College may feel a genuine disdain for conventionalities. They trample them under their feet in the amphitheatre. In the hall they show their heels to them. But usage is usage, especially when it embodies good sense. The men can get their hats and coats on faster than the ladies.

* * *

SOME of our friends have complained of editorial negligence in the matter of consistently prefixing the word Mr. to the names of prominent students. A general apology is here offered to those who have been injured in this way. Perhaps not even departed celebrities, men whose glories are fading into secondary magnitude with the onward march of Time and Science, such as Mr. Wm. Shakespeare, Mr. C. J. Caesar, or M. N. Buonaparte should be referred to without a precise formality. Some college papers have been extremely shy of blurting out a man's name in all its unscreened effulgence. With a commendable spirit of deference they have found it convenient to just hint at a name like this, M—n, D—T, or C—g—n. The only objection to this style of etiquette is that there is one person above all others eminently entitled by tradition and custom to have his name thus spelled. The name of his Residence is similarly treated in polite literature. Partly conscious of this and its analogies was that English gardener who came

to Canada, prospered, and in the sunset of his days penned a treatise on gardening in Canada, for English readers. One weed that had haunted him with an unconquerable pertinacity he could not consistently with reverent feeling abide to mention except in a whisper, but delicately indicated it as p—y, wherever he had occasion to recount its ravages. Analogies are far-reaching. It seems good therefore not to follow after the devices of some shortsighted journals, but to take the advice of our friends and consistently print the Mr.

Rudyard Kipling.

 IN a beautiful evening some 37 years ago J. L. Kipling, Head of Lahore School of Art and Miss Alice MacDonald were strolling along the shore of Rudyard Mere a short distance from the Indian City of Lahore, and there he asked her the question which makes or mars so many men's happiness. It made his and when in 1864 a son was born to them in Bombay they called him Rudyard in commemoration of that evening.

When but a lad Kipling's father sent him to England to be educated in the United Services College at Westward Ho, Devonshire, a school under the direction of old Indian officers in which most of the pupils were sons of officers intending to go out to India for service. The Indian Military atmosphere of the place greatly influenced the growing genius of Kipling and gave to his literary instincts the bent which they afterwards followed. His holidays were passed with two uncles, well-known artists, Mr Burne-Jones and Mr. Poynter R. A. from whom he learned much about art, being himself clever though careless at sketching. He spent much of his time in the society

of literary people and was an especial favorite of Miss Mulock.

At the age of seventeen his father secured him a position on the "Civil and Military Gazette" in Lahore, which necessitated his immediate return to India. Lahore is the scene of his realistic sketch "The City of Dreadful Night." It is so hot at times that his father characterizes it as "Hell with the lid on."

His work on this paper until E. Kay Robinson became editor was exceedingly irksome. He was employed by an unappreciative man who put a damper on all his literary aspirations and kept him busy on the rougher work of the office. But when advised to go to England he refused saying that he had been taken on trust a boy fresh from school and would serve loyally like Jacob for his full seven years. In spite of these disadvantages he produced while there "Departmental Ditties" and "Soldiers Three."

His home life was a very happy one. Both his father and mother were exceptionally clever, while his sister who had a wonderful literary memory could quote almost every line of Shakespeare.

Mr. Robinson who first met him at this time says "His heavy eyebrows, spectacles, sallow Anglo-Indian complexion, jerky speech and abrupt movements made an unfavorable impression. But his sterling character gleamed through the humorous light that shone behind the spectacles and in ten minutes he became the most striking member of the family."

Shortly after this Mr. Robinson assumed control of the paper and entirely reversed the old order of things, encouraging in every way possible the youth's literary abilities. While under him Kipling went on missions for the paper all over India and gained that minutely detailed knowledge of the habits, language and distinctive ways of thought of the various races that is so strikingly

evident in all his Indian stories. Owing to his great power of observation everything he saw or heard seemed to photograph itself on his mind and remain there ready for future use.

His own account of his first publication is very interesting and I give it almost verbatim. "Men in the army and civil service suggested to me that my songs might be made into a book. They had been sung around camp fires to banjos. Accordingly I made use of the office press and there was built up a sort of book, a lean oblong docket, wire-stitched to imitate a D. O. Government envelope printed on one side only, bound in brown paper and secured with red tape. It was addressed to all heads of Departments and Government officials. I took reply post cards, printed news of the birth of the book on one side, the blank order form on the other, and posted them all over India. But the wire-binding cut the pages and the red tape tore the covers, so the papers complained. This was not intentional but Heaven helps those who help themselves and a new edition was demanded. More verses were put in and at last the book came out in London with a gilt top and a stiff back."

A peculiarity of Kipling's composition is that he always conceives his verses first as a tune and when once he has fixed on the tune the words and rhyme follow readily. Much of his early success in India was doubtless due to the satirical power which is such a distinctive feature of "Departmental Ditties."

In addition to his great powers of observation and memory he had a genius for gaining the confidence of the natives which may be illustrated by the fact that Mahbub Ali, a great Pathan traveller who journeyed all over Afghanistan considered Kipling as a man apart from all other "Sahibs" and always on returning from his

travels had a confidential colloquy with him.

Kipling travelled in China, Japan, Africa and America and on January 18th, 1892, married an American, Miss Caroline Balestier, sister of Wolcott Balestier his friend and collaborator or the "Naulahka."

They visited her uncle in Vermont where a year later he built his home near Brattleboro. But even the beauties of Vermont scenery could not long retain in a foreign country the Poet Laureate of Great Britain, as Howells calls him, and he soon returned to Torquay, England, and thence to Rottingdean.

It is interesting to note that one whose knowledge of men and of the world in general is perhaps greater than that of any man of his age living and who has written so much about the vagaries and humor of drink is now a prohibitionist at least as regards the open sale of liquor. The latest tribute to his ability is his appointment to the Vice-Presidency of the British Navy League.

Kipling's work has many striking features chief among which are its variety, play of imagination, pathos, character-sketching, humor, manliness, power of describing heat, fever, floods and all elemental phenomena, and vivid presentation to the mind of the scenes depicted. After reading "Greenhow Hill" for example one would think he had been actually witnessing the scene rather than merely reading about it.

His "Recessional" reaches the sublime and contains a lesson that all nations may well learn.

There is too a welcome dearth of the sickly morbid sentimentality that pervades so much modern fiction.

Woman plays a minor part, but when he wishes, Kipling can delightfully portray a feminine figure, as in *Lispeth the Hill Girl*: "But she grew very lovely. When a Hill-girl grows lovely she is worth travelling over fifty miles of bad ground to look upon. *Lispeth* had a Greek face—one of

those faces people paint so often and see so seldom. She was of a pale ivory color and for her race extremely tall. You would meeting her on the hill-side unexpectedly have thought her the original *Diana* of the Romans out to slay."

In his latest publication "The Day's Work" we have a distinct departure from Kipling's previous writings, less than half the stories dealing with India. Personal attributes are here given to inanimate objects. In one tale the engines in a round-house hold an amusing conversation, while in another the various parts of a ship indulge in mutual recrimination. "The Walking Delegate" is a burlesque of that only too well known character the American labor agitator. In "The Ship that Found Herself" too much technicality detracts somewhat from the interest of the story. "William the Conqueror" is a realistic sketch of famine relief work in India. But the gem of the book is "The Brushwood Boy." It has a subtle charm that cannot be defined. Manliness pervades every page, and that self-mastery whose reward is the power of mastering others.

Kipling is still a young man and there is time for higher evolution, but of his work so far I think the following a fair criticism: "Kipling's place is not beside the great masters of imperishable fiction but high among those vivid, veracious, but fragmentary painters of life and manners by whose inestimable aid as *de Caylus* aptly says 'on sait vivre sans avoir vécu.'"

H. W. GUNBY.

Primary Schools in Germany,

THE school system of any country is largely the outcome of circumstances and we must not suppose for a moment that the system of any one country may be transferred, *in toto*, to any other. A study of the various systems, how

ever, cannot but be of benefit to any one interested in education, and especially is this the case with regard to the German system to which we in Ontario owe so much. I purpose limiting myself, in what I have to say at present, to the primary schools of Germany or rather of Prussia. Germany, as an Empire, has no common system of schools just as Canada, as a Dominion, has no such system, but each state has its own system. These differ from one another in some minor points but in the main they are very much alike, and if we understand the system of Prussia we shall have a fairly clear idea of those of the other states.

Education in Prussia was, to a great extent, an outcome of the Reformation, but its progress was very slow until the time of Frederick the Great. With him began in 1763 a system of compulsory education which was intended to overcome the prevailing ignorance and to make better subjects. This system was neither denominational nor undenominational as the teacher was required to give religious instruction according to the teaching and doctrine of his church. In 1872 the schools were reorganized and made wholly independent of the church. This of course gave rise to attacks by the clergy, which were ineffectual until about the year 1884 when the church began to gain influence and this gradually increased until in 1892 it was almost paramount.

Every primary school is supervised by the parish, which elects the school-board. The most important personage, however, is the inspector who is nominated by the district government. Above the latter is a council of three which with several similar councils, constitutes the advisers of the Minister of Instruction who is a member of the government and is at the head of the school system.

The three features which, it is thought, have contributed more than anything else towards the success of the German school system are :

1. All teachers must be professionally trained and therefore have professional standing.

2. They must receive permanent appointments.

3. Children of lawful school age must attend school every day of the year that it is in session, the parents generally being held accountable for such attendance.

Regarding the first of these, little need be said. No person, no matter how great his or her abilities as a teacher may be, can afford to dispense with professional training. With regard to the second of these features, we are, I think, behind the Germans. Teachers receive definite appointments and are sure of their pay. Moreover, the salary is fixed by the government and by this means the disgraceful underbidding, so common at present in Ontario, is prevented and merit is made the basis of competition. The regulations regarding compulsory attendance are very stringent and it is a very difficult matter for a child to escape being punished for any infringement of them. The lawful school age is from six to fourteen years and dispensation is granted only to those under twelve years of age, such dispensation being allowed only when really necessary, as in cases of sickness, and for a period of not more than four weeks. Unruly children are sent to reformatories or to houses of correction. Parents, as was stated above, are generally held accountable for their children's attendance, and are punished with fines or even imprisonment for neglect of their duty in this respect.

We generally look upon Germany as the home of the Kindergarten system of instruction, yet the Minister of Education has pointed out in his work entitled "The Schools of England and Germany," the fact that the underlying principles of that system are followed more closely in Ontario than in either of those countries. Kindergarten schools in Germany are private and not public

although they come under the control of the Minister of Instruction.

The subjects taught in the primary schools are religion, language, reading, writing, arithmetic, history or geography, object lessons, natural history, geometry, physics, drawing, singing and gymnastics. Of these, reading, writing, arithmetic and drawing are taught during the whole course; object lessons, during the first three years; natural history, singing and gymnastics, during the last five years; geometry and physics, during the last two years. Instruction in religion is given throughout the whole eight years and this includes instruction in the history, literature and moral truths of the Bible. As might be expected, the Germans lay more stress upon the thought of any literary selection than upon either the language employed or the vocal rendering of the selection. They pay great attention to their literature, especially with regard to the selections found in their textbooks, which are taken from the best authors and do not consist, as a rule, of nursery tales. Children soon tire of the latter and it always seems a mystery to me why they are, or rather have been, inserted in textbooks, instead of something more substantial which demands some mental exertion and leaves some lasting impression. The chief aim of German education is to get the pupils to think and not to amuse them, but whether the thinking is rational or not I am not in a position to say. In both history and geography, textbooks are used but very little. The study in these subjects begins with the child's immediate surroundings and is extended gradually to the whole of Germany of which a very careful study is made. Much might be said regarding the study of science, in its various branches, in Germany. Usually, it is begun in the form of language and object lessons as soon as the child enters the school and is continued in some form or other during the whole of his course. At

first it is confined to the observation and description, in a very general way, of familiar objects. From this the pupil passes at about the end of his third year, to a more minute study of plants and animals and to a somewhat systematic study of physics. In all this study the ethical side is not lost sight of and especially are pupils taught to be kind to all dumb animals. The proficiency of the Germans in music and military drill is a well known fact and I need only add that the foundation is laid in the primary schools where the pupils are prepared for the latter by means of a very elaborate system of gymnastics.

I have said nothing regarding the amusements of the children in the primary schools but we have no reason to believe that their lives are unhappy. Efforts are being made at the present time to bring about a closer relationship between the parents and the teachers, between the homes and the schools, and organizations have been founded which have for their object the providing of more suitable play-grounds for the children. The Germans have taken a very active interest in all educational matters in the past and it is highly improbable that they will be found wanting in this respect in the future.

L. B

The New Psychology of the New Woman.

I AM a great inventor. My latest is a little machine on the X-ray plan which lays bare not the physical structure of the human body, but the workings of the spirit. Psychology is already revolutionized. My machine has only to be applied for a moment to the cranium, and directly the intellectual processes going on are registered by the sensitive needle. Some day when I have time I may explain to you how I came to discover the true nature of *Aurora Borealis*, and then easily proceeded to the construction of the psychograph. So far my machine

has worked best on women. Last night I came to Hamilton to complete my experiments on woman graduates. The Principal, who is enthusiastic over my marvelous discovery, soon secured me a subject. She is said to have been quite a distinguished student at College.

On being applied, the machine buzzed away all right and showed the following:—

“Last night Mr. Acehigh was lovely enough to ask me to go to the theatre with him. I wonder what sort of seats he will get. He looks pretty easy. Why I haven't known him more than a week. I like very dark men. They look so deep and strong. Let me see, it's Faust. There will surely be other students there. I think I shall wear my blue, for he will probably get good seats. I hate being away back. That time I was in the box at—poor old Jack was not so handsome as Mr. Acehigh, but he knew a lot. Silly old thing! what fools some clever men make of themselves sometimes. Miss Laidlow says Mr. Acehigh drinks and plays billiards and does all sorts of things he shouldn't. But what's the difference? He plays football. I hate these goody-goody men. Plugs never do anything bad. Heroes do. I guess lots of the girls will have to paddle their own canoe to-morrow night. It will be lovely to smile at them. Some girls never seem to catch on with the men. It would make Miss Laidlow so mad to see me with Mr. Acehigh. They say she used to buzz around with him outrageously in Toronto. That's why she is down on him now. I really must do some hard work to-night. That Physics is just dreadful. Mr. Acehigh says it's easy. What a fine big man he is. Now my—satin—feathers—Jolly's Balance—.”


The machine got stuck here, and any way it always muddles things up a bit as you take it off. The application in this case lasted three and one-fifth seconds, about three-fifths of a second longer than usually

necessary for the same amount of material from the same class of subjects. At some points the needle showed signs of excitement and great uncertainty, but nothing can baffle it in the long run. You see how fast the feminine mind works. Inhuman wretches have amused themselves for centuries with their petty jests on woman's talkativeness. They say she talks faster than she thinks. But you see she does not do justice to her thoughts. We have never imagined the terrible restraint that women have patiently put upon themselves, to refrain from full expression. They “worship at the Temple's inner shrine,” you know. Let us try to make reparation for ages of injustice.

THE INVENTOR.



Dr. McLellan.

 F the prominent educationists of this country, J. A. McLellan, M. A., LL.D., is perhaps the most distinguished. As a man of great versatility of talent, of wide and varied practical experience in school matters, of intuitive insight into complex educational problems and their solutions, he is certainly without an equal.

Dr. McLellan is a Canadian by birth and education. He is intensely patriotic and is almost as well known as a lecturer on “Canada” as on purely educational themes. He was born in Shubenacadie, N. S., and is proud of the fact that for two generations before him were his family Canadians. Originally from England, Ireland and Scotland, they settled in Nova Scotia chiefly in Colchester and Hants Counties where after the Treaty of Paris in 1763, a large tract of land was granted them by the government for their loyalty and service during the troublous times of alternate French and English rule in Acadia. The exigencies of these times demanded men of loyalty and devotion, of strength and endurance, of brain and muscle;

and such were those whom Dr. McLellan counts among his forbears; some as pioneers chopping and digging for their country, some legislating for her and others shouldering arms and giving their lives in her defence.

Dr. McLellan is essentially a self-made man. Left at a very early age to fight the battle of life alone he has through hardships and difficulties that few encounter, made his way up step by step to the place he now occupies. For half a century he has been engaged in educational work. Over fifty years ago when he was but a lad of fifteen, he passed his first teacher's examination, Hamilton Hunter, well known in connection with the *London Free Press* and at that time the Superintendent of the County of York, being the examiner. At first glance it seemed to Mr. Hunter advisable to pluck this boy of fifteen; he was too young to be a teacher. But his skill in mathematics and English was such that he won the heart of the examiner and he obtained his certificate. On this certificate he taught for a short time and then entered the Toronto Normal School, where he received high marks in all the subjects on the curriculum, but in "aptitude for teaching" was marked low. This low marking was of course discouraging to him personally, prevented his obtaining good situations and was the cause ultimately of his withdrawal for a time from the profession. During this time of almost enforced absence from his life's work he married Harriet Townsley, daughter of Wm. Townsley, an early and prosperous settler of Toronto. So opposed were Mrs. McLellan's parents to her marriage with one who at best was but a penniless school teacher that she was cut off without even the proverbial shilling; and the young people found life a hard struggle. Mrs. McLellan, however, had implicit faith in her husband and rather doubted the infallibility of the unsympathetic critic-teacher who

reported "no aptitude for teaching." She therefore urged her husband to re-enter the profession. Believing that his wife's estimate of his teaching ability was the correct one, and feeling himself capable notwithstanding the adverse criticism he had received, he began again the work that had been laid aside for six years, and on his old Normal School certificate obtained a position near Richmond Hill.* This certificate, however, was good only for the County of York and was, therefore, very unsatisfactory to an ambitious teacher like Dr. McLellan. He determined to qualify himself to teach anywhere in the province, and with this object in view re-entered the Normal. Being well known to Principal Robertson as a clever and conscientious student, he was granted the privilege of entering toward the end of a school-term, and after five weeks' attendance received a First Class A Provincial certificate with special endorsement from the Principal in the mathematical and English departments.

Now that he was fairly started upon his life's career it was his aim to make it a noble and useful one, and as one of the means to this end he resolved to acquire the best education within his power. He therefore prepared to enter the University of Toronto, and ten months after obtaining his First Class A, he passed the matriculation examination, taking first-class honors in Mathematics and a General Proficiency scholarship. He was also specially commended for the excellence of his oral reading of Greek and Latin classics, although in these subjects he was entirely self-taught. In 1862 he took his degree of B. A., obtaining (besides first-class in English and History) two medals, one being in Mathematics, and the other in Logic, Ethics, Metaphysics and Civil Polity, although, to quote the Registrar, Thos. Moss, M. A., "he

*At Maple, one of the trustees of the school, J. C. McQuarrie, Esq., to whose intelligence and practical sympathy the struggling teacher was much indebted is still living.

graduated in a year when the competition was exceedingly keen." The next year he took his M. A. degree, his Thesis being adjudged worthy of a special prize, "an honor made all the more distinguished"—to quote again from the Registrar—"by the fact that at that time only two persons had ever received it since the establishment of the University." Subsequently he read the work for the examinations in Law, taking the degrees of LL.B. and LL.D. "The value of the distinctions acquired by J. A. McLellan during his University career"—said J. B. Cherriman, Professor of Mathematics and Natural Philosophy in Toronto University—"is enhanced by the fact that during the whole course, he was in attendance at the University only one academic year; the rest of the time he was engaged in teaching."

In 1864 Dr. McLellan was appointed Principal of the Yarmouth (N. S.) Seminary, and while occupying that position took an active part in favor of Confederation, for which he received autograph letters of thanks from the then Prime Minister, the late Sir John A. Macdonald. In 1869 he returned to Toronto to become a mathematical master in Upper Canada College, and two years later, on the recommendation of Dr. Ryerson and the Council of Public Instruction, was appointed by the Sandfield-Macdonald administration High School Inspector for Ontario. Dr. McLellan's work as High School Inspector can scarcely be over-rated; the Uniform Entrance Examination, which has done so much to raise the standard of efficiency of both High and Public School pupils, was solely his doing. The granting of equal privileges to both sexes, the increase in the number of the teaching staff of each High School, the appointment of teachers of practical experience in teaching as well as of superior educational qualifications, the building of better school houses, etc., are some of the reforms that the High Schools of Ontario owe

to Dr. McLellan. His reports on the condition of the schools will be of great value to some future historian of the education of this country. In 1875 he was appointed Director of Normal Schools, and while in this position ably served the cause of education by impressing upon the professional mind the importance of the study of psychology as the only sound basis of rational methods of instruction. During this time he was commissioned by the Government to visit the best High and Normal Schools of the Eastern States, and the wider experience thus gained was brought to bear upon the improvement of the schools of Ontario. In 1884 he became Director of Teachers' Institutes, and in this new field of labor did good work in quickening the professional mind, in broadening the field of study and moulding public opinion on national education. In 1889 Dr. McLellan was appointed to the position he now occupies as Principal of the School of Pedagogy, now known as the Ontario Normal College, a government institution for the professional training of First Class and High School teachers. Dr. McLellan's broad ideas on education, his thorough acquaintance with modern Pedagogics and its related sciences, his clear insight into the hearts of men, his passionate desire to do his part in the uplifting of the race, his power of making his audience share his sentiments, and his contagious enthusiasm which has done so much to deepen among teachers a love for their work, peculiarly fit him for the place he occupies as a teacher of teachers.

Dr. McLellan's reputation is not confined to his native land. Everywhere in the United States as well as in Canada where efforts are being made to raise the standard of education beyond the mere common-place, his name is known not only as a teacher of teachers, but also as a public lecturer and as an author. The writer might state that attending a Teachers' Institute in the State of

Washington early last summer, she found that McLellan's Mental Arithmetic—one published several years ago—with the methods of solution contained therein, was used and recommended by the mathematical instructor in preference to any other; and on putting the question to the City Superintendent of the Seattle Public Schools as to whether he knew McLellan's "Psychology of Number," she was greeted with this reply, "Why, certainly, every teacher appointed to our schools receives one of these books at the city's expense." Especially worthy of mention is this "Psychology of Number," written in conjunction with Dr. Dewey, of the University of Chicago. Dealing with methods that are in perfect accord with the natural workings of the human mind, that are founded upon a true comprehension of the function and use of Number in the mind's best development, it is one of the most important educational books of recent times. Dr. W. T. Harris, Commissioner of Education for the United States, in a personal letter to Dr. McLellan says: "Your treatment of Number is admirable; this book has attracted wider interest than any other pedagogical book of the day;" and again, "This book will completely revolutionize the study of Number." Based on the principles laid down in the "Psychology of Number," Dr. McLellan, jointly with A. F. Ames, B. A., (a medallist of the University of Toronto) Superintendent of Schools, Riverside, Ill., has written an "Advanced Arithmetic" and a "Primary Arithmetic," the Teachers' Edition of the latter containing many valuable model lessons and "Suggestions to teachers." These lessons are especially valuable because they are furnished by teachers of practical experience who having subjected to every test the methods of "The Psychology of Number," find them most productive of fruitful and lasting results—most effective in developing a child's "number-sense" and at the

same time awakening his capability for other branches. Of this Primary Arithmetic Dr. Dewey writes: "It effects a remarkable combination of an appeal to children's natural interests and experiences in reference to Number, with a very orderly and progressive development of numerical ideas and relations in its successive chapters. It would be difficult, if not impossible, to make a book which would start more fully from what lies within the natural range of children's experience and capacity. The book clearly represents in every lesson a careful study of children, as well as of arithmetic. The suggestions to teachers in the Teachers' Edition seem to me most judicious. They stimulate and assist the teacher in the use of his own good sense and ingenuity, but do not hold him down to external conformity to a rigid scheme." In addition to these three books—the Advanced Arithmetic and the two editions of the Primary—there will be issued this month a Mental Arithmetic, which is a book of methods as well as a book of arithmetic. These four books make a complete course, philosophical and practical, in Arithmetic, and are the only ones in the English language in which number has been put on a rational basis. These, with the "Psychology of Number," will constitute the real Science of Education as far as Number is concerned. Dr. McLellan is also the author of a book on "Applied Psychology, an Introduction to the Principles and Practice of Education." This book has received the warmest approval of some of the most noted educationists of the day. Commissioner Harris writes of it: "I consider The Applied Psychology a very sound practical book for teachers, one of the best before the public. Dr. McLellan's motto, 'Learn to do by knowing and to know by doing,' indicates his point of view and shows that he has thought through the stage of paradoxes and come to the bearing of knowledge upon action. I find his

discussion of methods very suggestive and complete."

Dr. McLellan is as profound a student of Mathematics as of Psychology. His great gifts as a mathematician are well known and appreciated throughout Canada, and his many valuable works on this subject, including, besides the recent books already mentioned, several algebras and arithmetics, have made his name noted also in the United States and in the Old World. The writer remembers shortly after the publication of the "Hand Book of Algebra," reading with some amusement a letter in mixed English and French from a college professor in Liege, Belgium, speaking in most commendatory terms of the book, especially expressing his approval of the author's clear and original solutions of difficult algebraic problems, and later read in "Mathesis," a noted mathematical journal of Europe, a very flattering review, recommending the book to "college professors as well as to students" particularly on account of this originality and clearness.

Dr. McLellan is widely known not only in Canada but also in the United States as a forcible and inspiring lecturer on educational subjects. To his facility of expression are added the power of a sympathetic manner, a lofty and refined imagination, and that gift of the true orator, the power of swaying his audience to his will. For some years he has been in great demand as a lecturer at some of the great Teachers' Institutes in the United States, over two thousand teachers being at times in constant daily attendance. These lectures on Pedagogics, Psychology, Ethics of Literature, etc., have gained for him an almost continental reputation, and have brought into such good repute the Ontario educational system and the Ontario Normal College, of which he is known to be the Principal, that several graduates of the College have secured remunerative positions in the United States.

Dr. McLellan's lectures on Literature are at once a revelation and an inspiration to his hearers. Realizing that it is impossible for any subject to serve the purpose of true education, "an increase of the powers of the mind, rather than an enlargement of its possessions," if taught by irrational and defective methods, it is his aim in these lectures to present methods of teaching literature that are based on true psychological principles, that are in harmony with the intrinsic aim of human nature itself and therefore rational and complete. Believing that education is both a psychological and an ethical problem he shows in these lectures that in literature lies pre-eminently the ethical element, illustrating his point of view by selections from the masterpieces of the English language. These lectures on literature will not be lost to the people at large; they are being embodied in a book which will be ready within the year. This book will be entitled "The Psychology of Language and Literature and Its Applications."

It might be stated here that it was at the suggestion of the Hon. G. W. Ross, Minister of Education, that Dr. McLellan began several years ago to make a special study of the Pedagogics of Literature with the result that to-day he hopes to do for this all-important subject what he has done for Number.

Dr. McLellan is just in the prime of intellectual maturity, and ever ready to devote all his energy, skill and knowledge to the cause of Education.

E. M.



Basket Ball—A Tie Game.

Zippity-hoop! Zippity-hoop!
Ballie—buzoo—yah!
Normal College! Normal College!
Rah! Rah! Rah!

One Friday afternoon, before Christmas, some of the college students threw aside their books and came over to the gymnasium fully expect-

ing to see the Normal boys beaten by the Collegiate in a game of basket-ball.

After about 200 people had been comfortably seated (?) around the running track, the whistle blew and the teams lined up.

I.C.I.—Morrison and Balfour, forwards; Garvin, centre; Ballard and Pettit, defence.

O.N.C.—McKinley and Elder, forwards; Aberhardt, centre; Martin and Cooper, defence; Alexander, spare.

Mr. Thompson tossed up the ball, and the game was on. Accompanied by the deafening music of the agricultural war-whoop of the Collegiate and the Normal's Highland slogan the score rolled up, till at half-time the Normal boys woke up to find it 9-6 against them.

When play began again, however, the college braced up and scored several goals in rapid succession, till the score was considerably in their favor. Then even the ladies joined in the yell. It was getting so dark by this time that the college basket could not be seen, while it was still light enough at the Collegiate end to enable them to even up the score. The whistle then brought to an end a game of which the prominent features were the close checking and utter lack of combination on both sides.

Overheard on the running track—

She—When is it a foul on the Collegiate?

He—When Morrison jumps on McKinley.

She—When is it a foul on the Normal?

He—When Billie Martin plays football.

“Abie” had some great signals and tricks up his sleeve, but they were too good to give away.

Side Scenes.

Where do had pedagogues go?
Room 5.

Go to Eastwood's for Kipling's latest book.

A fellow-feeling makes us wondrous kind, sang the poet.

But he changed his mind when he felt a fellow feeling in his coat behind.

Teacher in Chemistry—Each student ought to be ready to take his oath that the observations he is making are his own.

Student (who has just ruined his coat and burned his fingers)—I swear.

Our serio-comic lecturer, musing as he enters the amphitheatre—My voice ought to fill this room. Musing as he leaves—Well, it about emptied it.

Brunhilde awoke from her pedagogic coma with her skates on. But she awoke too soon. Nothing but the bay will give her scope enough.

College Lecturer—What is the Gothic for “go”?

Student (withering on the stalk)—I have forgotten.

President Gundy still does without his breakfast, but consoles himself with the reflection that Dr. Dewey, Diogenes and a few others have been early morning abstainers.

Teacher-in-training—Who was Fitz-James? Don't know? Why he was King James, but he took fitz so people would not know him.

Teacher-in-training—*Zeitung* means something filled with news. What gender is it?

Chorus of Bad Boys—Feminine.

Conundrum—At what school should we get the best report?

Answer—Cannon, of course.

A lady with violent objections to Normal College students called on our laudlady yesterday. She concluded a startling tale of the evil doings of the students with “It's just as it says in the Bible, much learning hath made them mad.”