

.. 1900 ..

PROCEEDINGS

OF THE X X X X X  
EIGHTEENTH MEETING  
OF THE X X X X X

**Educational Institute**

.. OF ..

New Brunswick.

PRINTED BY  
E. J. ARMSTRONG,  
ST. JOHN, N. B.

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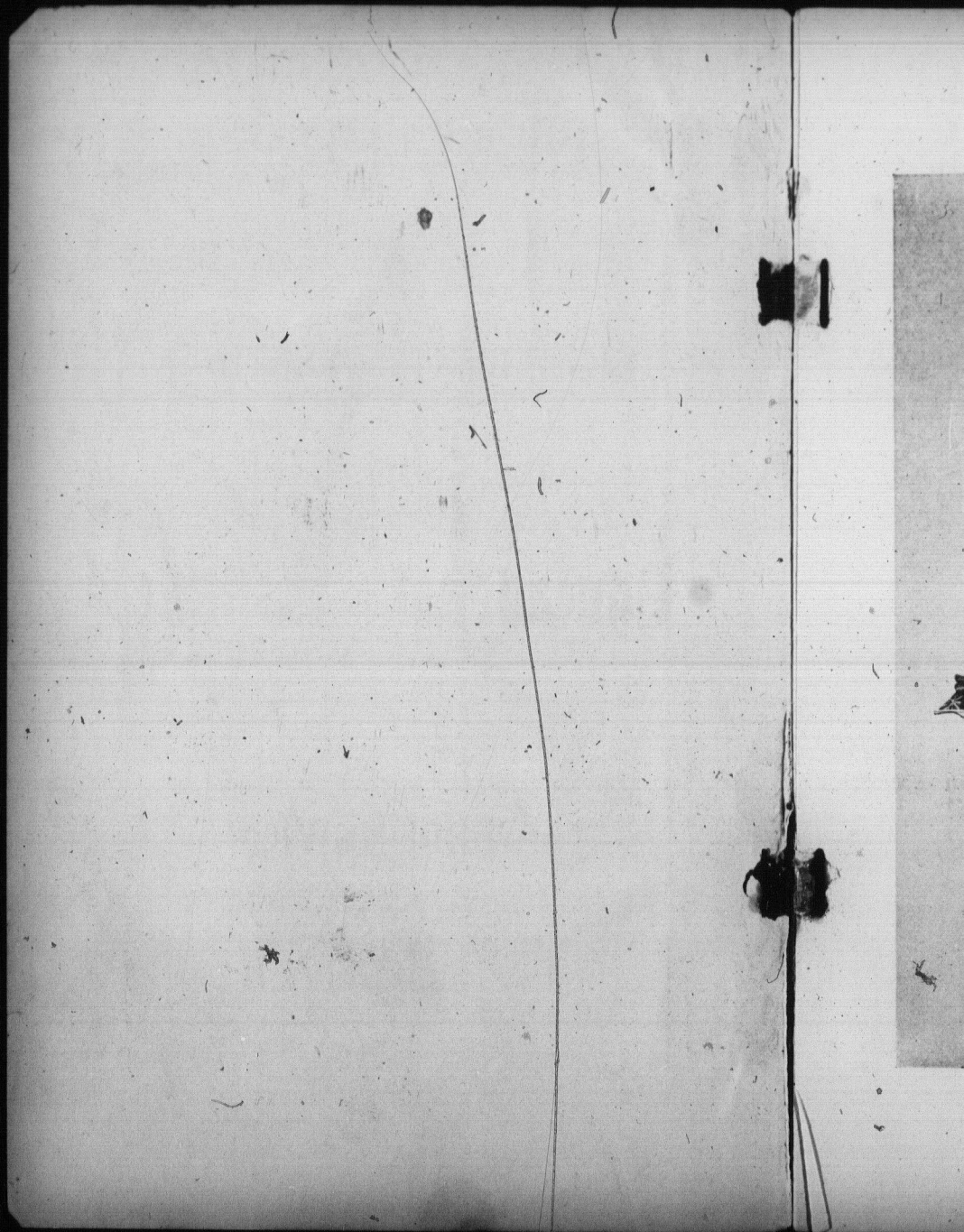
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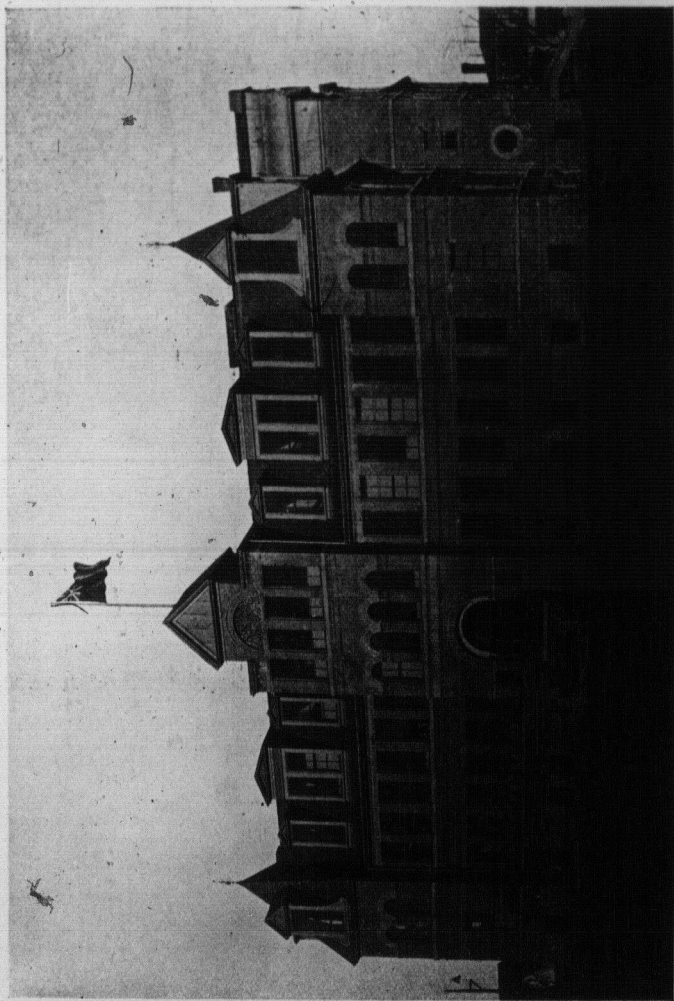
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ABERDEEN SCHOOL BUILDING MONCTON, N. B.



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# Educational Institute

... OF ...

**NEW BRUNSWICK.**

**ABERDEEN SCHOOL BUILDING, MONCTON, N. B.**

**Wednesday, June 27th to 29th, 1900.**

## Programme.

**WEDNESDAY, JUNE 27.**

10.30 A. M., Meeting of Executive Committee.

FIRST SESSION: 1.30 P. M.—Enrolment, Report of Executive Committee, Election of Secretaries and Nominating Committee.

2.30 P. M.—Addresses by the Chief Superintendent of Education and Inspector Smith.

SECOND SESSION: 7.30 P. M.—Greetings from the Mayor of Moncton and the Chairman of the School Board.

ADDRESS: "Rascals and Saints," by Dr. A. E. Winship, of Boston.

**THURSDAY, JUNE 28.**

THIRD SESSION: 8.30 P. M.—Address: "The Accompanist," by Dr. Winship.

10.15 A. M.—"Ineffectiveness in Teaching," by H. S. Bridges, Ph. D.

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**FOURTH SESSION: 1.30 P. M.**—Discussion on paper read by Dr. Bridges. "Should the Normal School devote itself exclusively to Professional Work?" by Principal Mullin. Discussion.

2.30 P. M.—Election of Executive Committee and Representative to University Senate.

**FIFTH SESSION: 7.30 P. M.**—Paper on Manual Training, by Mr. Edwin E. MacCready, followed by a Conversazione.

**FRIDAY, JUNE 29.**

**COMMON SCHOOLS SECTION.**

**SIXTH SESSION: 8.30 A. M.**—"Fröbel's Principles." by Mrs. A. L. Robinson. "Kindergarten Methods in Grades I and II," by Misses Stewart and Wathen. Discussion.

10.30 A. M.—"Professional Etiquette," by Misses Veazey and Young. Discussion.

**SECONDARY SCHOOLS SECTION (including the Normal School, Grammar, High, and Superior Schools)**

8.30 A. M.—"The Advantages of Free Secondary Education," by B. C. Foster, M. A. Discussion.

10.15 A. M.—"Book-Study and Nature-Study," by Mr. F. A. Good. Discussion.

**SEVENTH SESSION: 1.30 P. M.**—"Empire Day," by Inspector Mersereau. Discussion opened by F. P. Yorston, M. A.

2.45 P. M.—General and Unfinished Business.



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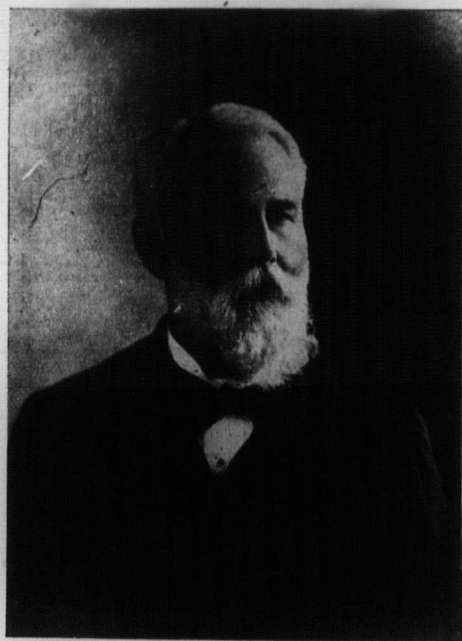
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J. R. INCH, M. A., LL. D.

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# EDUCATIONAL INSTITUTE

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## NEW BRUNSWICK.

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PRESIDENT:

**J. R. INCH, LL. D.**

CHIEF SUPERINTENDENT OF EDUCATION.

EXECUTIVE COMMITTEE.

MEMBERS *ex officio*:

**THOS. HARRISON, LL. D.**

CHANCELLOR OF THE UNIVERSITY OF NEW BRUNSWICK.

**ELDON MULLIN, M. A.**

PRINCIPAL OF THE PROVINCIAL NORMAL SCHOOL.

THE INSPECTORS OF SCHOOLS:

**GEO. SMITH, B. A.**

**GEORGE W. MERSEREAU, M. A.**

**W. S. CARTER, M. A.**

**H. V. B. BRIDGES, M. A.**

**F. B. MEAGHER, M. A.**

**R. P. STEEVES, M. A.**

ELECTED MEMBERS:

**GEO. J. OULTON, M. A.**

**C. H. ACHESON**

**F. A. GOOD**

**F. P. YORSTON, M. A.**

**A. C. M. LAWSON**

**S. W. IRONS**

**EMMA VEAZEY**

**F. A. DIXON, M. A.**

**GEO. K. McNAUGHTON, B. A.**

**DAISY HANSON.**

SECRETARY:

**JOHN BRITAIN.**



# FIRST SESSION.

ADDRESS BY J. R. INCH, M. A., LL. D.

CHIEF SUPERINTENDENT OF EDUCATION.

*Members of the Provincial Educational Institute :  
Ladies and Gentlemen,—*

Permit me to extend to you all a hearty greeting. It is ten years since the Provincial Institute assembled in the City of Moncton. At that time there was no school building in the City sufficiently commodious to accommodate the Sessions of the Institute, which was obliged to meet in the vestry of one of the churches. The educational progress made in this City during the ten years which have since passed is highly gratifying. The noble school buildings which have been erected, furnished and equipped with modern appliances and a good library, reflect the highest honor upon the enterprise and the enlightened liberality of the School Board, and upon the citizens of Moncton who have provided the financial means for this wonderful development. The material progress as seen in the school buildings and equipments has not been greater than the progress made in all other respects—in the qualifications of the teachers, in the increase of attendance and in the general educational efficiency. The following comparison between the terms ending December, 1889, and December, 1899, will show the correctness of my statement.

	DEC. 1889.	DEC. 1899.	% Increase.
No. of Departments, . . . . .	22	33	50 p. c.
“ “ Pupils enrolled, . . . . .	1,271	1,825	44 p. c.
Gross days Pupils' attendance, . . . . .	80,891½	125,590	55 p. c.
Percentage of attendance, . . . . .	76.73	84.64	8 p. c.
No. of Pupils above Gr. VIII.	53	176	232 p. c.

Though it cannot be claimed that in all respects the progress made during the decade in this City is a fair measure of the progress made

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throughout the Province, yet it cannot be denied that substantial progress has been made everywhere—especially in the cities, towns, and villages, and in the establishing of schools where they did not before exist in almost every remote Settlement in the Province.

As we are now assembled in a Provincial Institute for the last time during the present Century, it has seemed to me fitting that I should direct your attention, as far as it may be possible in the time at my disposal, to a brief outline of the history of public school education in New Brunswick from the beginning to the end of this wonderful nineteenth century. The history of New Brunswick as a Province begins, as you are aware, only a few years prior to the beginning of the century ; so that the history of education in New Brunswick is practically limited to the present century.

The founders of the Province of New Brunswick were not unmindful of the importance of making provision for the education of the people of the prospective colony. In the Royal Instructions issued at the Court of St. James by His Majesty George III, on the 18th day of August, 1784, to Sir Thomas Carleton, then about to assume the Governorship of the newly constituted Province, it was ordered that five hundred acres of land should be set apart in each township for the support of a schoolmaster ; and the Governor was further instructed to bring before the Legislative Assembly the desirability of “enacting proper laws for the erecting and maintenance of schools in order to the training up of youth to reading, and to a necessary knowledge of the principles of religion.”

The early records show that Governor Carleton faithfully carried out his instructions by repeatedly urging the Assembly to provide for a System of Public Education ; but on account of dissensions which arose between the Assembly and the Governor's Council, it was not until March 5th, 1802, near the close of Carleton's administration, that the first New Brunswick Educational Act was placed on the Statute Book. This Act after a preamble declaring “the utmost importance of the education of children to their future usefulness in society” and the inability of parents “to provide for their children the benefits of instruction in Reading and Writing without the aid of the Legislature” enacts that the sum of Four Hundred and Twenty Pounds (being Ten Pounds to each Parish) shall be granted to the Justices of the Peace in the different Counties for the purpose of encouraging and assisting the establishment of schools in the several Parishes.

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Though the Act of 1802 is of special importance as marking the crude beginning of a plan of public instruction which has developed into a comprehensive and efficient system, it would be an error to suppose that prior to 1802 the country was totally destitute of educational privileges. In most of the settlements private schools had been opened which, though they maintained only a precarious and interrupted existence, served to keep alive in the hearts of the pioneers a desire for greater educational advantages for their children.

Private efforts were also supplemented by the assistance of several Societies, chiefly of a Missionary character, in connection with the Established Church of England and Ireland. The English Society for the Propagation of the Gospel in Foreign Parts, contributed liberally towards the support of schools during these early years. Most of the teachers appointed by the Society were men of good education, many of them clergymen and graduates of English Universities. The names of these early teachers should not be forgotten, for they left an impression on the history of the Province which may be traced even to the present day.

Another benevolent society which deserves honorable mention is the New England Company, organized by the Long Parliament in 1649 for the purpose of carrying on missionary and educational work in New England. After the American Revolution the Society transferred its work to New Brunswick and established schools, chiefly for the education of the Indians, at Fredericton, Sheffield, Woodstock, Miramichi, Sussex, and Westfield. The names of Frederic Dibblee, a graduate of Columbia College, and of Rev. Oliver Arnold, a graduate of Yale, are inseparably connected with the history of the schools of Woodstock and Sussex respectively. At the latter place the school was continued in operation until 1826. It is disappointing to learn that an enterprise so benevolent in its purpose has apparently left but little permanent result for good.

But of the several outside agencies which carried on educational work in New Brunswick during the first half century of its history, none exercised a stronger influence and effected more permanent results, than that of the National Society founded in London, in the year 1811, "for the education of the poor in the principles of the established Church." The Society adopted what was known as the Madras School System, so named from the fact that its originator, Dr. Andrew Bell, when garrison Chaplain in the City of Madras, India, in 1789, intro-

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duced the system in a school which he there established. The National Society soon became wealthy enough by the receipt of benefactions, legacies, and some State aid to contribute towards the erection of school houses, the supply of books, and the employment of teachers, both in the Mother Country and the Colonies. In 1814, a donation of 500 sets of school-books was sent for gratuitous distribution in Nova Scotia and in New Brunswick. In 1818, a Madras School was opened in St. John, and in 1819, through the efforts of Major General Smyth, then Lieutenant Governor of the Province, a Provincial Corporation entitled "The Governor and Trustees of the Madras School in New Brunswick," was established by Letters Patent under the Great Seal of the Province.

The Legislature subsequently confirmed the Charter and made a grant of £700 annually, which grant was continued for several years. In 1820, the Madras Board reported 8 schools with an enrolment of 992 pupils, and four years later, 37 schools with an enrolment of 4736 pupils. In 1825, most of the Parish schools then in operation were conducted on the Madras system.

The strictly denominational character of these schools, controlled as they were by the clergy of one church, soon awakened considerable opposition from the other religious bodies and led to the withdrawal of the public grants. The establishing of a free non-sectarian school system has now reduced the work of the Madras Board to a very limited field.

By recent legislation the funds of the Madras Board have been divided, and the Corporation as such, has ceased to exist. The University of New Brunswick has received, or is to receive, about \$11,000, and the rest of the endowment is vested in the Diocesan Church Society.

New Brunswick forms no exception to the general rule that in point of time the College and High School have been established in almost every country before the Common School. Whatever may be the causes of this order of development, its beneficent effect cannot be doubted. Without effective higher institutions of learning a country cannot hope to maintain for any considerable time a system of common schools in the highest state of efficiency.

It is not within the scope of my present purpose to refer to the establishment and subsequent history of the University of New Brunswick, the celebration of whose Centennial Anniversary has recently attracted much attention, or to the Universities of Mount



Allison and St. Joseph's College, which have been, and continue to be, potent influences in the educational history of the Province. I will confine my remarks to the High Schools and Common Schools.

### GRAMMAR SCHOOLS.

The name *Grammar School* was given during the first decades of the century to certain advanced schools established in the towns, and the name continues to be used to designate the Secondary or High Schools, of which one is located in each of the Counties except Sunbury and Madawaska.

The first Grammar School was established in St. John in the year 1805. The Assembly granted £100 for the building and £100 per annum for the maintenance of the school. The citizens contributed liberally, for the times, to its support. In 1816, there was an additional grant by the Legislature of £150, and the St. John Grammar School became thereafter a strong and successful school at which a fairly liberal education was imparted. In my early recollection it was presided over by a man who has left the impress of his character upon the city in which he lived, and whose memory is still cherished by many of the older citizens of St. John. I refer to the late Dr. James Patterson, a scholar and a gentleman. The school is now located in a commodious and well equipped building, has a strong staff of teachers presided over by our friend and associate Dr. H. S. Bridges, and about 350 pupils.

The Charlotte County Grammar School was established in the town of St. Andrews in the year 1816. During the same year a general Act was passed to establish Grammar Schools in the remaining counties: The Governor in Council was empowered to appoint Boards of Trustees in each County, whose duty it was to establish and manage such High Schools. The subjects to be taught in these schools were the Latin and Greek Languages, English Grammar, Geography with the use of the Globes, and the practical branches of Mathematics. The trustees of each school were required to admit eight poor scholars to be instructed gratuitously.

Under the provisions of this Act, Grammar Schools were established in Westmorland County in 1820, in Northumberland County in 1822, in Kings County and Sunbury in 1823, in Queens in 1824, and in most of the the other counties, as such counties were respectively organized. The High School of York County, established in 1830 as a preparatory

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school to the University, and supported in part by the University revenues, was known as the Collegiate School until 1892, when it became the County Grammar School.

For many years most of the Grammar Schools were High Schools only in name, and were kept in existence rather for the support of the teachers than for the benefit of the pupils. Their condition as late as the year 1845 may be gathered from a Report made to the Legislature on the 24th March, 1846, in which surprise is expressed "that the endowment of £100 per annum has been drawn for the support of Grammar Schools which are not only not conducted according to the intention of Legislature, but are inferior to many of the Parish Schools." Of the nine Grammar Schools then in operation only two, those of St. John and Northumberland, were reported as being in an efficient state. The other seven had in the aggregate only 20 pupils in Latin, 3 in Greek, 7 in Mathematics, and 31 in English Grammar.

To remedy existing evils an Act was passed on the 14th April, 1846, enlarging the Course of Study and requiring an average daily attendance of fifteen scholars over ten years of age, with provisions for examinations, and Annual Reports to be transmitted to the Government and House of Assembly.

Under the revised legislation there was some improvement in the condition of a few of these schools, but others continued High Schools in name only.

It was not until 1861 that the Grammar Schools were placed under the central control of the Board of Education and the Chief Superintendent, and even then the Collegiate School in Fredericton and the Grammar School in St. John were excepted from the operation of the Act.

When the present Free School Act was passed in 1871, the Grammar School Acts were not repealed; but the Trustees of such schools in any county had the option of uniting with the Trustees of the District for the management and support of the Grammar School. The conditions upon which the union of Grammar and District schools might be effected were that the Grammar Schools should be free as the other schools, and that the pupils of the District Schools should be gradèd into them. At length, in 1884, the separate Grammar School Corporations were dissolved and the property of the Grammar School was vested in the Board of Trustees of the District in which it was situated. The Provincial Grant to the teacher of a County Grammar School was fixed at

\$350 subject to such conditions of local aid as the Board might deem proper. In 1897, it was further enacted that the grant of \$350 should be given to each of the teachers in a Grammar School (not exceeding four in any one school) provided such teachers were holders of a Grammar School License and doing Grammar School work as determined by examination held under the direction of the Chief Superintendent.

It would probably have been a wiser policy had the Grammar School system been abolished at the time of the inauguration of the Free School System, and four or five Collegiate Institutes for Secondary Education established in their place in the towns and cities; but the Grammar School Corporations had enjoyed a legal status for so long a period that any interference with their privileges and revenues would in some cases have been resented as an interference with vested rights.

### COMMON SCHOOLS.

While the University and High Schools demand the attention and support of legislators and educationalists as marking the advanced line of thought and progress in any country, and as a source whence a supply of competent teachers for lower grade schools must be provided, the multiplication and development of Common Schools has been the great achievement of modern times in every country claiming to stand in the front rank of civilization. The Common School, as the only school of the masses, is of predominant importance.

We have noted the first legislative effort of New Brunswick in 1802 towards the creation of a Common School system. The results were not very satisfactory, and in 1816 a more serious attempt was made by the Legislature for the extension and improvement of the Common Schools. The first recognition of the principle of assessment for the building of school-houses and the support of schools was incorporated in the Act of 1816; but the attempt was premature, the people refused to accept the principle and two years later the assessment clause of the Act (although it was only optional) was repealed. Other Acts followed in 1823, 1829, 1833, 1837, 1840 and 1844. During all this time the schools were managed by the Court of General Sessions of the Peace in each County. The Annual Provincial Grants to the Parish Schools, which in 1815 amounted to £375 for the whole Province, had been increased from time to time, until in 1845 it had reached the sum

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of £12,000 ; but the teachers' emoluments exclusive of the Government allowance were very small, averaging only about £25 per year, and even this small amount was not usually paid in cash. In most places teachers were obliged to "Board around," that is, to itinerate from house to house for food and lodging. It is not a matter of surprise that under such circumstances the qualifications of the teachers were not of a high order ; for men of ability and education properly refused to follow a profession which was not only unremunerative, but in many cases subjected them to degrading conditions of living.

At length the legislature appointed a Committee or Board of Inspectors, consisting of the Hon. James Brown, the representative of Charlotte County in the Assembly, the Hon. S. Earle, representative of Kings Co., and John Gregory, Esq., of Fredericton, to visit all the schools in the Province for the purpose of ascertaining their condition in order that legislation might be had looking towards their improvement. The report of the Inspectors was laid before the Assembly on February 21st, 1845. The substance of the Report was, that a large majority of the Schools were very inefficient ; that there was much apathy among the people of the country with regard to the education of their children ; that the attendance of the pupils scarcely extended to one-fifth of the children between four and sixteen years of age, and was extremely irregular ; that many of the teachers were incompetent—some because of illiteracy, some because of inability to enforce obedience, some through lack of energy, and many for "want of the faculty and zeal or will to communicate instruction in a manner suited to the capacities and conditions of their pupils ;" that the books and apparatus were generally defective and without uniformity—the New Testament being the only reading book in common use ; that most of the school-houses were small, insufferably hot and close in summer, open to the winds and frosts in winter, furnished only with narrow backless benches, so high that the children's feet could not reach the floor, and destitute of blackboards and maps ; and finally, that there was no proper supervision or control of either teachers or trustees.

To remedy the state of things so faithfully presented in this Report, an Act was passed in 1847 constituting the Lieutenant-Governor and the Executive Council for the time being a Provincial Board of Education, and authorizing the establishment at Fredericton of a Training and Model School for instruction in the art of teaching. The Act further provided for the classification of Teachers into three classes in accord-



ance with their attainments. Two inspectors were also appointed at a salary of £200 per annum, each, whose duty it was to visit all the schools of the Province once a year, and report to the Board of Education. The Board of Education was further empowered to select and prescribe suitable Text-books. The Provincial Grants to the teachers were fixed as follows: for First Class £30 per annum; £22 for Second Class; £13 for Third Class. The Districts were required to provide at least £20, or board and lodging for the teacher.

The provisions thus made for a central authority, the training and classification of teachers and a system of inspection, mark an epoch in the school history of the Province; and of these several steps in advance the establishment of a Normal School was the most important.

The first Normal School was opened in Fredericton in the autumn of 1847, under the principalship of J. Marshal D'Avray, and another in St. John a year later, with Edmund Hillyer Duval as Principal. There were at first four terms in a year of only ten, and later, of twelve weeks each—a period altogether too short in which to accomplish the needed work. In 1872, the period of required attendance was lengthened to twenty-four weeks, and again in 1865 it was further extended to forty weeks.

In 1850, the building occupied by the Fredericton Training School was destroyed by fire, and thereafter only one Training School was maintained for the Province. This was kept in the City of St. John until 1870, when it was removed to Fredericton, and Mr. William Crocket, A. M., was appointed as Principal. In 1877, the fine building in which this school is now located was erected.

Between the years 1802 and 1847, twelve School Acts or Amendments to School Acts were passed by the Legislature, and notwithstanding comparatively little progress had been made. Until 1847, the highest authority in relation to schools was the Court of General Sessions of the Peace in each county, composed of the Justices of the Peace. This court which met twice a year had many important functions to discharge. Consequently but a small portion of the few days allotted to their sessions could be devoted to the discharge of educational duties. Three trustees were appointed for each Parish, and all the other duties were for many years left to the Clerk of the Peace who granted licenses to teachers upon application, without examination, or after the most superficial and inadequate tests. It is evident that under such conditions there could be no uniformity as to qualification of teachers, and no

supervision, worth considering, of the work of the schools. Here and there a man of education and force would establish a good school, and make his influence felt in the community in which he taught. The Grammar Schools in the county towns, a few schools under the patronage of the Church of England, and a few Roman Catholic schools in the principal centres were the only educational Institutions in the Province which professed to impart anything more than the commonest elementary training. Not a few of the teachers were intemperate, and some of them almost illiterate. Even as late as 1853 the Chief Superintendent said in his Annual Report: "It is an evil that must not be concealed and cannot but be deplored, that to a great extent in this Province pauperism and Parish School teachers have multiplied and diminished together;" that is, when the times were good other employments were sought, when men failed to make a living at other employments either because of their incompetency, or because of hard times, they tramped the country in search of a school; for if they succeeded in getting four or five parents to sign an agreement to send their children to the school, the peripatetic pedagogue would be billeted from house to house in turn while the school lasted, and if, for want of license, or other cause, the county official whose duty it was to issue the order for the Government Grant, declined to recognise the unauthorized school, a petition to the House of Assembly was usually effective in securing a Special Grant. A perusal of the Journals of the House of Assembly from 1830 to 1850 will impress the reader with the idea that one of the chief functions of that illustrious body was to receive petitions from old teachers, from old soldiers of the Revolutionary War, and from the widows of old soldiers of the Revolutionary War—and to grant to each of these petitioners the sum of £10 "in their present destitute condition." A good many of the class of schoolmasters described in Goldsmith's *Deserted Village* must have come to New Brunswick. These constituted a type which has disappeared as completely as the "Last of the Mohicans." Many of these men had a fair education; but they were usually pedantic and ostentatious in displaying their knowledge. They were experts in a kind of colloquial dialectics, strong in arithmetical puzzles, full of anecdotes, and fond of argument. In my boyhood, I have sat for hours on a backless bench with my feet dangling several inches above the floor, while Goldsmith's school-master displayed his eccentricities in the teaching art. A huge rod, or leather "taws"—a sort of insignia of office—was usually borne in

his hand or ostentatiously displayed in some conspicuous place as a terror to evil-doers.

In 1855, the Normal School had been in operation six years, and a new element was being gradually introduced. Youthful, inexperienced, and imperfectly trained as these new teachers were, they were capable of improvement, of learning by experience, and of adapting themselves to the circumstances of the country. The result was that in a few years they crowded out most of the class of which I have been speaking. Another movement had begun to assume considerable proportions—the movement which has transferred to women four-fifths of the work of the schools. This movement excited so much apprehension in the minds of legislators that disabilities and restrictions were enacted to keep women out of the competition with male teachers. In 1840, the number of female teachers was limited by law to three for each parish. When I went to the Training School in 1849, there were no women in attendance, whether or not prohibited by law I am not aware. At this time they could not obtain a higher license than that of the third or lowest class. Notwithstanding these restrictions, they had so increased in 1855 that out of 805 teachers employed one-third were women.

Let us now refer in a few words to the external conditions of the teacher's life at the end of the half century.

In 1850, the system of "boarding around" was still in vogue, though beginning to be discarded by teachers who could command the best positions. The Principal of the Training School, in his Report for the year 1854, makes the following reference to this evil suffered by the teachers of the time: "The system which prevails extensively, of the teacher's 'boarding around' is especially felt to be degrading, and often creates a disgust that induces young men to relinquish the work. In some Districts it may yet be necessary. In many places it has been discontinued; but it is still maintained in many Districts where the people are able without any inconvenience to remunerate the teacher by making money payments.

The poor fare and indifferent lodging which in many of the houses fall to their lot; the difficulty of pursuing their necessary studies while surrounded by a family of young and probably ill-trained children; the feeling of dependence created in some sensitive minds; the too great, but unavoidable familiarity with their pupils which springs from constant intercourse, often breeding contempt and impairing their authority

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in school; the difficulty of pleasing families of different religious persuasions; and the necessity of dwelling in turns with families, from whom (with, or without reason) they feel a shrinking; all conspire to create an aversion to the system, and as a consequence, to the work."

The system was not only degrading but demoralizing.

Poor as are the teachers' salaries at the present day, the case was worse at the date under review. For 1855 the average amount of salary, including the Provincial Grant, for male teachers was £35, or \$140 with board; that is with the privileges enumerated under the head of "boarding around;" for female teachers with the same unspeakable privilege, the average cash salary was £20, or \$80. To those sufficiently independent to insist upon providing their own permanent boarding place, the average salary was £55, or \$220, and for females £40, or \$160. The average for the lowest class of teachers at present is better than the general average for all classes in 1850.

If the salary, inadequate as it was, had been honestly and promptly paid, the hardship would not have been so great; but in many cases the poor teacher was unable to collect the greater part of the amount promised, and, as he could not draw his promised allowance from Government until he had made a return acknowledging the receipt of an equal amount from the District, he frequently under stress of circumstances acknowledged the receipt of payments which had not been received, and thus effectually barred his chances of collecting by process of law.

I will give a few extracts from the Inspectors' reports bearing upon this point:

Thomas S. Sayre, Inspector for Westmorland in 1853, says: "In many instances the amount for the teachers was not made up as by law required, and all sorts of engagements were made. In one instance the teacher was only receiving six pounds per year, and boarding himself."

Inspector Smith, of the county of Gloucester says: "Several teachers receive little more than their Provincial allowance, the subscriptions which are frequently as low as one shilling and three pence per quarter, being paid in potatoes or other produce."

Inspector Wilkinson of Northumberland reports in the same year, as follows: "The Trustees are required by law to certify that the pecuniary allowance has been secured; but what is the security? A subscription paper, and in towns not even that, the amount of which



the teacher must collect as he can. He is completely at the mercy of the subscribers as to whether he gets paid or not."

The kind and condition of the school-houses were also a decided contrast to those of to-day. In the towns most of the schools were kept in rented houses ; many of them not at all adapted to the purpose. There was not a single public school-house in the city of Fredericton, and only one in the city of St. John. In the whole Province there were only 768 school-houses owned by the districts, and of these 169 were log shanties ; 628 were without any yard, or any sanitary arrangement whatever. It is not necessary to speak of the furniture of such houses.

Mr. Sayre, the Inspector for Westmorland, says : " I have had to stop schools this winter in consequence of the miserable state of the houses. The houses are too small, many being not more than twelve feet square and seven feet high."

As to black-boards, maps, and apparatus of any kind, they were not to be found ; even text-books were difficult to procure. Neither a history or a map of our own Province had been provided.

But I have dwelt long enough upon these unpleasant details. Enough has been presented to awaken gratitude in the hearts of the teachers of to-day, if comparison with a condition of affairs so much inferior to our present educational surroundings can awaken gratitude.

The first School Act of the last half of the century was passed in 1852. Its main provisions were the appointment of a Chief Superintendent of Education, who was to be the Secretary and principal Executive Officer of the Board of Education, and the appointment of an Inspector for each county. The Act contained also a provision allowing the people of any school district to assess themselves for the erection of a school-house, or the support of a school. To induce districts to avail themselves of this provision it was enacted that the teacher of any school supported by assessment was to receive twenty-five per cent. increase of provincial aid. But the inducement was ineffectual ; and even stronger inducements provided in an Act six years later, failed of effect ; the people steadily refused to tax themselves for education so long as the measure was left optional with themselves. The Chief Superintendents of Education up to the present time have been :

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REV. JAS. PORTER, - -	Appointed in 1852.
J. MARSHALL D'AVRAY, ESQ.,	" " 1853.
HENRY FISHER, ESQ., -	" " 1858.
JOHN BENNET, PH. D., -	" " 1860.
THEODORE H. RAND, D. C. L.,	" " 1871.
WILLIAM CROCKETT, A. M.,	" " 1883.
JAMES R. INCH, A. M., LL. D.,	" " 1891.

### SUPERIOR SCHOOLS.

By the Act of 1858, provision was made for one school in each Parish of a higher grade than the ordinary Common School. These were to be known as Superior Schools. The teacher of a Superior School was to receive a sum equal to that contributed by the District, provided the amount should not be less than \$200, or more than \$300. At a later date the Provincial Grant to a Superior School teacher was fixed at \$250. The only changes made in later years in regard to Superior Schools are the removal of limitation as to only one such school in each parish, requiring a special examination for Superior School teachers, defining the number of advanced pupils that must be enrolled, and excluding all ungraded schools from the list of Superior Schools.

### THE FREE SCHOOL SYSTEM.

The failure of the voluntary assessment provisions of the Act of 1858, and the continued apathy of the people in many parts of the Province in regard to their duty of supplementing by local effort the liberal allowances made by the Province for the support of schools, led the Government at length to see the necessity of a more stringent educational measure. In the session of 1871, the leader of the Government, Hon. Geo. E. King (now one of Her Majesty's Justices of the Supreme Court of the Dominion of Canada), introduced into the legislature, and, after mature deliberation, passed into law the Act known as "The Common Schools Act, 1871." By this Act all the property of the country was made subject to assessment for the support of non-sectarian schools made free to every child in the Province.

The Act was met with determined opposition by two classes—the numerous class who for manifest reasons objected to direct taxation, and the Roman Catholics who, having regard to the time-honoured

policy of their Church, resented the attempt to force them to pay for the maintenance of schools in which the teaching of religious dogmas was strictly prohibited.

The opposition of the first mentioned class showed itself principally by obstructing as long as possible the organization of school districts, and, after the districts were organized in spite of opposition, in refusing to vote a sufficient amount of money to maintain efficient schools. This kind of opposition is not unknown after the lapse of a quarter of a century.

For several years the Roman Catholic hostility to the Act created much trouble and litigation. To enumerate the various methods of resistance, both active and passive, resorted to, would transgress the limits allowed for this sketch. Suffice it to say that the contention was carried from Court to Court in Canada and finally to the British Privy Council, with the result that the constitutionality of the New Brunswick law was affirmed by the highest Court in the Empire. The passions aroused on both sides by this unhappy controversy culminated in a few cases in lawless violence, and even in the destruction of life. At length when the opponents of the Act had exhausted in vain every legal means to effect its repeal, a compromise was made by the Government and Legislature in the session of 1875 whereby the local Trustees in Cities and Towns were permitted to lease from the authorities of the Roman Catholic Church the buildings in which the separate schools had up to that time been conducted, to open public schools in these buildings, and to employ as teachers in such schools Sisters of Charity and other persons having the confidence of Roman Catholic Clergy, provided however that all such teachers should undergo examination, in the regular way, as to their qualifications and receive license to teach from the Board of Education. As a matter of local arrangement by the Boards of Trustees the Roman Catholic children were assigned to these schools. It was clearly understood that these schools were to be conducted in every respect in accordance with the provisions of the Act, that none but the prescribed text-books should be used, and that during the school hours no catechism or other dogmatic religious teaching was to be imparted. By this compromise a fair degree of harmony was restored, and no serious friction has manifested itself in any of the larger cities or towns during the twenty-five years which have since elapsed. The Bathurst School agitation from 1890 to 1896 is of too recent date to be discussed on this occasion. It is now happily settled.

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Amendments to the School Act have been made from time to time as the experience of its working seemed to demand ; but in all essential points the law in operation at the present time is that of 1871. At the last session of the legislature, all the amendments passed since 1871 were consolidated with the original law, and certain new provisions added which it is hoped will remedy tendencies towards undue division of Districts, and will strengthen the weaker Districts. The principal additions and amendments are as follow :

1. The assessing of all Real Estate, with the exception of Marsh and Intervale lands and River-island lands, in the District in which the property lies. In cases in which this change shall be shown to operate to the disadvantage of the weaker District, the Board of Education has authority to determine, by Special Order, in what district any given property shall be rated.

2. The Board of Education has power to order the union of two or more contiguous Districts, and to order the conveyance of children to a central school.

3. The Board of Education has power to order that no school be established or maintained in any District in which the number of children of school age does not exceed 12, or in which the average attendance falls below 6. In such case the District may be taxed for the expense of conveying the children to the nearest school, and for the payment of fees.

4. The lower limit of the school age has been raised from 5 years to 6 years.

5. The School Year begins on July 1st instead of January 1st, and the Annual School Meeting is to be held on the third Saturday of June instead of the second Saturday in October.

6. This Act is to be cited as the "School Act, 1900" and is to come in force on the 1st day of January, 1901.

During the last quarter of the century the people have recognized to a greater degree than at any period in the past, the claims of children of all classes and conditions for protection and education. The children suffering from disabilities which deprive them of ordinary school privileges are not forgotten or neglected.

A Provincial School for Deaf Mutes, supported by Provincial and County Funds is established at Fredericton. There is no School for



the blind in New Brunswick, but an arrangement has been made by which blind pupils from New Brunswick are admitted to a School for the Blind, in Halifax, Nova Scotia, upon the payment of one hundred and fifty dollars per year for each pupil. In this school there were twenty-six New Brunswick pupils in 1899.

Very satisfactory educational progress has been made in New Brunswick since the enactment of the Common Schools Act of 1871. In whatever aspect the work may be viewed the results are gratifying and the outlook is hopeful. Methods of teaching have greatly improved, and are receiving increased attention from year to year. Severe methods of school discipline have been abolished. The qualifications of teachers have advanced, both in regard to scholarship and professional training. The schools are in operation for a much greater number of days each year, and the regularity of attendance of pupils has greatly increased. Great improvements have been made in school buildings and equipments, especially in the Cities and Towns. New schools have been opened in the most remote parts of the Province; so that there is now scarcely a pioneer settlement anywhere with half a dozen families without its public school.

The growth of our schools by decades, in proportion to population, both before and since the enactment of the present School Law in 1871 is shown by the following figures:

YEAR.	POPULATION.	NO. SCHOOLS.	NO. TEACHERS.	NO. PUPILS.
1848	.....	582	582	17,903
1852	193,800	688	688	18,591
1862	252,047	805	891	28,229
1872	285,594	884	918	39,837
1882	321,233	1,411	1,445	52,667
1892	321,263	1,585	1,669	60,786
1899	.....	1,806	1,912	63,536

It may be further claimed that school life has been made more pleasant and profitable than in former times, not only as the result of improved methods, but by the introduction of a new class of studies. In my early school reminiscences I cannot recall a single effort to direct the attention of the children to their natural surroundings. The Book of Nature, always open, and inviting attention, was wholly disregarded. No attempt was made to cultivate in the pupils habits of ob-

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ervation, or to excite their interest in the wonders of earth and sky. The natural curiosity of childhood in regard to flowers and birds, to vegetable and animal life, and to the most striking phenomena of nature was left undirected and uncultivated; and thus one of the most direct and valuable means of education was almost totally neglected.

We cannot yet boast of great success in this direction; but something has been accomplished; and we are aiming to so systematize the subject, and instruct the teachers how to deal with it that much more can be effected, and effected without seriously encroaching upon the time required for other subjects. The object is not to make scientists of the children, but to cultivate their observing and comparing faculties, and to open up to them a source of intellectual and aesthetic enjoyment always within reach.

It has not been my purpose in this paper to consider educational progress outside of our own Province and its Public Schools; but to get any adequate conception of the educational progress of the last twenty-five years, one would need to embrace the world. There is no kindred, nor language, nor nation, nor people on earth that has not felt to a greater or less degree the stirrings of an intellectual renaissance. In every civilized land the strongest intellects and the warmest hearts have been devising methods for the best training of youth, and the universal diffusion of the sweetness and light of Christian civilization. The great publishing houses are issuing annually for the benefit of the young, millions of text-books of all descriptions, in the daintiest style of the book-making art. Numerous periodicals, with splendid illustrations to attract and instruct the young folks are scattered like leaves from the tree of life for the healing of the nations. In the homes of the common people the children are now familiar with pictures and literature which the wealthiest could not command half a century ago. As at the beginning of the Christian era, the Wise Men from the East presented their gifts of gold, frankincense and myrrh to the young child in the manger; so into the lap of the favoured childhood of these latter days, whether in cottage or castle, in palace or hut, are lavishly poured the choicest treasures of Literature and Art, of Philosophy and Science, of History and Commerce. The world is working for the children as never before. What the developments of the twentieth century may be we cannot now form any adequate conception of. Upon the younger teachers will rest the responsibility and the glory of making it infinitely better than those of the century whose death-knell is soon to sound.

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ADDRESS BY GEORGE SMITH, B. A.  
INSPECTOR OF SCHOOLS.

*Mr. President, Ladies and Gentlemen of the  
Provincial Institute :—*

I feel assured that no one present this afternoon will doubt my sincerity when I say that I feel that I am honoured in being called upon to address this Institute, composed as it is of those who have in their keeping to so great an extent the welfare, physical, intellectual, and moral of the rising generation throughout the Province, I also feel assured that no one will doubt my sincerity when I say that I regret that some person better qualified to address you had not been chosen ; some person whose fecundity of ideas and facility of expression would stand out in strong contrast to my paucity of ideas and infelicitous mode of expression.

When I first received the intimation from you, sir, that I would be expected to address this Institute, I was somewhat appalled. After a time this feeling of terror gave way to one bordering as nearly as possible under the circumstances on one of pleasure. I began to picture in my imagination the very many and beautiful things that I would say ; things that would so captivate this audience that it might be difficult for any one who should have to follow me to get a hearing. But alas ! when I undertook to materialize the many beautiful and brilliant things which my imagination flattered me that I could say, I found that every thing I would say had been said, if not many times before, at least once before.

I at first thought I might dwell on the nobleness of the profession, and the self-denial practised by the Teacher ; I thought I might picture the worn-out Teacher superseded by the younger Teacher, retiring from the profession without a competence to carry him through his old age ; I thought I might so depict the pitiable condition of this individual that I would draw tears from the eyes of my hearers ; but my powers of description failed me and I gave up the attempt in despair ; besides, this is a theme that has been dwelt on many, many times before ; and indeed I came to the conclusion that it was not a suitable subject for the present occasion.

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Then the idea occurred to me that I might dwell at least briefly on the evidences of progress visible along certain educational lines; but Mr. President, it seemed to me to be your special prerogative to speak along this line, so I refrain from doing so. One consoling thought buoyed me up all through this mental tumult and that was the fact that you, Mr. President, had intimated to me that my address need not exceed fifteen minutes; and the mention of this fact may be as great a consolation, yea, a much greater consolation to this Institute this afternoon than it has been to me. Well, ladies and gentlemen, I may say seriously that it is not my intention to speak on this occasion except in a very general way; but some of my remarks at least will pertain to matters of a local character.

I may begin then by saying that it affords me much, yes, very much pleasure to welcome the members of the Provincial Institute to the City of Moncton. Ten years ago the Provincial Institute met in this City then only a town. On that occasion we held our daily session in the vestry of the Methodist Church which was very kindly placed at our disposal, and was the best available place at that time. We held our Public Meeting in the Opera House, which was also most generously given to us by the Mayor and Council of the Town. And I may here add in passing that the same gentleman who was Mayor of the Town at that time is Mayor of the City to-day, and is prepared with his Board of Aldermen to treat us just as generously as he did on that occasion.

Well, I began by saying that at that time Moncton had no better School Building than the old one you can see yonder on the other side of this school ground. To-day we feel proud, and pardonably so I think, that we have a building in which we can hold not only our daily session but one in which we can hold our Public Meeting as well. And the City of Moncton is not confined to one building of this kind; it has a second one which would accommodate us equally well if there was any demand for it. I mention these things simply to show you that Moncton has not been behind other Cities throughout the Province in providing School-house accommodation. In fact we are vain enough to think that we have School buildings equal if not superior to those of some other places of greater pretensions. I may repeat then that I welcome the Institute to the City of Moncton. And now, Mr. President, with your permission I will make a suggestion. One thing that I would like to see in connection with these Provincial Institutes is an exhibit of school work. Teachers from all parts of the Province and quite



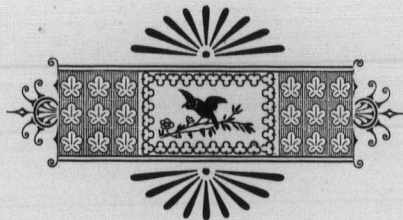
frequently distinguished visitors from abroad attend them, and it seems to me if an exhibit were at all practicable that the benefits arising from it would be unquestionable. Such an exhibit too, would certainly have a tendency to attract the Public, and would also show the general Public, and especially the local Public, the quality of the work done in the Schools. There is work done in the Schools in this city which I feel would do credit to any schools, and which I feel it would be profitable for many of the Teachers in the Country Districts to see. The Public is sometimes prone to criticise the work done in the Schools, and we sometimes see items in the papers to the effect that certain subjects are not properly taught, so that I think we should take every possible means to show just what we are doing. A boy or a girl is found to be defective in spelling, or reading, or arithmetic, and from one instance the very wide, and to my mind unfair inference is drawn that all pupils are defective in just the same subjects. The function of the Public School seems to be to some extent at least not clearly understood. It should not be expected that a pupil just from school or even in the school will be able to do at once some special work or some special kind of calculation that some other person has been practising for perhaps a number of years.

A criticism which we sometimes hear on our Schools is that there is not sufficient moral and religious instruction given in our schools. The persons offering this criticism claim that the Bible should be used in the Schools as a text-book, and that formal instruction should be given from it. It appears to me that that would not be practicable under our present system, and even if it were practicable I doubt if it would be profitable. The function of the Public Schools is to give to the child the best secular education obtainable under the most favorable circumstances physically and morally; and moral instruction is not lacking. If we take the series of readers which have been in use in the Public Schools for the past thirty years or more, we will find running through the whole series from the Primer to the Sixth Reader, the very best of moral instruction, and with this advantage that the lessons are so graded as to be suited to the capacity of the children of the various ages. But I need not dwell on this subject as I do not think that many persons to-day seriously think that anything in the way of religious instruction more than what is done should be attempted. In fact, I believe if any formal lessons were attempted to be given the very object aimed at would to some extent be defeated, and no more, if

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as much, in the way of building up a good and lasting moral character would be accomplished than is accomplished at present.

There are many more things which might be referred to briefly, but I would much rather fall short of the time assigned to me than over-run it. I will therefore conclude by thanking this Institute for the patient hearing which has been given me during these few rather hastily prepared and somewhat rambling remarks.



## SECOND SESSION.

### PUBLIC MEETING.

The Chairman, Dr. Inch, opened the meeting by a short address, congratulating Moncton on its progress in educational affairs during the past ten years, and showing by figures the increase in attendance in the schools during those years. He then called upon His Worship, Mayor Sumner, who spoke as follows :—

*Mr. President, Ladies and Gentlemen :—*

I am slightly embarrassed in rising before you this evening. I thought my duty was to simply welcome you to the city, but before doing so I wish to make a few remarks concerning the address just made by Dr. Inch. As a citizen and as a Mayor, I liked to see the invasion by the preachers, and rather proud of the fact that Moncton is taken for such meetings. I am rather sorry the invasion by the teachers had not occurred about the same time. I would rather have a good grounding in Reading, Writing, and Mental Arithmetic than in Greek or Latin and Botany, and sympathise with the teachers who have to teach so many subjects to many who cannot learn more than four or five. I congratulate the teachers upon the grand manner in which they are forwarding the interests of education, by meeting in this way and comparing notes, and learning from each other the best ways and modes by which to impart knowledge to the rising generation. There is no doubt but the teachers of this day are as responsible for the future generations as the convention of ministers last week, because they must teach them so that they can later on in life receive the spiritual teaching of the ministers. On the teachers we depend for our future law-makers and business men, and for making the future of the country, and therefore, I say, it strikes me that at no very late date the laws in regard to teachers will probably be more stringent than they are now, and at the same time, as the standard of the teachers becomes higher, the remuneration for the teachers will become higher. I feel that the teachers to-day are not

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properly paid; they do not get remuneration according to their services. I feel that every business man who is fairly successful cannot get good service unless he pays for it, and that is the idea that should permeate every business institution, should permeate the country and the Teachers' Institute. Men who are in my employ fifteen or sixteen years, and who are willing and do learn, we increase their wages each year as we advance ourselves. I feel that a capable teacher of this day should be one of the highest paid people in the country. I quite agree with Dr. Inch that we have made educational progress in this country in the past ten years, and you can easily understand from the time I speak of when I attended school myself there is even greater improvement. We have always been blessed in Moncton with a good staff of teachers.

On behalf of the City Council and the citizens of Moncton, I bid the Teachers' Institute a hearty welcome to the city of Moncton, and have much pleasure in conveying to them the freedom of the city while here. Dr. Inch mentioned you would be under my protection, and you will be under the protection of every citizen of Moncton. We will try to make it as pleasant as possible for all the teachers, and we will all be at your service at any time to give what information we can regarding Moncton. The most interesting feature of the city is the Bore, which is at its best if seen during the spring tides on a moonlight night. We give you a hearty welcome.

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ADDRESS BY J. T. HAWKE, Esq.

SECRETARY OF THE SCHOOL BOARD OF MONCTON.

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I remember some years ago when I was somewhat younger I was called upon to address a political meeting in Ontario, and a gentleman came to me before the address and asked what subjects I would prefer to speak on, and I named the subjects upon which I had been accustomed to speak and upon which I was to speak that night, and he said he would avoid them. He delivered his speech, and I discovered he was making the speech I intended to make, just as Dr. Inch did now. I cannot now speak of the growth of the educational system in Moncton during the past ten years, and of the increase of fifty per cent. in the school population and attendance as well. I will call your attention to



the fine libraries which exist to-day, to the scientific appliances which belong to this structure, and the other lines of progress which we have made. I have often wondered, when one looks over the schools of a vast continent such as that which forms the United States and Canada, seeking to count the number of boys and girls who are receiving a sufficient education—I begin to wonder by and by what is to happen if everyone becomes educated, where are we to get the laborers, and who will do the coarser work necessary to carry on the economy of human existence, and then there comes the solution, that just in exact proportion as education has advanced so has advanced the scientific application of more superior methods of doing the common drudgery of life. Instead of a man undertaking with spade and shovel, perhaps, to dig a trench, we have modern machinery which will do the drudgery done by hundreds of men in days gone by, and in every department of life we find the application of machinery to modern service is being so expanded that the drudgery is being abolished or minimized; and I believe just as the human intellect is expanded under modern education there should be advancement along lines which will do away with the need of laborers such as we have had in years gone by. I have also been much impressed in looking over this subject of education in wondering where by and by we are to find employment for people so well educated, and then again comes the solution. I have discovered in the course of reading in the past few months that to-day compared with a few years ago, one-fifth of the adults now employed are engaged in occupations which did not exist fifty years ago. So I wish to call the attention of the teachers to whom I am speaking to the fact that they need not be alarmed on this score. The inventions of science and the development of economy in life show there will be an advancement along lines of work in the future, as there has been, and so the future will be as safe as the past has been.

I feel embarrassed when called upon to address a meeting of boys and girls, because I am deeply impressed with a personal unfitness to do so, and what must be the feelings of one called upon to-night in speaking to those to whose care and training is given the education of the boys and girls of the country. The work of teachers is always under the supervision of eyes which keenly notice every action of theirs and who are ready to imitate those actions. I think if I were a teacher I would always be afraid that I might do something which some younger one might imitate to his disadvantage. Possibly, you who

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are teachers, are engaged in a vocation which is the highest and noblest, next to that of preaching the gospel, in which any human beings can be engaged. Napoleon once remarked that in the knapsack of every soldier of France there was the possibility of a Marshal's baton, and so to you teachers I say, while you may see on the benches before you in your school material rough and crude, yet there may lie in that the possibility of a statesman who may mould and control the destinies of an empire. The stupid boy will not always be the stupid boy in life; some intellects mature slowly. There is a possibility of a teacher failing to notice and grasp these facts, and you may miss the possibility in the case of a child appearing stupid, and think that child not worth your attention and care, but you may make a great mistake in that.

I will not trespass longer upon your time, save to say, that I regret the absence of a business man who has been formerly the Chairman of the School Board of the city. This is my first appearance at a convention. The gentleman who preceded me did a great deal to advance the interests and build up the schools of Moncton, and I trust it will be my possibility to achieve somewhat along the same line, but I regret that he is not here to-night to extend to you the welcome which I on behalf of the School Board of Moncton extend to you now. I trust you will find your deliberations profitable and useful, and your stay in the city of Moncton successful and pleasant, find your counsels with those of mature experience beneficial to those of less mature experience, and hope you will go away from the city of Moncton bearing with you friendly feelings and satisfaction that your gathering here has been beneficial to the interests of the Institute to which you belong.

Some reference has been made to the fact that the teacher is not paid what he is worth. The laborer is worthy of his hire, but in these days the hire is not worthy of the laborer, when the laborer is a school teacher. There is great difficulty in making the classes of people who form a community, some earning small wages and inclined to view everything from their own standpoint and the rewards which visit their vocation, see the necessity of paying the teacher a fair amount for his or her services. There is this that impresses me, that in Canada the rewards of skilled and unskilled labor are not so great as in the older lands, which I think is a mistake. It is the mistake which necessarily belongs to all new countries, and as our country becomes older and more populous, and wealth accumulates and people understand the full advantages of education, I am convinced the day will come when the

hire of the laborer will become commensurate with the work performed by those laborers. I extend to you a hearty and cordial welcome on behalf of the School Board.

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ADDRESS BY C. W. ROBINSON.

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It affords me pleasure to be present and say a few words in addition to the words already spoken by his Worship the Mayor, and the Chairman of the School Trustees. While I do not hold any direct position touching the Teachers' Institute, or the School Board, I am interested to a certain extent in the matter, for I think as one of the representatives of the County I am in a little way responsible for some appointments to the School Board, and perhaps in a measure responsible for the Chairman of the Board of School Trustees, and I think all are to be congratulated upon the selection in which I have had some part in making. I think you will all agree we have made a good selection. I did not have the pleasure of hearing all the address of welcome by the Mayor, but I think his success in business shows he learned to keep books well, for which he gives credit to his teacher. The last occasion on which I was present at a meeting presided over by Dr. Inch, was at Sackville, when I was trying to deliver a graduating speech, and I congratulate the teachers of this Province upon having at their head such a good man, such a successful man.

As to the question of welcome, I do not think it necessary to say you are welcome to the city of Moncton, because that is self-evident. You are welcome because your selection of the town of Moncton for your convention shows the appreciation of the fact that our city is centrally located for such conventions, and not only by way of location, but also from an educational standpoint. It shows your appreciation of the great growth of Moncton during the past few years. You are also welcome from the fact the immediate point of contact of such a convention as this must derive greater benefit by reason of your assembly and deliberations here than any other part of this province, I think we are to be congratulated upon having in our midst so many beautiful young ladies who are numbered among the teachers of this Province, and whose presence must tend towards the enlightenment of the young men in their education on the point of beauty. We have had a large

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delegation of ministers here, and also some of the Sons of Ireland, and last but not least in numbers and importance to the state is this convention of the teachers of the Province of New Brunswick, and I trust your deliberations while here will prove not only of advantage to you, but to the young people who are under you throughout this Province. I trust you will go away from Moncton with pleasant recollections of the city and of the people of Moncton, and with improved ideas, if that is possible, along the lines of instruction, and that you may be able to give the youth of our land the best kind of instruction which it is possible to give, so that in the future as in the past our boys and girls may enjoy the reputation of being able to take their part in this particular in every country on the face of the globe.

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ADDRESS BY DR. SCOTT,

OF THE UNIVERSITY OF NEW BRUNSWICK.

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It gives me great pleasure to meet you to-night. It gives me pleasure for the reason that for many years I have had deep sympathy with the work of the public and high school teachers of this country. I may go back a little while in my life history, it is not yet very long, to refer to the reason and basis of this sympathy which I am claiming now and which to most of you may be no more than mere words. Thirteen years ago last January, after a ride of 100 miles or more from my own home, I was landed in the city of London, Ontario, and called upon next morning to face forty or fifty of the most untamed city children it had ever been my lot to see. I was not quite old enough to receive a certificate, and I evaded the Superintendent by going far enough away so that he could not know I was teaching, my only excuse was that that I wanted to teach school. The school-house I had attended in my school days had been several miles from anywhere, and was among a very different class of children from those among whom I found myself. Inside of twenty-four hours I had a great sympathy for myself in particular, and for the teaching profession in general. My memory of the first few weeks I spent in that school is quite enough to call up sympathy for any person working to train and teach children. There is another reason for my being called to appear before you in your present capacity, and I am glad to count myself also



a member of the Provincial Teachers' Institute. I am glad to stand here, as the Chairman has pointed out, as the representative of the University of the Province of New Brunswick. In the school system under which we are trying to provide for the education of this Province, there are the Public Schools, the High Schools, the Normal School, and last, the University. Unless these four work harmoniously together, the best results will not be achieved, and unless there is sympathy and hearty co-operation existing between all four, the best results cannot be achieved in the educational work of this Province. No one who has taught school for six months even can fail to understand that there comes a time, at the end of six months, or at the end perhaps of a month or a week, or at the end of each day, a time, when as teachers, we feel we need something which for want of a better name, I would call an *inspiring power* to help us to go on with the work in which we are engaged, and help us over the difficulties of the teaching profession and teaching work. Without this inspiring power the work of teaching is mere drudgery; without this inspiring force or power, let it come from where it may, the teacher's life is a miserable one, and no good work can be done. I have been trying to study, for the past eight or nine months, the problem of the education of the province of New Brunswick, and it seems to me there are two main sources in this Province from which should come chiefly the educational inspiration for the teachers of the Province. I refer to the Normal School and to the Provincial University. It is not my place to speak particularly of the Normal School; it is quite impossible for the Normal School ever to pass out of touch with the teachers, or for the teachers to lose touch with the Normal School. It has been hinted to me, though I know not how true it is, that there is a lack of sympathy and co-operation between the school teachers of the Province, and the professors of the Provincial University. Be that as it may, my standpoint is that without the help of the teachers the University cannot do its work, and without the help of the University the teachers will never rise to their highest level; and I hope as the years go on these words in which I try to express my sympathy with the work of the teachers of the Province will not remain mere idle words, but that this sympathy will be further expressed in trying to work in co-operation with the teachers, and bringing into effect needed improvements and those things which will make the educational work of the Province advance in the proper direction. That teacher, whoever he may be—teacher of the primary school,

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or professor in the University—who lacks the power of inspiring in his pupils, or in the students, a love of the work in which he is engaged, lacks the necessary qualities for doing the right kind of work in a school. My ideal of the place which the University of New Brunswick should fill in relation to the teachers of this Province, is that the University should give out the inspiration which will help all the teachers of this Province in their work, and help them to realize the nobleness of the task in which they are engaged, so that the conditions for doing their work shall become better and better as the years go by.

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ADDRESS BY DR. A. E. WINSHIP

OF BOSTON, MASS.,  
ON RASCALS AND SAINTS.

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I am very glad indeed for several reasons that I have come to Moncton. I have been a little bit disturbed all day because of a remark that I referred to this afternoon, made in a St. John newspaper editorial that greeted me when I came across the border, to the effect that the United States had the worst Government on the face of the globe because it had a "boss." That was the supposition. I have half a suspicion that Mr. Robinson making the Chairman of the Board of Education here in Moncton, when he has nothing to do with education, relieves me very much along that line. Then I am very glad because as I look around these school-rooms upon the blackboards and see the way you have of doing things, I have learned where all the good things we have in the States come from.

I would like to say that the "rascals" of the world are not generally malicious. That is a word that has come to be very much abused in some people's estimation. Did it ever occur to you when you went to say something to your pet dog, you called him "a little rascal?" Or even when it is some little fellow you want to cuddle real cosily, you call him "a little rascal?" You do not think there is anything bad in it. The word has not in it one single suggestion that is uncomfortable; it simply means that he is not in our class; that is all. He is not just with us, but he may be just as good, only he is not there. In other words, the term "rascals" applies merely to those who are not

saints ; but, as I shall use the term to-night, it applies to all the great classes of people who have through misfortune, or through their own abuse of liberty, or in any other way, not taken their place among the successful, prosperous, influential people in the community, and I state now what I have in my mind to prove, lest in speaking rapidly by and by I may not do all I plan to do, that never in the world's history did so much depend upon our eliminating from the world what I choose to call the class of "rascals." Never was there a time in the world's history when it was so important that the degenerates should become regenerates ; never was there a time when such numbers were offered for the doing of this work, and I believe to-night it must be done through education, and I believe equally that it never will be done merely through the ordinary channels of educational work ; that we must face the fact squarely that there is a large class of the community, a large number of people in this world of ours, and especially on this new continent of ours, that need special treatment in this direction.

I want to say that my illustrations and studies of the problem have been in the States and not in the Provinces ; but I am of those who believe that there is no inherent difference in the problems whether you be upon one side of the line or upon the other. I am not of those who believe it would be wise, either for the Provinces or the States, for us to have one Government. I am not of those, and I think there are very few upon either side of the border who think that desirable; but I am of those who believe that our principles, our motives, our aspirations are the same. They are American once and always, and I believe what is true in the States is true in the Provinces, and what is true in the Provinces is true in the States. I bring you as a study from which to make a deduction first, a reference to the study Mr. Dugdale made as to the family he styled "the Jukes." In 1874, the Prison Commission of New York invited Mr. Dugdale to study the prison life, and in a few weeks he confined it to the study of one man, Max, born about 1720. He was not a bad man, as bad men go, but a jolly good fellow, and they are always good-for-nothings.

Max's children were bad, and his children's children were bad. Mr. Dugdale traced twelve hundred of the descendants of Max, and of those twelve hundred practically every one was a criminal, pauper, insane, imbecile, or licentious. Only twenty of them ever learned a trade, and ten learned it in State's Prison. Of the whole twelve hundred there was not one who was educated, even from the

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standpoint of a common school education. But one committed the modern crime of being a monied man, and he simply owned the house he lived in, and the only one of the twelve hundred who ever did. They cost the state, the county, and the towns in which they lived twelve hundred and fifty thousand dollars in crime and pauperism. That family lived from first to last within the hearing of the church bells, and yet the church never touched one of the twelve hundred; they lived within the range of schoolhouses, and yet the schools did practically nothing for them. I am not going to dwell upon that story long. I have said all I dare say about it. It is a terrible tale, but ever since Dugdale published that prison report in the Prison Commission Report of 1878, I have asked from the platform, and in the press again and again, that somebody should make a counter study and give a contrast, that we might see all that was suggested by the other side, but no one seemed inclined to heed the call. At last I made the attempt myself and at once discovered why no one else had done it.

In the first place it was not an easy matter to find any one to study. It must be some one born about two hundred years ago, to get the same range, and my acquaintance with those born two hundred years ago was exceedingly limited. In the second place, it must be a man who had that persistent intellectual life that would run through the generations, and there are not many men of whom that is true. I must find some one whose moral force was as persistent as his intellectual—some one of whom all of his descendants would be so proud that they would help on by recording the fact they were descended from this man; and again, I must find a man who had a large family, and with whose descendants it was highly out of form to be a bachelor or a spinster. In Jonathan Edwards I at last discovered the only man to fill the conditions; born in 1703, I think the most keenly intellectual man the American continent has ever produced, a man with moral force such as you can rarely detect. Mr. Edwards graduated with honors from his college class; by the time he was thirty years of age was a preacher of such power that all the New England churches set apart a day to praise God who had raised up such a brother as Mr. Edwards. I have had the privilege of studying his family. There is no genealogy except as found here, but by studying the various encyclopædic histories and general histories and biographies, and various phases of literary life in which these matters are recorded, and by a limitless amount of correspondence, I have been able to trace 1500 of the descendants of Mr.



Edwards. At first it seemed as if I should never get started. I have spent five days in the Genealogical Library after one man and then gone away without having trace of him ; out now it is all the other way ; now the whole world is just filled with Mr. Edwards. I was not at all surprised one day to pick up the paper and find that Winston Churchill, the author of "Richard Carvell," was a descendant of Jonathan Edwards ; and the next day that Mr. Taylor, the Congressman in the United States who kicked Mr. Roberts out of Congress, was a descendant. And last week, when present at the great political convention in Philadelphia that went wild over "Teddy," I was not surprised to have them say that "Teddy's" wife was a descendant of Jonathan Edwards. Of these 1500 not an imbecile, not a pauper, only one insane, only six criminals in the whole record ; and here I find men at the forefront of every line of human endeavor, in the ministry, in medicine, in law, in politics, in literature; in all phases of English, American, German, and French activity I find these men and women prominent at the front. It has been a very fascinating study. Why, James Bryce, your honored and revered critic, placed at the head of legal learning one of the descendants of Edwards, and the best writer on legal learning in England wrote for the great legal journal there that any student-at-law in England ought to go to America and spend a year studying at the feet of Jonathan Edwards. But I have said enough to hint at what it all means.

Why, friends, all along the line you find this family standing out as distinct and defined as we find the Jukes family on the other side of the line. But I should know perfectly well that in an audience composed so largely of women as this is it would be exceedingly bad taste for me not to make some reference to Mrs. Edwards. I never yet made a public address to an audience in which women were a prominent factor and omitted to say something on the women's side that I was not sorry before I got out. I have learned something and would like to say in passing that there was a Mrs. Edwards, and that she had a will of her own. There is good evidence that Mrs. Edwards had a will of her own. She was a sixteen-year old girl ; Jonathan Edwards was a 23-year old man, just settled over the church at Northampton, beautiful beyond description, talented as no other man of his day was talented, beautiful in spirit, in love with that sixteen-year old girl, and she with him. He said, "We will marry and establish the parsonage." She said, "Not till I am 17." He said, "Yes, that does not make any difference." She said, "I think it does." He replied, "I know it does not," and then

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wrote her that he usually thought conservatism was a good feature in women, but in her he thought it was cantankerous; but nevertheless he waited until she was 17. Then all the women down the family line have been as strong as the men. One spinster there was who was so honest she told the world she was sorry she didn't have a husband—the only spinster on record who owned up to that fact—but the reason she gave for it took the poetry all out of it; the only reason she assigned was in a letter to the Government, she regretted she had not a husband to send to the war; and so she sent her check for \$300, and asked the Government to hire a substitute for the husband she did not have.

But I must not keep you on the parables of these two families. I have said enough to indicate what is in my mind, but the question comes at once to us all. If we allow the Jukes class to go ringing down the ages, if we find no way to stop them, then the civilization of which we boast on this continent will never reach the heights it should attain. You know what pestilence means in the infected district; you know the whole civilized world stands up and says, we must protect ourselves against every form of infectious disease, and nothing is so infectious as licentiousness and the types of degradation to which the Jukes family and people of that class can descend. But some one says, it is impossible to transfer from the Jukes class to the Edwards. I say, not so, it is not impossible to make the transfer. I remember well in California meeting one of those beautiful school teachers (and every man knows there is a beauty and strength and nobility about the woman who handles her school as by the hand of magic that you do not see anywhere else; it is pure hard fact), and one of those women had a class in which there was not one native-born child, scarcely one who was himself born there, and none with parents born there. This woman had a boy in her class of whom she told me a very interesting story. He was a born fighter; he would rather fight than eat, and that is the most you can say of a boy. She did everything she could to win him to herself and the school, and when confident of the supremacy of her power over him she said, "Oscar, there is a subject I would like to speak to you of." He said, "Is it fighting? If it is, you stop where you are. I like you and I like the school, but I like fighting better, and if you ever mention the subject to me I will leave school, I will." One day the teacher was reading from one of the supplementary readers, the pride and delight of our age, spoken of this afternoon by your superintendent. She was reading of a man, a hero enshrined in literature, but

a hero whose heroism was manifested by the way he used his right arm. Oscar wanted to read that book, but when he read it he said it did not seem the same as when she read it. He asked her to read to him again and said, "If you make me feel again as I felt the other day I would do anything in the world for you," and she read him story after story, and every time he felt that same creeping feeling all over that he felt that first day, and when the last story was read and the book closed Oscar heaved a sigh and said, "I was born too late. If I had lived in the good old days I would have been something, but now no one likes a fellow who is smart." She dropped the remark, "If you had a mind to, you could stop all the fighting in the school." "That is so; I could, and I will. I will do it if I have to thrash every fellow here," and the next day at recess Oscar opened the door and stood there with a boy in each hand and shook the first and then the next till they didn't know whether they were alive or dead, and he said, "I tell you before teacher, if I ever catch you fighting again I will lick you within an inch of your life; do you hear?" Each boy said he heard, and fighting in that school was at an end. Several years passed before I thought to ask for that boy again. Two years ago I said, "What ever became of that fighting boy of yours?" "Did I never tell you? Well, Oscar came to me one day and said, 'Could a boy like me learn Greek?'" She laughed and then said, "Why anybody can learn Greek who will study hard enough. What do you want to know it for?" And he said, "I would study mighty hard if I could read those stories in the language of those fellows who did the work." Weeks went by and months. He wanted Latin, then science, and then the mathematics, and to-day that boy is in the University. Tell me, if you can, what that woman has done for humanity, not alone for that boy but what she has done for the world when she has taken that little bruiser out of his class and put him among the intellectual athletes. It is not possible to express what she has done for him.

We have near my home city a man who by patient use of the camel-hair brush has taken the pollen from one plant to another and back and forth and around and around, year by year, until at last he produced a carnation the most beautiful the world has ever seen—in color, in size, in length of stem, in strength of stem, in profusion of bloom, in power to retain the fragrance and beauty long after plucked. This new creation took the award before the commission that passes upon such things. Eighty-nine per cent. perfect—not perfect—and he was paid thirty

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thousand dollars for that new creation. Thirty thousand dollars for making a new flower ; but my friend Fanny Shellinberger never received one dollar extra pay for making a new creation out of that bruiser. I do not expect to live to see the day, but I do expect that my children will live to see the day when America will think as much of a human soul as it thinks of a plant ; and it is for that we are willing to labor and to watch.

But you say that was an individual case ? You say that was simply one boy that was saved, and such things have always been happening. Yes, I grant, and if it stands simply by itself then it is not worth my while to tell you the story, but it does not stand by itself. Had I time I would tell you gladly of Jacob Riis in the city of New York. His work in the slums is without a parallel on this continent, and there are few things of the same general character on the other side. I will just outline what has been done. Jacob Riis came across the seas in his later teens. He had learned the trade of a carpenter on the other side, and came here thinking it was a land flowing with milk and honey. He did not find what he wanted, but he worked as best he could, out of work a good deal of the time, and the little money he brought with him began to go until he came almost to the bottom of it, and then one day he realized he should not pay for lodgings, but there was a place where he knew he could go for the night and it would not cost him anything. He hated to do it, dreaded and shrank from it, but finally decided he must. Before he could determine to go a little yellow cur came along and the little fellow fell in love with him. The snow began to fall, and finally he stroked the dog, bade him good night and said he must go in. He went in and the dog stayed out. The next morning he went out, and as he went out he saw the dog at the door. He was wonderfully pleased to find the little cur had waited for him all night and stooped down to greet him, when a policeman said, "Is that your dog?" He said, "Not exactly, but he is a friend of mine." The policeman said again, "Is that your dog?" He said, "I don't exactly own him." "Don't you ; well I will," and he dashed out the brains of the little dog and said, "Now go on your way and let me alone." Riis looked at that policeman and at the filthy place where he had spent the night, and said, "If there is a God in Heaven I will clean out the whole place." He never forgot that vow. That morning he left for Philadelphia, but eventually came back to New York, lived in the slums, learned about them, and finally wrote an article on them for a magazine,



but they would not touch it. He put it in book form ; no publisher would take it. For five years there was not a day in which that book was not in the hands of some publisher, or that he was not trying to get somebody to publish it, and no one would publish it. But after five years it was given to the world, and half a million copies sold as by magic. "How the Other Half Live" thrilled the whole civilized world. To-day in New York city not one of those places condemned by Riis fifteen years ago is left standing. In two cases an entire square in the heart of the city has been wiped out, simply because it was morally infectious according to Jacob Riis, and no other building has gone up where any one of those blocks came down, and no building ever will go up where any one of those buildings came down. In one instance a whole square has been bought by the city of New York at the expense of one million five hundred thousand dollars to make a park for the people of that community ;<sup>1</sup> a Riis Park is over one of those spots in that great city. I have been there again and again, and walked through and thanked God that Jacob Riis ever lived. Tammany Hall had an alderman that rose one night in the Chamber and spoke disparagingly of this work. He was invited to resign from the Board of Aldermen ; he hesitated, and was kicked out, and his name is a hissing and a by-word, and will be hereafter ; for no man in New York dares to speak against the marvellous work going forward there. That simply indicates what is being done, and what makes that city which, fifteen years ago, was the worst city on the face of the globe, to-day the best city along these lines and conditions—the best city of over five hundred thousand inhabitants on the face of the globe ; all due to the vow of that man and the way he carried it out.

Go to Aurora, to the Roycroft shops. You will find men and women at work, untrained to the arts they are now indulging in and enjoying so much, and you will find a place where the spirit and sentiment of the people are better than in any other place I have ever found in the world. I stopped Joe, one of the men there, and said, "I would like to know what pay you get for this work you are doing here?" "What do you mean?" he said. "Pay ; did you say pay?" I said, "Yes, but I didn't mean to." He said, "Do you expect to get paid when you go to Heaven?" I said I never had thought about that. He said, "This is Heaven to me. No man can pay me." When I told one of the men at the head of the works he said, "Did you dare to suggest pay to him? I have never dared to suggest pay since he has

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been here. I have opened a bank account and dropped money in and it will amount to a good deal for him some time, but I have not dared to tell Joe yet that I have done that for him." And there are a hundred men and women there who are doing that.

Look at the George Jenner Republic—that most marvellous work. More than a hundred boys and girls under eighteen years of age, the most incorrigible, toughest little toughs that any cities can turn out. Here they are with their prison or court records, every one of them, and yet not a boy or a girl has been there four months even and gone out who has gone back to the ways of life of the past. No boy or girl who has been there two years that has failed to go out to make a noble man or woman, or one whom you would not trust, or I would not trust, as quickly as I would trust the sons and daughters of your best families. Perfectly marvellous. I cannot dwell upon it now, as I would gladly do, but I want to tell two or three incidents to show what is being done. The principle underlying it is self-support and self-government. Every one of those boys and girls when he or she goes there is left exactly as he or she is. If barefooted he is left that way; if the girl has a torn dress that is all she has until she can earn something better. Nobody is allowed to give them anything or help them along, and you look at them as they go in there, little ragamuffins, but gradually they help themselves along. They go to work; fifteen cents a day at first, and then up and up, till at last they board at the Waldorf. Then they make their own laws, and it is perfectly marvellous the laws they make. No older person has ever suggested to have the making of their laws; they do it for themselves. I sat in their court a few months ago, and the judge upon the bench was a little fellow 15 years old, and a 19-year old fellow was brought in to be tried for chewing tobacco, and I heard the testimony. He had hired the sharpest lawyer there was there and was fighting persistently, and the evidence did not seem to justify any punishment, and I was quite astonished to have the judge say he was guilty, and fine him \$5.00 and five days in gaol for one chew of tobacco. I said to the judge, "Wasn't that a little steep for the offence?" He said, "It is the second offence, and there will never be a third." And I guess there won't be. And while there was not a boy or a girl in that Republic who has not used tobacco ever since old enough to use anything, yet they have themselves worked out their own principles from their own standpoint. You say, "Can you trust them?" Yes, you can. Here is an instance: They

have a law there that if any one goes beyond the bounds of the community he is fined or imprisoned when he comes back, but if he has five dollars in the bank he may go where he pleases and no one will molest him. He may go to Ithaca, ten miles away. A policeman says, "Aren't you a citizen of the Republic?" He says, "Here is my certificate." "I beg your pardon," says the policeman, and he goes about his business. One day Tim rose at election time and said: "I will yield to no man in my admiration of this Republic, but I want to refer to the five dollar certificate plan. If I go beyond the bounds of this Republic, and if I cannot pay my fine I am put in prison, but if a man with a five dollar certificate goes he is respected by the railway conductors and policemen and every one else, all because he has five dollars in the bank. This Republic, supposed to be so good, simply treads upon the man who is poor and exalts the man who is rich. Our fathers in the great cities have been under the heel of this money power all their lives; they cannot help it, but we can. A majority of us have not five dollars in the bank, and we can vote it down now and here, and I ask every citizen here who has not five dollars in the bank to vote to do away with the privileges given to the monied classes." Tim sat down. When Jake Smith rose he said, "I heard you were going to speak of this. Last month you paid so much in fines for deviltry, so much for chewing gum, for peanuts and other senseless things, boarded in second-class boarding houses, and had practically nothing left when the month was through. You referred to that citizen sitting there. He earned about as much as you did. No more. But he did not pay one cent in fines, not a cent. Tim, it is not a question of poverty, it is a question of deviltry. He paid nothing for chewing gum, nothing was wasted; he boarded in a first-class hotel; he has a good deal more than five dollars in the bank. Look me in the eye. Do you think as much of yourself as of him? Do you think I or any citizen here will think as much of you as of him? Let your votes answer." And Tim was the only one who voted to do away with the five dollar certificate plan. Of those boys from that Republic, two are in Cornell University to-day, who five years ago had not the rudiments of an education. They have supported themselves, have studied and fitted themselves for Cornell, and one took the first prize for scholarship in Cornell University. Tell me what that institution is doing? That is the way the world is moving along in that institution.

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There are two or three things of a general nature I wish to say in emphasis of what has been said. You have said a great deal here to-day regarding the progress and prosperity of Moncton, and I have no doubt but what every word of it is true, and much more might be said in praise; but Moncton is not the only spot on earth that has been educationally prosperous in the last thirty years. The whole continent has been educationally prosperous. I have had occasion to look up some facts regarding the State of Massachusetts, and it is as true of Moncton, I am satisfied, as of that state. There are to-day more boys and girls graduating from grammar schools in proportion to the population than were in all the schools thirty years ago. More graduate from the high schools to-day than from grammar schools then. More go to college now than graduated from high schools then. More take post-graduate courses than were in college then, and a larger proportion of the population are getting a college education to-day for the sake of getting into manufacturing and for mechanical purposes than got a college education for all purposes thirty years ago. Thirty years ago a boy could have gone to any American University on the continent and in four years taken away everything that college had to offer. To-day no one is so brilliant that he can go to any great university in this country and take away in four years the twentieth part of what that university has to offer. Last summer a man figured how long it would take to go through Harvard University, and he calculated that it would take one hundred years. To go through Cornell he figured would take 112 years; whereupon the University of Illinois out upon the prairie announced they had 357 courses, and challenged any graduate of Harvard or Cornell to tell how long it would take to go through the University of Illinois.

It seems the day has gone by when the man who is going to be a professor, a doctor, a lawyer, or a minister, when the boy of to-day needs an education that was not needed in the past. I presume there is not a man in the Province, but there are some in the States, who say an education that was good enough for them is good enough for their son. I have an open challenge that I will make a good handsome contribution to a library if I cannot prove that any man who says that should be in the insane asylum, or in a home for the feeble-minded. Nobody dares to take that up. Suppose you teach a boy just how to get on a train of cars barely starting, and with a speed of about a quarter of a mile an hour. It is perfectly easy to step on



there. Now say it is just as easy to get on a train when going at sixty miles an hour. If any man should go into a court and insist you could do that, any court would credit that man with being insane or feeble-minded. I say the difference between that train just starting and the train going at sixty miles an hour is no greater than the difference between what was required when your Mayor went into business and when we start in business to-day. It has been just such men as your Mayor that have put on this rate of speed that has struck this world with such a pace. Thirty years ago there was not a type-writing machine on the face of the globe; not a telephone was dreamed of; not an electric car thought of for fifteen years; not an electric light dreamed of for ten years after thirty years ago. The whole thing has changed and is changing at a marvellous rate. I was beyond the Mississippi River recently; went 15,000 miles back and forward, stopping through that western world, and was in eleven states, not one of which was upon the map when I was through studying geography; and I am not posing as an old man. Two years ago this month of June one of the Governors of Colorado took me to his farm and said, "I sold 150,000 bushels of wheat off of this farm last year and 100,000 bushels of potatoes." (I would like to say there was one farm in Massachusetts where there would have been consternation if we had had to take those potatoes off of it in one year.) A man steps into his wagon, five horses before him, holds the lines, lights his pipe or whistles a tune, and starts over the patch, and behind him the machine pulls up the potatoes, cleans them, sorts them out, sews them up and throws them off. And still a man says he does not need any more brains to-day to run a farm than when you dug potatoes. But it does require more. William M. Evarts, of New England, says farming has become a sedentary occupation. In my boyhood there was not a bit of machinery used in the world for making boots and shoes. One hundred and nineteen million dollars' worth was made in Lynn last year. A man steps to his telephone and calls up Chicago and asks how soon he can be furnished \$10,000 worth of goods, how long credit, if certain points will be guaranteed, and says, I will call up your office and tell you later. Do you suppose a man will do business with the same amount of brains as in the old times when a few old fellows sat together and talked and settled the thing up in a quiet way? No, not exactly the same way. I say the whole thing is changed.

The friend with whom I am most intimate and who has the largest professional salary I know of, had a boy graduate from one of the

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New England colleges, and it suddenly dawned upon us, what was the boy going to do. Ordinarily you do not have to ask. I have never known any other young man who did not confide to at least three different girls his plans and aspirations in life, and then the community knows all about it, and no one has ever found out how anybody knew it. We did not know what Bert was going to do, but one day my girl said to me that he was sticking pigs. He was standing in a pen in one of the largest slaughter houses and was sticking pigs better than a man who had done it for 20 years. Then he went out and scraped bristles. Next morning I went into his father's office and said, "Do you think you are putting Bert's college education to the best use?" I knew before as well as I did afterwards, but it never once occurred to me till he told me, that it was none of my business. Then I understood it perfectly. I concluded he was abundantly able to look after his own business and I walked out. Eighteen months after, I was going through that slaughter house with an editorial press club, and I saw Bert and turned and said, I forgot you were here, and he said he was in the sausage department, and still I did not believe that was the best place for him. When he was through there he went to Chicago, into the wheat business, and never told who he was or who was his father. In a few days the head man said, "You don't work like these other fellows; I would like to have you talk to the superintendent." The Superintendent said, This is very wonderful; do you know anything else about the business. He answered, "I know all as well as this." He was asked if he would work in every department there for a little while and consented and did. When he had worked a few days in each department he was called before the Board of Directors, and now it was the college-trained student that stood before them, and they sat there spellbound, and when he was through they asked him to go over the country and visit every establishment of theirs and report to them, and he said he would, and then they asked him to take charge of one of their establishments and he did, and when five years after graduating from college he was married, his college mates said no one of the class had such an income as Bert had, and none such promise as he had. The fact is, his father knew his business and I did not; that is all. He did not stick pigs because he had been to college, but he went to college because he was going to stick pigs; that is all.

Why, in the University of Illinois that I have just spoken of, where they have 357 courses, one of those courses is in railroad engineering.

Four years the young men spend in hard, earnest work, and then they spend four years in fitting themselves for railroad men in any department of the work. Two years ago the graduating class built a car and went on to a railroad in the west that has six thousand miles of track, put that car on their own train and spent weeks and months on one section with a heavy grade. They tested the power of every engine, the power of various kinds of coal, the resistance power of freight cars, and discovered every freight train was in the habit of when going inside a station, putting on brakes and then starting again, and putting on again and starting, and every engineer put on brakes three times and wasted an everlasting amount of force in experimenting. When they were through they told exactly the spot where the brake could be put on so that once would do the whole business, and learned so much that when they were through they reported to the head of their department what they had learned of the freight business of that road, and that man reported to the officials of this railroad, and the officials said they saved 25% of the running expenses of their freight trains because of what those boys did in that senior college class, and then said they wanted everyone of those young men, and all they could turn out for ten years, in their service, and would give good pay and guarantee a professional salary inside of three years.

Still you say, "All a fellow should do is what he has to do, begin braking and work up." No, that day has gone by. I am not saying he should go to college, but I stand here very grateful to-day that there are other ways of getting a first-class education. I am here to-day to say it is not safe to trust anybody on the old-time basis. I know that now and always there will be exceptional men, all through the world's history, who can step out into the arena and work this out, men of marvellous capacity; but I want to say that not one man in ten thousand has that capacity, and every man I ever knew who thought he did not need training because he had capacity, mistook conceit for capacity.

We must start our boys differently from how we started. I realize there is very much that should be said along this whole line, when we show how our education to-day must somehow get hold of every boy in the 'rascal' class and do something for him. It is not Greek and Latin these boys need. The time comes when these boys and girls will get fitted for the thing they need to-day. I told the story of Bert in one of our New England towns at the Commencement of an Academy, and next morning a fellow with bare arms and leather

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apron asked me if I had not spoken the night before. He said, "I did more thinking last night than ever before. I was so small when I got through with the grammar school I did not know the need of more and so went out to a trade. I want to be a blacksmith but I want to know more, there is no chance for Longfellow's Village Blacksmith, and if I don't know any more than I know now I will be an ignorant blacksmith. What I want is a college for blacksmiths that I may be one of the ablest blacksmiths on the face of the globe." He told me how much money he would have when he got through his trade, and I figured he had money enough to go through, and to-day he is in a college and knows his business.

But I must stop, with a single illustration. I take it from Nansen, that marvellous man who went through the Arctic seas. He said the ice of the Arctic seas was floating westward, and not land-locked like the ice in a mountain lake, and if he had a vessel that could stand freezing he could sail across the sea. It took three years to model and construct the Fram. He sailed north and she became blocked into the ice and froze there and moved westward, but at last the ice took such a grip of that vessel that the timbers began to crack and the strain was terrific. The men were panic-stricken and took the dogs and kayaks out of the vessel and put their food and clothes into the kayaks, and then counted and found they were one man short, and the Captain himself was missing. The men rushed back and cried, "Captain, where are you; what are you doing?" The answer was, "Having a bath." "Don't you hear the vessel crack?" "Yes." "Don't you see the strain she is under?" "Yes." "Why don't you fly with us?" "Because that is what she was made for." Oh yes, they had forgotten that.

It is too much for me to indulge in the hope to-night that ten or twenty years from to-day, when the men and women will be engaged in conflicts such as we dream not of now, when we shall find all the nations of the earth must unite, as they are uniting in China to-day, when all must unite to stand against all the forces straining against civilization—is it too much to hope in that day the boys and girls of this city, and this county, and this province, shall stand amidst the strain, the intellectual strain, the moral strain, the religious effect, stand as the captain stood in his vessel, about his daily duty, and when someone panic-stricken shall say, "Why don't you flee?" shall answer calmly, "It was for this we were builded in the days of our youth in the schools of Moncton in the Province of New Brunswick."



## THIRD SESSION.

ADDRESS: THE ACCOMPANIST,

BY DR. A. E. WINSHIP.

*Mr. Chairman, Ladies and Gentlemen:*

As a matter of fact the address of this morning has a longer title than that printed. The real title is "The Soloist, the Leader, and the Accompanist, in Education." What I shall say will be along lines perfectly familiar to you all, and the illustration is used for two reasons. First, because I am quite sure that no one ever before thought of utilizing these three phases of musical life, so familiar to us all, in the way in which I utilise them. Secondly, because I know nothing about it, and I have learned by experience that the safest thing in the world is to talk about the thing you don't know anything about, so I talk with you this morning, first, about the Soloist in Education.

What I mean by the soloist in education is this, applied first to the child and then to the teacher; I mean that element in learning, that element in training and in teaching which emphasizes doing something by yourself. I was greatly impressed last night when your Mayor gave those two illustrations, the like of which I have never heard in my life; first, how possible it is for anybody to learn the regulation thing in school and have it by heart and carry it through life and have it do him no good, as he said; and secondly, how easy it is to teach anybody in six months so that he can be the master of the thing he puts his heart to in six months.

Now I could not have a better illustration of what I mean by "solo" work than that, that you are to take the boy and the girl, and, have them do something, just as Mayor Sumner took hold of book-keeping, as though that were the life and death thing with him. The beauty of solo work is this,—first that the soloist gets ready for what he is going to do, and secondly, that the soloist does not try to be original,—two very important factors. I do not know anything of your

church habits here in the Maritime Provinces, but I can tell you that with us in the States, if we have a church choir it is practically impossible to get them to rehearse; in fact, I have never known a church choir that would attend out on rehearsals systematically and persistently unless there was a flirtation going on in the choir. That always brings them all out. On the other hand, I have never known a soloist who did not get ready for her solo, unless she had one of those churches (of which we have several in the States) in which she is allowed to sing the same solo about every third week "by request"; but the soloist gets ready for solo work. Here is an illustration. The littlest girl in our home, who has just gone through the primary department, has been in Sunday School ever since she was old enough to be led there, and yet we never discovered that she had any great amount of enthusiasm over the lesson, but a tremendous amount of enthusiasm over being up there at the Sunday School. There was never any effort on her part to learn her lesson; she did not learn it very well with all the inspiration and assistance that her elder sisters gave her; when all at once she began as though her life was at stake, memorising the books of the Bible, the ten Commandments, the Beatitudes, the Apostles Creed and the twenty-third Psalm, and recited them in season and out of season. Everybody had to listen whether they wanted to or not. Now what had happened? Nothing more nor less than that they had been told that when they were promoted on Children's Day from the primary department into the school, that they were to stand up before the large school and each of them was to recite some one of those things, and instantly every child got ready for solo work. This I need not emphasize further to you who are teachers. I turn then to the other side; that the soloist does not try to be original. I have a sort of holy horror of those who think that everything must be original. Individual and original have nothing in common at all. I once paid six dollars to hear Patti sing. I thought it was a frightful price when I paid it, but I would be very glad to pay six dollars to-night to hear Patti sing as she sang then, "Coming thro' the Rye." That is what everybody heard from Patti. I paid Young, when I had charge of a lecture course one winter \$355 for singing "Way down upon the Suwanee River." Every reputation made in this world, in music, that which holds and charms and fascinates the world, is on some little thing that everybody has heard, everybody knows, but never heard sung as she sings it. There never was a pulpit reputation made that lasted over night on a crank text; but every minister stands

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out before the world is a man who takes the text that every child knows and makes that text live as it never lived before. What I want to emphasize is this, that notwithstanding that there are many new things, and the new things we do want and we do need, no one will accuse me, I am sure, of saying we do not need a new thing—but the new thing wants to be along the old lines, or near the old line. I will say to you to-day that if I should try by all the recommendations I could give, I could not place half a dozen teachers, to save my life, by telling how well they taught any of the new things that are before the world; and I tell you, on the other hand, that there is not a teacher whom if I knew she could teach arithmetic, geography, spelling and writing in such a way as to give the child power in them, I could place a thousand of them; if I could only know they could do that thing all right and thoroughly. Of course they must do it through the solo basis. Solo work means that you take the standard things and put into them the new life and the new force and the new power. The place for nature study is not as a separate study, but when nature study heightens your language work and your spelling and knowledge of geography, then nature study becomes a mighty force before the world, and it is just as true of every other subject as it is of nature study, that its virtue lies in what it contributes to the things that are standard.

I want to pause a moment and just study incidentally two words with which we are familiar—the conventional and the individual. “Conventional,” as the word shows on the surface, means you have held a convention, and that in this convention you have agreed upon something, and that you abide by the will of the majority, of which you have either been in the majority or in the minority; but as a matter of fact that is not what conventional means at all. Conventional means there has been no convention, that you had no part in it, either with the majority or the minority, that you could not have been present and could not have had any part in it. The conventional thing is the thing done before you were born, or in some part of the world that you never saw, or had anything to do with. The conventional lines denote absolute absence of convention; that is why it is conventional. In studying words you will always get a great deal of help; you will find what the word means and does not mean. You have to find out both and then you know the whole thing.

Individual means indivisible. The thing is individual because it is indivisible. That is, on your individual case I will not divide my

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judgment with any other man's judgment in all the world, but that is not individuality—not at all. That is not what individual means. It means that I *will* divide my judgment with other people, and not that I will not. It means that I will take the conventional and put my individuality into it. That is what individual means. For illustration, we will have a convention; we will suppose that all you gentlemen step on the platform for five minutes and we hold a convention as to the kind of sleeve we will wear. We would discuss all the sleeve the best way we knew how; we would discuss the various kinds of sleeves we might use and we would decide. We would decide on one kind of sleeve, but that would not be conventional at all. It would be only conventional when somebody from somewhere should tell us to wear that particular kind of sleeve, and we had to wear it whether we wanted to or not. If they allowed us any voice in it, it would not be conventional. A dressmaker who allows a woman any voice in the kind of dress she shall wear is no kind of a dressmaker; the only right she has to charge the price she does is because her will is superior to that of any one else, because she knows the thing you don't want to do and makes you do it. We will suppose we had decided upon the leg-of-mutton sleeve. Now where comes in our individuality? In this I accept at once the edict of the dressmaker for the leg-of-mutton sleeves, but I simply say what the dressmaker tells me, that if I am very tall and thin I want a very different sleeve from if I was very short and thin. In other words, I am to take the conventional, and weave it in so thoroughly as to attract the least possible attention to my form or individuality. The individual thing is the thing that leaves my individuality out of it just as far as possible.

That is what we are doing with solo work. We want these children taught along these lines, to have such power as I suggest. Let me bring you two or three illustrations. (I want to say I never have the slightest pangs of conscience about taking illustrations out of my own life or home, simply because I have a perfect right to those illustrations and no one else has; but if I take an illustration from any one else in the world, every one else has just as good a right to it as I have. If other people steal my thought I am perfectly easy on that, but if I steal my fellow's thought I have not very much peace of conscience.) So I will bring you a few illustrations. Our youngest boy, when nine years old—just coming nine—came home one day after school and insisted he should have a piece of his mother's clothesline a rod long. She told



him it was just the right length for her and she could not very well spare it and he could have a string. He said that was the only thing in the world he did want, and of course he did have it. So a rod of clothesline was taken off and he started out with two or three of his mates to measure a mile. His idea of a mile was a straight street, and he thought he should see both ends of the street; so they measured one street and found it was only a quarter of a mile long; they were utterly disgusted. They went off and tackled the next street, a good deal longer, and that was less than three-fourths of a mile long. Then they came home in absolute disgust; said they had measured two streets and found none a mile long; said they were going to get up in the morning and go on Broadway, and if Broadway was not quite straight they didn't think that made much difference, but they would find it long enough to get a mile on it; and next morning they were up bright and early and measured a mile. Some little time afterwards I met the teacher and said, I think that is a capital idea of yours to have the children measure a mile. She said, I never required the children to measure a mile; I think that would be wholly unreasonable. I said, You made the boys measure a mile. She said she never, most of them did it but she never asked them to, never thought of them doing it. I said to the boy, "I thought your teacher said for you to measure a mile?" "Oh no, I never said that," he replied, "but you see when she taught us an inch she had us measure lots of books, and when she taught us a foot she had us measure the desks and lots of things, and she taught us to measure a yard, and when she taught us a mile of course we had to measure a mile." Now, that is a thousand times better than to tell those children to measure a mile. When you can have the children do what they do in school so that those little children get the thought that they do not really have the thing until they have done it, then you have taught them to be soloists. That is what you have done and what I mean.

But again, there is no good language work that is done simply by rule, as your mayor said last night, but there is always good language work when the child has something that he wants to say and somebody that wants to have him say it to them. I want to repeat that. If you can get the children given something they want to say, and can be sure somebody wants to hear them say it, you will have good language work. You will never do the best language work by having the children recite to you a thing that bores you and bores all the rest of the class. You

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will never have good language work when you are having them taught anything that you may tell them it is not right. Nobody ever learned to use prepositions correctly by memorising them with the teacher listening, tickled to death if she found one of them that did not have them all in.

I bring you another illustration. Our littlest girl was in the kindergarten, and on her way home one day saw her brother, two years older than herself, crossing a vacant lot, and told him she had something she wanted to tell him awfully, and he stopped, though he was in a rush to get home to meet some boys, and he went over and walked along with her, and she told him, and he walked all the way home with her, (and I will say to you, what you know, that when any boy will walk home with his own sister she has got something interesting to say.) As they approached home the boys waiting for him shouted, "Where have you been all this time?" He said, "Sister has something to tell you and you will hear it." They stopped and she told them. She went into the house where her older sisters, a college girl and a high school girl, were sitting, and she said, "I have something I want to tell you awfully, I don't want to wait." And they said, "All right," and she told them. Then she went up where her mother had a visitor and told them, and as soon as there was a lull that night, when I came home she said, "Papa, I have some thing to tell you. Mamma thinks you would like to hear it," and she told me. Any child that is given anything in school that she wants to tell five times in the first half day, and that boys and girls, women and men, want to hear, has had a language lesson that is simply mighty. I will give you the story as she told it to me that night. She says, "Papa, we made butter in school to-day." I said, "I guess not." She says, "We did, and we ate it too." She said, "Do you know, yesterday, teacher brought a big pan to school, and Barry Town brought a can of milk, and the teacher poured the milk into the pan and put it under the window, and brought the window down on it so it would not spill out, and left it there. This morning the teacher brought a glass fruit jar, such as manima has, and took the cream all off the milk and put it in the jar, put the rubber band on it, corked it down, turned it up and shook it to see if it leaked, and then she corked it awfully tight, and then it didn't leak, then shook it, then every one of us shook it all around the class, then shook it awfully hard, and the second time we were shaking it all round little yellow things were all coming through it; it was so funny; and by-and-by there were so many,

and teacher said, we are going to have this taken out, and all of you are going to pat it in your hands, and then we are going to eat it. And we said, "Oh." She wanted to know what we said *oh* for, and we were all looking at our hands and said we didn't want to eat it if we handled it. Then we all went out and washed our hands and came back and had to show our hands to every boy and girl, and if any one was not ready to eat it we had to wash again. Calling one little fellow by name she said, "I held him up three times and the teacher went and washed his hands for him," and so on.

Now, that exercise was never given by that teacher for fun. It was not given as an industrial exercise; it was never given because of the butter-making incident connected with it. She didn't waste so much time in telling a thousand things that were of no real interest or value, but she had the children just do the thing until every child in that school was talking about it, and talking about nothing else, and I tell you every child learned language in a real dead-in-earnest way before she was through with that exercise.

But I turn from the child's side of it to the teacher's side of it. I want every teacher to be a soloist. I have an absolute abhorrence of that idea that we are all to be run in the same mould. I have absolutely no use (that is not slang either) for any paper whose editor I know nothing of, and I don't know that it has an editor. People want to write books, and let nobody know who wrote them. That day is fast passing. One of the New York daily papers has paralyzed the world with its marvellous success. It has a good many things I do not like, but the one thing that has made it live, and will make it shake the foundations of the whole world of journalistic life, is that it makes every man who writes for it that amounts to anything put his name under it. No matter if it is the smallest reporter on the list, if that reporter comes in and has an opinion to express about anything he has seen, his name goes under it. I have a great deal of feeling on this matter. I want the personality, the life, to thrill and move what is said and what is written, and I want that in the school-room just the same. I would like to emphasize what was said here last night, that teachers do not get the pay they ought to have. I grant that, but I would like to tell you another thing. You will never get the pay you ought to have, when it does not make any difference whether Miss Jones, or Miss Brown, or Miss Smith, or Mr. Harry, or Mr. Dick, or somebody else, is in that school for a few months, never. Whenever you can get such a

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sentiment and such a condition that that man is the one man they want, and they do not want any other; when they know that man can teach them as no other can, and that woman is doing work no one else can do, they will pay for them. Mr. Sumner says he advances steadily the man who is in his employ. Not simply because he is in his employ; he advances every man that makes his work such that he cannot afford to let that man go and take up any other man at random. That is what it is; and I say to you teachers, that there is to-day a demand such as there never was before in the world's history.

Let me give you one single illustration of a woman I have followed in her work. She graduated from one of our New England Normal Schools. I did not know her there, though she was in the Normal School in which I taught for four years and a half, but after I had left, and I knew nothing of her work there. When she went out she went into a town and took the village school, and she did not do things just as they had been done before, and they had a very stupid school board, and the School Board was finding fault with her, nagging her, because she was not doing things their way. It did not make any difference to her. She had been there a little while when a man entered that school for whom many people had a high regard; he spent a couple of hours in that school when he only expected to spend a few minutes, and when he went out he wrote a note to a superintendent of schools in a town eight miles away and said, "I saw the best teaching to-day that I ever saw in my life in a grammar school. I want you to go and see that woman teach." The man very soon made an excuse, went over and saw her teach, and before he left said, "I want you to take the grammar school in our village, and gave her 50% higher wages than she was getting there. Then the School Board woke up and said they wondered how it was this woman they did not like very much had got such a promotion, and then they began to hear people all around the village say she was really a wonderful woman. Then they went and offered to raise her salary to that 50% if she would stay, but she said, "Oh no," it was too late. She had been teaching the grammar school in the second town a little while when I first knew her. I saw what others had seen and was very much impressed with it, and said, "You ought not to stay in grade work; you should get out of grade work into supervisory work." Now I think the most difficult thing in education is for a woman to get from grade work into special work, and especially supervisory work. There are so many grade teachers, and the work looks so



near alike that it is very difficult to lift one out of that range into the next. After one or two recommendations I succeeded in getting her started at \$800, and it so happened later that through a recommendation of mine—as I had by this time become a great believer in her personality and power—she was invited to take a position as supervisor in a western city at \$1,500, and was raised ultimately to \$1,800; and when she had an invitation to go to a Normal School they raised it to \$2,000; but when they did that they said, “Yes, we shall raise you to \$2,000, but we think it is an outrage to pay a woman who has never been to college \$2,000. We don’t think we ought to do it, but the feeling here is so strong that we cannot let you go, but we say to you plainly that when the time comes that we can find just what we want, you need not be surprised if we let you go and get somebody else for \$1,500, for we think \$1,500 is as much as a woman without a college education ought to get for teaching school.” It so happened when I was in that city, on my way to the coast, I stopped over there for a day and an evening. I was dining with her that night and with friends when a telegram was brought her. She had written me when they told her what they did about her \$2,000 salary, that she felt a good deal disturbed over the attitude of the Board, and she should leave the first chance she got; she said, “I will go anywhere else in the world for \$2,000 before I will stay here.” Now the telegram was received and she passed it to me and I opened it. It contained an offer of a position just the same as that in another city offering her \$2,500. I said, “You will not accept it.” She said, “I shall.” I said, “You ought not; you are doing a marvellous work here, and have reached a point when the question of money is not a question; your reputation and influence are of more account.” She said, “You remember what I wrote?” I said, “People don’t feel that way here.” She said they did, but promised not to send her answer before morning. After the dinner was over I went out and called on a few members of the board, and said to them, as I called around to say good-bye, as I was going to leave on a late train that night, something about this woman and the good work she was doing, and they went into ecstasies over her, and they said, “Why, we pay her \$2,000,” and they felt sure they could keep her there. I said, “But that is no pay at all for a woman of such power as she has.” They thought I had gone daft. I said, “You won’t keep her here a week at \$2,000.” “What do you know?” they said. “Simply nothing.” I did not need to know anything. As soon as I got out they started out

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one after another and rushed around and went to see her, and wanted to know what I had been talking about. She said she was surprised if I said anything, and said she had not ; but they had a feeling something was going to happen, and they said, when she told them of the offer, " But you will not accept that ? " And she said, " I will." And they said, " Wait till morning ; " and before they slept they had the consent of every member of that committee to the unanimous raising of her salary to \$2,500 if she would stay. To-day that woman has \$3,800 for the same kind of work exactly. When that woman was being talked of for that position some friends came to me and said, " Why, in that position we ought to have a woman a graduate of a college." I said, " I grant that ; nobody will outdo me in that. Bring on the woman from college who has made such a record," and they could not find anybody on the face of the globe who had what they wanted, and what she had in her personality.

I do not say that you will all get \$3,800 before the year is out, but I do want to say to you, we have started a line of action that is going to thrill down to the humblest teacher, and when that thing is realized, that day salaries are going up ; for people are going to pay for what they must have and what they cannot get along without. I say then to you, Be individual ; do something in your own way ; put your personality into things ; let everybody realize that you are doing things in your own way, and you will never do that if you have any rules and regulations that you are going to die if they are not carried out.

I must be content with one illustration. I bring you an incident I saw in Chicago, visiting schools one day with George Howland, then the superintendent of schools, now gone to his reward. Mr. Howland, from my standpoint, was the greatest superintendent that the world has ever raised. I could not explain it, could not account for it ; he did not look it, did not act like it, but he was. That city with its hundreds of thousands of pupils, had scarcely a schoolboy or girl in the whole city that did not know him. Perfectly marvellous. On one Friday before the April vacation Mr. Howland dropped into one of the large schools in one of the western sections of the city, and as he opened the door the teacher's face lightened up and she said : " I am so glad you have come to-day ; I want you to read something to my boys." He said he hadn't anything to read. She said, " Yes, you never were without something to read in your life." He said, " I have a copy of ' Evangeline ' in here, but boys would not be interested in that."

"Wouldn't they? Try it." And up into the hall the whole school was marshalled, and Mr. Howland read from start to finish, without note or comment, and Mr. Howland was not an interesting man to look upon—just about as uninteresting as anybody could be, and he read that poem all through, and when through the principal said: "Now boys, when you come back after vacation I want every one of you to bring me something you have written about this." And it was one of those incidents in a man's life which come so often to a man who is skipping here and there through the world, that on the Tuesday following the opening of schools after vacation I was in this very school. I knew nothing of what had happened, but found a pile of papers on the principal's desk. I looked at the papers one by one and saw one that I said I would like to see the boy who wrote it, and the principal said I might, and he took me down and showed me an Italian boy, from one of the worst parts of the city of Chicago. This is what he had written: "I supposed so big a man would read very loud, but he didn't. I thought I was not going to hear anything he said, but I heard every word. Teacher says to us so much about emphasizing I thought I would see how he did it. He didn't do it at all, but oh my, didn't he make the pictures stand out though? I will see everything there was in it till I die." Then he left two blank lines, as if he hadn't the courage to say what he wanted to say, and then wrote this line: "The way that man read made me think of God."

I would sooner have the power to read Evangeline till those little fellows from the slums of Chicago should think of God, because of the personality I put into it, than to preach the most powerful sermon ever spoken from the sacred desk. So I ask every one of you to do the best you can in your place. I remember in my boyhood days the man who could spell any word on earth we used to hunt up the cantankerous words just to throw at him; but I never challenged any class of mine to do that with me; that was not my line. I remember also the teacher who would do any problem any boy could find, and when the whole community was hunting up problems for that man to do, and so, one way after another, every great teacher impresses herself or himself somehow as a soloist before the school.

But I pass to the work of the leader. I have great appreciation for the power of the soloist, but I have greater appreciation for the power of the leader. I have been many a time to listen to Sousa's band; the music is simply wonderful; but I do not go to hear any

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the whole school to finish, without a leading man to look up to, and he read aloud said: "Now every one of you to stand up and it was one of you to a man who is the Tuesday following this very school. A pile of papers on the table and saw one under the principal and an Italian boy, and that is what he had read, but he didn't. I don't know but I heard every thing I thought I should do, didn't he say anything there was a man who hadn't the courtesy line: "The

is till those little things, because of the wonderful sermon ever you do to do the best of the man who is the cantankerous class of mine and also the teacher when the whole do, and so, one or himself some-

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instrument there, but to see the man who does not play any instrument or make any noise—the man who stands there without flute, violin, cornet, or anything else but a cornet—the man who stands there covered all over with the glitter of medals received the wide world over—the man who, with 50 to 100 pieces before him, can somehow do something that I don't know about, and make them do anything. That is the leader—the man whose presence, personality and power brings out of every instrument something no other man could have brought out of it as he brings it out, simply because he is the leader. That is it—because he is the leader.

In the first place, I want you to take into account the leader, who is an element in your school. Not a teacher here, I suppose, who has taught any length of time, has ever taught without having some boy that stands out in your mind as the dullest boy you ever had, the most stupid boy you ever saw. I remember very well the most stupid boy I ever had—a boy so dull, so slow, that he did almost nothing in any of his school studies. I did everything I could to help him along, and boost him along; and do the best I could with him, I don't believe that fellow would ever have been promoted in the time I was in that school at all if his father had not been chairman of the School Board. But somehow he did manage to get promoted regularly, and I did the best I could and let the thing go there. Years passed. Out into the world he went; out into the world I went. One day I received a gilt-edged invitation to be the special guest of the largest and the best dining club in the city of Boston. It was from this dull boy, asking me to be the special guest of honor, and mentioning that the Governor of the State, and one of the United States Senators, would also be guests; and when I attended the dinner I was somewhat amused to find my name leading all the rest. I knew the Governor would smile, and I knew the Senator would smile, and I knew that only one person beside myself knew why that was as it was. It was a great occasion, and when the presiding officer rose and, in a very quiet, unpretentious speech, said it was the proudest moment of his life to be able to introduce to his fellow club members the one man in all the world who knew that he had no right to be presiding over such an affair as that; and when, the next morning, our leading Boston paper had several columns given to a report of the meeting, this man's picture, a picture of his home, of his place of business, I was very proud to know that he had been one of my boys, and I was not telling people what a



stupid boy he was either. But friends, I know now that if I had known as much then as I do know now about teaching, that that boy never would have been ranked as a dunce—for that boy was the leader of that school all those years, on the ball ground, in any game that boy bounded into leadership as naturally as he breathed ; and lots of times when I thought he was stupid, he was simply sitting there, I have no doubt, picturing to himself the way he would astonish me some time by what he would do in the world when he got a fair chance out among men. And I say to you, if I was back in the schoolroom as a teacher, I would find some way to pat on the back any boy or girl, however stupid in books, if I saw in that boy or that girl the elements of leadership, the elements of power that were sure to make them marked men and women in the world. And we so often find out that the boy at the tail end of the class in school is at the head of the class out in life, I always know it was because the man who said he was at the tail end of the class didn't know anything about his business. That is all. So I say, study the elements of leadership in those boys and girls.

I wish you could have something of what we used to have in the olden days, choosing sides in spelling and geography, and in other things. I grant that went to the extreme ; but there was an element in it we do not get enough of to-day. Do you remember in those days the boys that used to choose sides ? They were not the best spellers ; oftentimes they would be the very first to be spelled down. That did not make any difference, but the boys were asked to choose sides that had the courage, the nerve, to pass by their best girl and choose a girl they didn't speak to outside of the school, just because their best girl couldn't spell which without a t, and this other girl could spell anything she wanted to.

Yes, there was an element of leadership developed and brought out in those exercises that meant something, for the elements which make a man a leader are those elements that start him out on the range of his own, and given him his own power and place, and chooses men by what they can do, absolutely without favor. If there were time I would like to discuss that element of leadership ; the difference between the leader and the "boss" in politics. You know the "boss" is the fellow who is always doing something for the fellow that he is going to have do something for him some time, and the fellow he is going to control from that time on ; that man is the boss. But the leader is the man who does not care whether he ever sees that fellow again in the

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world, but makes the service so grand, so noble, that the service itself will make him immortal. That is the element of leadership, and we want it all along the line.

I will close this point with a single illustration. It was at a great gathering in a college town in one of the Central States that we were having a grand meeting. There were 1400 present. Every nook and corner was occupied—the doorways, the halls, the stairways into the gallery—everything was simply filled, and hundreds had been turned away. There were to be three speakers that afternoon. I was the second upon the program. The man in charge of the exercises had made an address two weeks before at the dedication of the gymnasium, and had taken occasion to criticise football. (I am perfectly willing you should have any opinion on football you wish, but would like to hint to you that if you don't know any better than to antagonize football you don't want to live in a college town, and if you do live there you want to keep very quiet in that town, or at least keep very quiet on your opinion on football.) This man was not up on that philosophy, and had spoken very bitterly about football, and immediately they had telephoned 20 miles to his own town, and all the college boys heard it immediately, and when he alighted that night from the train at his own home, he found the college boys lined up, with a war-whoop for the occasion that expressed their opinion of this man. He realized that he was going to have a great occasion there in two weeks, and also that he would have a very unenviable time when that occasion came off. He dreaded it. He was a man of courage, equal to the situation. He had been superintendent of that county for twelve years, and was going to be superintendent for twelve years to come, and was going to show them that he was equal to the emergency, and so instructed six policemen to see that there was no one hidden about, and had some at the door to keep the college boys from coming in, upon their life. Now he was ahead. The building was filled; 500 people packed around the doors and 500 had gone away. You can guess before this time all these people had not come to hear me speak, or to hear any one else. They were interested in other things than oratory. No sooner had this condition of things been brought about than the policemen went away. Said they thought the building was so full that no one else could get in; there was no need of any one staying longer at the door. The college boys of course knew they would go away about that time, had taught them philosophy along that line and up to that point. Just as soon as they were out of

the way 50 college boys, with more or less football gear on, went in the doorways and up the stairways—it was one of those halls where there are rafters and window sills—and they made the most picturesque sight I ever saw in my life. I never got through a speech so promptly as through that one. Before they were there I was there, had finished and rounded out my speech, got all through and sat down. The man with the third speech arose, and was not happy, but wanted the people to think he was. He smiled while the perspiration rolled in great streams. I can see him now as he stepped out, and smiled, and smiled, and smiled, and smiled, and did not want to open his mouth, but finally did; and just as he did they did, and they struck up “Glory, Glory, Hallelujah!” The college president was sitting in a chair and he dropped his head as though he had been knocked on the head. The superintendent of schools, who had been presiding, slumped absolutely and fell clear to the floor; but there sat upon the platform a man who had been sleeping all the time I spoke, I have no doubt, but that first note, when it struck the air, brought him to his feet with a jump, and he said: “Let us all sing.” And they sang. “Oh, but you didn’t half do it. Now sing in earnest,” and they repeated the chorus. “But you have not half done it; now let everybody here sing—sing till the rafters echo.” And they did. My, what singing that was. And then he said: “There, that will do; that will do, boys; that will do.” And it did do. Those boys knew they were in the hands of a master, and they would have been the first to put out of that building anybody who would have interrupted those proceedings. And the man rose and went on with his speech without any trepidation, and those boys cheered the good things and enjoyed it as much as anybody there. The man who has the power of leadership that that man has is a master among the sons of men; and I want you teachers to know that leadership does not consist in nagging, or scolding, or fretting. Leadership consists in holding yourself where you are ready for the emergencies. A little thing at the right time settles everything.

All up to this point has been by way of introduction to the Accompanist. Much as I admire the soloist and the leader in education, there is another person whom I admire more than them, and she is the accompanist, a person unrecognized usually by the audience and by the world. She sits at the instrument and first of all is the buoyant factor in the exercises. No soloist goes so high, no soloist has so much fervency as the soloist who knows she has beneath her the everlasting

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arms of the accompanist, and the music that makes it easy and natural for her to do her work nobly and grandly. But not only is the accompanist buoyant, but she is protective. Every soloist wants to feel that she can go just as high as she can go, and a little higher than she can go, safely, knowing if she does go off on a tangent the accompanist will take a trot around there and bring her down gracefully. And the accompanist must not only be buoyant and protective, but must have the power to transpose under action. I have never understood why so many of our great soloists so often feel just before they sing that if it was only played in another key, there is something in the atmosphere or somewhere that would make it go better; and the soloist likes to feel that she can say to the accompanist, for fun if nothing more,—play it in such another key—and the accompanist must have the power to transpose under action, buoy up and protect, and do it all and expect no recognition for anything she has done.

Suppose at the next concert you attend when a soloist does something wonderful, beautiful, so thrilling that the whole audience is charmed with, and goes off with an encore, and the accompanist should rise and bow, and say, I am so glad you appreciate what I have done. She would never play another accompaniment. She must look at the keys very demurely. The only thing that she is allowed to do is to look up to the soloist with a sort of adoration that is sublime, but she must not expect any recognition whatever.

Now I wish to apply these four things to the teacher. Not all teachers can be soloists; not all teachers can be leaders; not all children can be leaders; not all pupils can be leaders or soloists, but if you cannot play one of these parts you may at least play the part of the accompanist. The buoyant factor in the world is the mighty factor. Why, think for a moment what the buoyancy of one woman is to the greatest nation on earth to-day; not because of anything she says, not because of anything she does, but simply because every Englishman the wide world over appreciates the buoyant factor of his Queen.

Many a man who is out before the world, in public life, drawing the acclaim of the world, would never have been what he is but for the woman in his home of whom the world hears nothing, but there is the buoyant factor, the sustaining factor. Many a young man out in the world knows that he would never be what he is if it was not for the woman in the school of his boyhood. I had the privilege of attending,—the first school I ever attended,—a school taught by a very quiet, un-



pretending woman. Years passed; I went through the primary school, and on and on, and out into the world, and we were scattered far and near. She taught in all fifty years in that same little village. Of course she had had different schoolhouses, but practically the same school for fifty years. Some of us remembered that she would have taught fifty years at a certain time, and I turned to my stenographer and dictated a few letters and started them out around the world, telling people that Irene Wood would have taught the school fifty years on a certain day, and it would be sort of nice if in some way those of us who could should remember her; and when the time came this little woman, who had begun to worry very much, fearing she had taught so many years they would want to turn her out for some young girl, and feeling blue because there were so many new things—she had to work very hard to keep up with those things—when on this evening, without any warning at all, we had arranged to go back to that little village and gather there, it was perfectly surprising how many people came and how many letters we had from different people all over the world, and we never asked anyone to send any remembrance at all, that had not been thought of or put in the letters, but when I dropped into that woman's lap \$150 in gold, that woman simply burst out in tears, and said she didn't know anybody in the world had ever remembered she had done anything for them; but as I read letter after letter from all over the world, literally, of what people owed to that woman, "Oh," she said, "it is glorious to have lived and to have been a primary school teacher."

I say that buoyant factor will not be known here, but it will be known hereafter. It is a great thing to be the buoyant factor in a child's life, and that is one of the greatest things any teacher will ever be, the buoyant factor in a child's life when he needs just that buoyancy.

Then you must be the protective factor also. There is a danger always that the teacher shall somehow come to feel he is a policeman—instructed to detect something. This is a great misfortune. Protect and not detect. That is the idea. Do not make yourself a detective. There may be occasionally a boy you will have to watch out on, but he is a very rare boy that you need to do it with. Just protect the boys. Just see to it that you do protect them, that you let them know that there is not anybody on earth that thinks quite so much of them as you think. Let them feel that the thing that pleases you is not that you are able to be smart enough to catch them doing something they thought you were not going to catch them doing, but when you let them know

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you are the only one who knows it and you can talk about it quietly with them, and the safest place for it to be is in the knowledge of the teacher, the boy that feels he can trust his teacher, that if she does know it she will watch over him and help him and guide him, that is a great thing. It is an important thing.

This whole series of suggestions and illustrations and this whole talk was born out of this incident I am now about to relate. I was present at a concert in a city in one of the Middle States. The accompanist was a man. That is a very important fact to remember before I get through with the story. The soloist was a woman, and she was singing a selection that she never ought to have tried to sing. In the first place, she never ought to have been on that program, but someone had recommended her so strongly that she had gotten a place where she had no business to be, and she thought being there she should sing a song she had no business to try to sing, and when she went up she did go up, and when she got up there she got off; but while she was floating around there, and she did it only for a few seconds and the accompanist tried to protect her, and then he stopped and looked at her, and in the presence of an audience of over a thousand people, said: "Where are you going to light?" She broke from the stage crying so the whole audience could hear her. He bolted out of the building so quickly he didn't wait to get his hat, and never did get it. He had taught pupils for twenty years, but never got another pupil; he had to get out of the town; he didn't dare go out on the street—it was an outrage. If he had protected her for a few minutes it would have brought the audience down; they would have thought it was a great performance. That man didn't know enough to keep his mouth shut—if it had been a woman she would.

Thirdly, the teacher must not expect to carry off all the honors. It is a very great misfortune for a teacher to feel that she is the only person in the schoolroom that amounts to any considerable sum. I remember very well visiting a school once—and I visit no schools in this town, so it is perfectly safe to tell this here, and I never did such a thing before or since—the teacher was one of those delightful little bodies that is so brilliant and fascinating. She said: "I am so glad you came in," and said, "don't you want to hear my reading?" and called out Sam, and he read finely, and then Mary, and said, "Did you ever hear such reading in your life?" "Very rarely." Four of them had read, and had read beautifully, and she said, "I want to tell you I got

these results by my own special way of teaching. I don't teach by anyone's else system but by my own system. I would like to explain it. Would you like to hear some arithmetic?" I said, "No, I would like to hear some more reading." Then she asked if I wouldn't like to hear some geography, but I said, "No, I would like to hear more reading." I kept that woman at it until the last blundering pupil that the woman had given no attention to went stumbling over himself. The woman that does not know any better than to suppose she can deceive anyone who has anything to do with schools by trotting out children that would do well anywhere, does not know what is expected of her as a teacher. Your value as a teacher rests upon what your boys or girls do, and not what you do yourself with them.

I want to emphasize that even more strongly, if possible. We will suppose I go into a community, call upon the superintendent and say to him that I would like very much to see his schools because I have heard great things of them and I would like to visit them. He says: "What would you specially like to see?" "I would like to see your kindergarten work." That is it. If anything speaks to a superintendent of schools it is his kindergarten. I step into his buggy and we go along to a schoolhouse, and he opens the door and I step in. I say, "I don't want to see this; this is a kindergarten." "Well, you told me you wanted to see my kindergarten." "I never said so; never." "Now look here, if you didn't say you wanted to see my kindergarten, what did you say?" "I said I wanted to see what your kindergartens are doing, and I am so constituted I can't tell what your kindergartens are doing when in the presence of one of those bright, brilliant women, who make things so dazzling I cannot tell what your kindergartens are doing. I want to see your primary, and see what it is doing that it could never do but for the kindergarten." "Oh, oh!" "Yes, that is it. I want you to take me to the first, second, and third grades of your primary rooms and show me their work, and show me those children would never do what they are doing there if they had not had kindergarten work." I don't want to judge any teacher by seeing her in the room if there is an opportunity for me to see the results of her work after the children have left her room.

I was in a grammar school once in one of our New England States, and remarked two or three times during the exercises in the graduating class, that this boy or that girl was really wonderful, and when I was

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through the Principal said, "Yes, and you have picked out the children that came to me from the Froebel Kindergarten." There was a kindergarten whose children could be traced from the graduating class of the grammar school into the high school and into the college, because they had a start in that kindergarten. That is what I mean. You live not by your appearance in the schoolroom, but by the power those boys and girls have when they have left you. I remember well when I first went to a grammar school in a town adjoining Boston and the superintendent said to me the first day, "I hope you will pay a visit to the Clafin school as soon as you can. I was very young and Clafin was at the height of his power. I visited his room and was amazed. He called up one boy after another. These boys and girls appeared to know nothing. He called up the slowest boys and girls there were there, and I sat there for forty minutes during the recitation period, and it was certainly an exhibition of slowness that I had never seen equalled in my life. Very soon I became friendly with Mr. Clafin. I was in his home many times, and remember very well one night at a little dinner party in his home when he turned to me and said: "Do you remember what a fool you thought I was, the first time you saw me?" I said, "I do." He said, "I have never dared to tell you what a fool I thought you were." But I had learned long before that that man's power lay in the fact that he was always teaching the slow members of his class, and when he could get them where they got the faintest glimmer of the thing, all the rest of the class had the whole of it, as clear as day. I have seen teachers that would let the brilliant ones do something and so dazzle the rest that the rest would never make half an effort to do anything. It is not for you to make your school appear brilliant, but it is for you to take the place of the accompanist and let the children speak for you, as the soloist speaks for the accompanist. All the praise any accompanist ever wants is to have that soloist say when she gets off the platform, "I could never have done that if it had not been for you;" and the highest honor that can come to any teacher is to have a boy say to her, or for her to know even if he does not say it, "I could never have been what I am if it had not been for you." That is your honor; that is your glory as a teacher, as the accompanist.

And lastly, I bring to you the other phase, namely transposing in action, and I want to say to you that no school exists for the sake of its rules. I want no teacher of a child of mine that thinks more of a rule or regulation than she thinks of the salvation of any boy or girl in



her school. It is a terribly hard thing for a teacher to be willing to let a rule or a regulation or a theory pass by. It is a very difficult thing but it is the highest attainment possible to think not of the rule but of the boy, to think not of the regulations but of the child, oftentimes. It is always the exception that proves the rule, and your rule never suffers because you let it stand for a moment for the salvation of a child. I bring you an experience within my own life. I was very early in the schools. I graduated from the Normal School early. I was in the army early. I had been out teaching when I entered the Academy for college preparation. I had all the feeling of independence that anybody naturally has who has been his own master from the time he is 16 years of age, or thereabouts. I was 19 and felt as though I was 29. It was a Sunday morning when the man with whom I boarded said, "Wouldn't you like to go to the Conference to-day, meeting 18 miles away at Augusta or Hallowell?" He said, "I am going over with six horses and a wagon to carry people to the place; it will be a fine thing." I have always been a Sabbatarian but confess to you I always fall kind of off when there is a religious excuse for a good Sunday outing, and have not got over it yet; and so when the opportunity came of riding behind six horses for 18 miles and back it was too much of a temptation and I consented to go. As we were going past the President's house the man said, "Have you the President's permission?" I said, "No." He said, "You must." So I went to the President and said, "Mr. Torsey, I am going down to the Conference to-day with Ben," and he said, "Have you the written consent of your parents?" I said I never had the written consent of my parents for anything in the world. He said the written regulation was that no student under 21 could leave the town without the written consent of his parents. I said, "If I had known I was coming to a kindergarten I would not have come." So I stayed there because Ben would not take me. If anybody about that place did not know before night just how I felt it was not my fault. And any fellow in such a position as I was would have felt, naturally, as I felt. I was not an exception to the rule. The next morning I took from the Post Office a letter saying I had been elected principal of a grammar school at one thousand dollars a year, in one of our New England towns. Was I happy? Well, you just guess. I had no use for a kindergarten. I showed the letter to everybody I got a chance that day and telegraphed that I would be there and take the school, that I would leave on Wednesday and begin school the following Monday. Nobody ever

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acted so like a fool as I did that day. I was perfectly happy in it, and that night I took solid comfort in going to the livery stable and hiring a horse and sleigh and taking a young lady who did not belong to the school, and just at a time when everybody was coming out of the schoolhouse I drove past every professor and lifted my hat to each one and chiefly to Dr. Torsey. I was foolish; I confess it. Dr. Torsey said next morning he would like to see me at the close of the class. I told him I had been thinking of seeing him that morning. All the boys massed themselves around the door against the time I should come out. Dr. Torsey said, "You know I have a class here of about 60 boys and girls of the community that make us more or less trouble." I said, "Yes." They were called "The Botany Bay" class. He said, "I have always taught that class," and said he was not very well. I said I was very sorry. He said he was not at all well but he had not known what to do with that class; but said he, "I have seen some elements in you in the last 48 hours that lead me to think you could take that class and carry it through grandly. I have called the Faculty together and they have elected you here and wish you would stay here with us." I said, "I want to explain to you very much about a little incident that has happened." He said,— "No explanation; I understand it. If I had realized the situation I would have let you go to Hallowell. I have been wishing I had and have ever since. I thought it would make a big row for you to go away as you are going now and it would ruin you for life to go away with the feeling you have now and to suffer: all your life for being so foolish as you have been; and the Faculty agrees with me it is a great deal better to have this thing end just where it is. Will you stay?" I said, "Oh yes, I have not the slightest use for the grammar school, never did want it; I will telegraph at once." I wish you could have seen me when I went out. "Get away boys; I am one of the professors now." But I want to say to you that that man lost no prestige in that school; that man lost no power there; not a bit of it. That man was thinking of my future and not of his rules. He knew perfectly well, better than I did, what a fool I had made of myself, but he knew it would be a very sad thing for me to go out into the world from the standpoint I was going out into the world then with; and I say to you that man to the day he died, though he came often to my home and never came that he did not remember something they were wanting down there at the seminary, never came to my home with a contribution paper that I did not have something to give to that institution; and

I want to say, behind that lies a great deal I cannot put into it to-day behind it lies very much.

There is one other illustration. A woman whom I have heard many times upon the platform, and always speaking with power, was supervisor in one of our American cities, and one day she went into one of the schools, and as she was there looking on, the teacher was not teaching arithmetic just as she wanted it taught, and she said, would you mind if I took that lesson. She said she would be very happy. She taught the school in that fascinating way that she knew how to do, and when she was through asked this one and that if they understood, and asked if anyone did not understand it, and the last girl on the last row raised her hand and said she did not understand it. Then she took the table and moved it along to the end of the aisle and explained again and asked if the girl understood, and she said she did not. She took the table down and went slowly through it and said, "Do you understand now?" and she said, "No." The woman asked the teacher to go on with the lesson while she took a chair, walked down and placed it behind the girl, and the girl dropped her head on her shoulder and wept; and at the close of the school said when asked why she did not understand, "I suppose it was because I didn't pay any attention. I didn't know what you were talking about. I didn't care. Mother died five weeks ago; father brought me and my sisters over here and put us with a woman here; it is not nice and it is not a nice home. Papa said he would come and get us and he hasn't come; and yesterday I went back with my sisters to my old home, but a policeman was sent for us and brought us back, and the woman whipped us all and says, 'Papa is never coming for us any more in the world.' I wish I could die. I would die if my little sisters were dead." And the supervisor kissed the girl and said, calling the teacher down, "Don't try to teach this girl arithmetic or language, or anything else; just let this be a loving place for her, for she has nobody in the world to love her." The girl leaped from the chair, threw her arms around the teacher's neck, and said: "I can learn anything in the world if anybody will love me." I have heard that supervisor many a time when she had an audience in her hands, but she was never so beautiful or glorious as when she did not care one thing for the arithmetic or geography or grammar, when she remembered the needs of that child.

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## ADDRESS BY DR. H. S. BRIDGES,

PRINCIPAL OF THE HIGH SCHOOL, ST. JOHN, N. B.,

## ON INEFFECTIVENESS IN TEACHING.

One of the best known of the late writers on Cricket in discoursing on his favorite game has expressed himself very forcibly in the following language: "Mark you, cricket is a big thing, and to reach the highest pitch in it of which you are capable you must give to it your best endeavors and nearly all your time." These suggestive remarks I would apply to the subject of teaching, but with the following slight modifications: Teaching is a much greater thing than cricket, and to reach the highest pitch in it of which you are capable, you must give to it your best endeavors and all your time; for, while it is true that a good school is the product of the combined and harmonious operation of various agencies, it is also more certain that by far the most important of all these agencies are the teacher himself and the quality of his teaching.

The following maxim, therefore, though apparently extravagant, is undoubtedly true—"As is the teacher so is the school." The teacher is to the school as the engineer to the engine, the master to the vessel, the commander to the army. School-house, text-books, apparatus, proper classification, supervisory officers are all necessary, and may possess the highest standard of excellence and yet, for the want of a suitable teacher the school may be but a name. No good instruction will be given, no moral or mental discipline imparted, no desire for knowledge inspired, and all the costly preparation for education just mentioned above will go for naught in the hands of the unskilled workman. On the other hand, the accomplished teacher will almost create a good school in the face of all obstacles. The pupils who come in contact with such a teacher will feel his power through every fibre of their being, while his methods and his skill will inspire them with a thirst for knowledge, even turning apparent defectiveness in the means employed into the means of improvement. Indeed, it has been well but rather quaintly remarked that a good teacher will do more work, and that too of a better kind with a method seemingly bad, than a bad teacher can



do, though armed from head to foot with all the latest psychological theories.

I must pass on, however, to the consideration of what is the more immediate object of this paper, viz.: ineffectiveness in teaching; and, let me say right at the outset, that inefficiency in teaching is often largely due to the inability of a teacher to secure proper order in the school. Indeed, the most pressing question for the young teacher is generally not seats, apparatus, marks or other mechanical aids, but how to keep order in the class. Now, order is not everything, and most assuredly it is not teaching, yet to the life of the school, order bears the same relation as food does to the life of the body. Just as we do not take food for its own sake, but rather that the body may be enabled to perform its functions properly, so also do we endeavor to secure and maintain order, not for the mere sake of order, but that the school may be the better enabled to perform its functions. Though we may possess all the wisdom, and all the learning of the schools, yet if we lack the power of command we are but "sounding brass or tinkling cymbal." Fortunately the ability to keep order is a power which most teachers may obtain, if they are willing to pay the price. This price is two-fold: (1) the careful cultivation of one's own character; (2) unceasing attention to details. As regards the first, we must set before ourselves a high standard of life. Those men and women do the best work who are habitually controlled by singleness of purpose, and who have broad views and lofty ideals. The petty worries of the class-room do not turn them aside from those great aims "which dignify their office and grace all that they can do." "The great school-masters and school-mistresses live in the minds of their pupils as exemplars of the great saving virtues—honesty, justice, courtesy, courage."

While the teacher must aim at a high standard of life, he must also possess patience. If, however, the gift of patience is not his by heredity, he must strive most zealously to cultivate it—that is, if he desires to become a success as a disciplinarian. Fortunately, or shall I say unfortunately, the teacher's profession gives him a very wide opportunity for the daily practice of this saving virtue. Our schoolrooms are filled with numbers of children, of whom some are froward, some spoiled, others stupid or stubborn, while many are not only restless but careless and inattentive; yet no matter what may be the excuse for irritability or anger, we must resolutely determine to keep an even temper. If we cannot govern ourselves, we certainly will not be able to govern others;

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To patience I would add three other qualities essential for effective discipline, viz. : decision, dignity and tact. These a teacher must possess, or certainly strive to cultivate, if he wishes to become efficient in school management. It is hard to say which of these is most important, as all are equally essential. In most children will power is weak ; if, therefore, it is strong in the teacher, it is a comparatively easy matter to govern them. Let the teacher then make up his mind clearly what he wants, and this will of itself go far towards securing the desired end. If there be a definite purpose on the part of a teacher, his commands are pretty sure to be clear and definite. Need I add that it is much harder for a pupil to disobey commands that are definite than the vague monitions, half request, half exhortation which are often heard in school-rooms where an inefficient teacher is in charge. Decision brings with it firmness, consistency and promptitude ; where it is wanting there are sure to be found weakness and hesitation—two things absolutely fatal to good order.

Another quality no less essential than decision is dignity, which should be consistently maintained both in school and out. By dignity I do not mean either stiffness or affectation ; order and decorum can be perfectly maintained without stiffness, and stiffness is altogether out of place in the schoolroom. In a lesson there should be as much as pleasantness and friendliness of talk as is compatible with getting the work done. That teacher, who is possessed of true dignity, can be familiar with his scholars without any danger of their being familiar with him, and he will often find that an illustration, a story, an illusion, or even a jest, may prove a fertile seed where his direct teaching may have produced but poor results.

Let the teacher also strive to cultivate tact. If difficulties lie in the way of duty, by all means let them be boldly faced and resolutely overcome, but let this also be borne in mind that many a difficulty can often be avoided by a little management, and that, too, without losing one's own respect or that of others. To put the matter in the briefest possible way, tact is to the life of the schoolroom what oil is to machinery—it destroys friction. Need I add that this is a consummation devoutly to be wished.

The cultivation of the qualities outlined above is, however, only half the price which every teacher must pay who wishes to avoid ineffi-

ciency in discipline. The other half is unceasing attention to details. Many teachers fail from what is at bottom mere indolence than from any real incapacity. Up to a certain point it is so much easier, and it saves one so much trouble not to be bothered with details; yet bad results are sure to follow from neglect of the most simple precautions. Let the daily routine of the school, therefore, be regulated literally by clock-work.

The lesson should, as a rule, begin and cease exactly at the minute laid down, and the time-table followed to the minutest particular. Let there be a well-defined and settled plan for assembling, dismissal, standing, sitting, etc., remembering that nothing should be haphazard, nothing left to the caprice of children. It is moreover absolutely necessary for a teacher to exercise constant foresight. Suppose, for example, that the teacher has to conduct a lesson in reading. If there are not enough readers, or if some of them have leaves missing, the whole class is often kept waiting and idle while the defect is being remedied, and a class that is idle soon becomes disorderly. Indeed, foresight is quite as necessary with regard to lessons as to order. Every separate lesson should be carefully thought out and earnest preparation made for it. This may involve time at first, but in the end will be found to be most effective. No matter how simple the subject of a lesson may be, that teacher is most effective who has spent some time in careful preparation. In what other way can you determine the amount to be attempted in the time prescribed, or what is to be the proper order for taking up the different parts, where it is well to recapitulate, and how unity and point can be given to the lesson as a whole.

Such are some of the main principles which must be carefully observed to secure and maintain effective discipline in the schoolroom. By paying careful attention to these even the inefficient teacher may become transformed into an effective one, but if they are neglected, or thought of little moment, it is absolutely impossible to attain ultimate success. And just here it may possibly not be out of place to add a few instructions for the benefit of those who may not have had any wide experience in teaching, while I am sure those who are older, and whose experience is greater, will pardon me if such instruction seems to them trite and common place. Be sure you stand or sit before a class in such a way that you can, without difficulty, see every pupil under your care. Your eye must take in all that is going on, and in such a way as to observe every act and movement made by each individual in the class.

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The longer I teach, and the more I visit schools, the more am I convinced of the importance of this. If you stand where you cannot see every pupil, or if you keep your eye fixed on the book, or on one individual in the class, you will certainly fail to check indifference or inattention, because from not seeing it you are not instantly conscious of it. Remember the maxim of Dr. Thring—"Inattention on the part of a class is, above all things, a teacher's fault." Need I add that there will be no real intellectual drill or discipline in a class where inattention is not immediately checked. Cultivate carefully in yourself, therefore, quickness of eye, and also quickness of ear ; yea, check the very beginning of disorder.

If commands are necessary let them be clear, brief and well considered ; but do not repeat a command. When a command has been given do not proceed until every member of the class has obeyed it ; if you do, some will certainly infer that they need only obey at the dictates of their own sweet will. Your commands, moreover, should never be contradictory or inconsistent. It was Jean Paul Richter, I believe, who said that the education of his day was like the harlequin of the Italian comedy, who jumped on the stage with a packet of papers under each arm. He is asked, "What have you under your right arm ?" and answers, "Commands." "And what, pray, under your left arm ?" "Countermands." Above all, do not assume that you will be disobeyed. When I hear a teacher say : "If any boy or girl does not do this. I will," I always tremble for him—for the teacher, not the boy.

Speak habitually in low, clear tones, if you wish to be effective. I firmly believe that the uneasiness of a class is often due to the unimpressive or harassing voice of a teacher. The harsh, the noisy or the monotonous voice are all in their way ineffective, inasmuch as they prevent the teacher from producing on his class the result that he desires to reach. Indeed, the moral effect of a well-managed voice on the character of the school is not lightly to be disregarded. The words of Dr. Fitch are worthy of a prominent place in every schoolroom in Canada : "A low tone not only effects as much as a loud one, but it actually effects more. The key at which the teacher's voice is habitually pitched determines the tone of all the school work." To be effective, therefore, a teacher should be quiet, restrained and distinct in speech. His words should be few, but every one of them should have its value for the class. A voice soft and low, but at the same time distinct, is an "excellent thing in teachers."



From what has been said it may be inferred that one great end of order is to secure attention. Now, attention is not the mere absence of noise and trifling, nor again is it that sort of comatose state where the pupils sit with their eye fixed on the teacher, but showing no outward sign of mental activity. No; real attention is far different from this; "it is the mental attitude of a class actively engaged along with the teacher in working out their own instruction." This question of attention is such an important and far-reaching one, so intimately connected with all true efficiency in teaching that I feel constrained to quote a few words from an author, who used to be a recognized authority on teaching, but whose works are now but seldom read. I refer to Currie's *Common School Education*. "Attention is indispensable to the teacher's work; partial attention implies partial teaching, and where there is no attention at all there can be no teaching. To secure attention there is but one way, and that is neither by threatening nor by coaxing, but by engaging pupils in active work. Even a single case of inattention implies loss of labor on the teacher's part, to which he must not shut his eyes, whether from indolence or distrust of his ability to deal with it, but fairly endeavor to remove it. Attention is a habit which grows up gradually out of repeated acts, and which he should demand constantly, yet in reasonable measure."

We may now pass on to consider in the next place the proper aim of class teaching. It may be laid down as a truism that the aim of class teaching is to impart the greatest number of productive ideas with the least expenditure of effort. The success of a lesson depends upon two essential factors—the selection of suitable material and its proper presentation. Of these factors the latter is much the more important of the two, inasmuch as the subject-matter used in teaching is generally very stubborn, and for the most part, fixed by the curriculum. Subjects, moreover, differ not only in regard to the special qualities of mind, which each, from its nature, brings into play, but also in the aim to which the teacher addresses himself in using them. For example, it is not an easy matter to make the grammar lesson one in literature also. In teaching grammar our main object is the cultivation of logical analysis, the power to discriminate between words and phrases, according to their various functions, without paying any attention to the effect which they may produce on the feelings. In literature, on the other hand, the "emotional or impressive effect" is, of course, everything. Here the teacher must strive to quicken and regulate taste, liking and admiration

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on the part of the pupil. Even the reading lesson ought to be taught for different purposes, and, therefore, in different ways at different times. At one time the aim of the teacher may be to cultivate particularly distinctness of speech and articulation; at another, proper emphasis; at another, to exercise the pupil's intelligence in bringing out the meaning of a passage. It is the business, therefore, of a good teacher to vary his procedure and adapt his methods to the special needs and conditions of individual pupils. There are no methods which can be rigidly applied to every case. We must make up for want of interest in subject-matter by added interest in our method of treatment. All of us can at least take our pupils by the hand and feel the way with him not merely for him.

In the formal presentation of a subject to a class it is well to begin by at once letting the class know what our aim is. The teacher should cultivate the power to do this shortly and clearly, for it is absolute waste of time to be tedious at this stage. Yet many of us have seen even "trained" teachers when giving a set lesson, beating about the bush and wasting their own time and that of their pupils by trying to get the class guess what they are driving at. Perhaps they are trying to "elicit" information—a word which has been rather humorously described by one writer on education as a kind of Mesopotamia for sanctity and potency with the over formal teacher. The procedure implied by this word "elicit" is no less wonderful than the word itself. It used to be used by Socrates to show those whom he questioned that they knew nothing; it is often seemingly used in modern schools by would be imitators of Socrates to show their pupils that they know everything. Pupils are thus put into a thoroughly false attitude at the start, for they enter on a kind of guessing competition each striving to find out what is in the teacher's mind, what he wants them to say. Need I say that this is thoroughly bad teaching and the origin of much aimless chattering. As an illustration let me give you the following. "A master was about to give a lesson or marble to a class of small boys, and began for some reason best known to himself by asking his class to tell him the names of various stones. He thus "elicited" hearthstone, sandstone, curb-stone, blue-stone, whet-stone—in short everything but marble. At last he tried eliciting on another tack. "Do you ever," he asked, "go for a walk on Sunday in the churchyard?" "Yes sir," replied one of the boys. "And what do you see there?" "The tombstones," eagerly shouted one lad. "Well," said the teacher, "don't these put you in mind of

another kind of stone? Think, boys, think!" "Please, sir, brimstone." Now there was not the slightest reason for this teacher's beginning the work by setting them to guess what was in his mind; he should have told the boys at once and without any preface that he was going to give them a lesson on marble. Nothing can be gained by concealing from the class the immediate object of our lesson. The teacher of a primary school, perhaps, may be forgiven if, to excite the interest of the class, she starts with a little brief mystery before producing the orange which is to form the subject of the lesson; but she ought not to weary her pupils by setting them at guessing before she proceeds to real instruction. At a later stage in school life, mystery is even more out of place. We cannot, fortunately, when engaged in the instruction of pupils from 12 to 14 years of age conceal the earth's diameter under a curtain and "triumphantly elicit the sacred name before we tell our pupils that that mysterious line is to be the subject of our new lesson." The point that I wish to make is this, that we must begin our work without unnecessary circumlocution. Avoid all useless verbiage and periphrase and begin by boldly asking, "Who can tell me anything about this orange?" "What is the earth's diameter?" And let me caution you here not to overcrowd your lesson with matter. The broad outlines of the subject must receive due attention, but it is possible for a teacher by going back to the first beginnings of his subject to have his class exhausted before reaching the point in hand. "Many a lesson is spoiled," says Currie, "through an itching after completeness; but it should be remembered that no lesson can be complete in any valuable sense which sets before the class more than is useful for them to know and which is pitched above the level of their understanding. It is absolute waste of labour to teach too much at a time; for it is absolutely impossible to impress upon the mind, by any process of teaching yet known, more than it has the capacity to contain."

Digressions and undue haste are also fruitful causes of ineffective teaching. A teacher to be effective must not only carefully choose his words and deliver them clearly and distinctly, but he must give the pupils time to fully grasp the meaning of what he says. The loquacious teacher is sure to drop into many pitfalls. He may forget on the one hand that there are many words quite familiar to the ears of the children, but the exact meaning of which they only imperfectly understand; or he uses the first word that suggests itself to his mind not caring whether it be the best to express his meaning or not. Need I add that children

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soon grow weary of trying to follow his clumsy and constantly altered narrative.

It is a common error to suppose that because a lesson has been well presented it has necessarily been apprehended. A lesson is not given until it is received. By this I mean that the teacher's work is not complete until he has satisfied himself by proper questioning that the pupils have thoroughly appropriated its substance to themselves. And this leads me in the next place to make a few remarks on the importance of being able to question skilfully. The ability to question well is perhaps next to capacity for government the most valuable of the teacher's gifts. The time of teachers and pupils is wasted unless what is taught is remembered; instructions may have been communicated but not impressed. Now instruction is impressed by repetition; but the repetition of statements in their original form lacks the charm of novelty for the pupil—his curiosity is no longer excited and his attention flags. If, however, statements are repeated in the form of questions, they deepen the impression and what is more important still they show where the teaching has failed to be effective. Skilful questioning, not only reveals to you the measure of the deficiency you have to supply but it does much more—it awakens the pupil's interest and sympathy by showing him what he has to learn. It may, therefore, safely be said that a bad questioner is an inefficient teacher. The first requisite of a good question is that I should possess clearness it should be couched in simple language the meaning of which it is impossible to mistake. Dr. Fitch in his "Lectures on Teaching" gives a rather amusing instance of ineffective questioning—"I heard," he goes on to say, "a teacher questioning a class one day in physical geography in the following terms:

"Where do you expect to find lakes? For instance you know the difference between a chain of mountains and a group don't you? Well, you know the water comes down the side of a mountain, and must go somewhere. Now, what is a lake?"

Not only should a question be clear, but there should be no ambiguity about the sort of answer it requires.

A distinguished mathematician was once questioning his class in Astronomy and put the following question. "Mr. P., what do you see on a clear night?" As Mr. P. could not give a definite answer the question went the rounds of the class until one of the members was reached, who saw the humorous side of everything, "Well," said the Dr.,



"Mr. W., what do we see on a clear night?" "Why Doctor," said the wag, "we see a good many things on a clear night." When the explosion of laughter that succeeded this answer had partially subsided, the Doctor, somewhat irritated, remarked: "We see stars of course." No where was a question that admitted of perhaps a dozen different answers, and which would never have been asked, had the learned questioner taken a second thought.

Questions are usually ineffective which may be answered with the monosyllable Yes or No—though there may be cases where their use is not wholly objectionable as for instance in securing admissions as a starting point in introducing some topic.

Nor should a teacher answer the questions which he puts himself. This goes without saying. An amusing anecdote is related by Max O'Rell, of Sainte-Claire Deville, the famous chemist, who was declined by the authorities of the Sorbonne as an examiner because he used to answer his questions himself.

"How do you prepare oxygen?" he would ask, "by heating chlorate of potash, don't you?" "Yes, sir."

"You place the chlorate of potash in a thin glass flask, don't you?" "Yes, sir."

"Now a small quantity of manganese dioxide mixed with the chlorate of potash enables you to obtain the oxygen at a much lower temperature, does it not?" "Yes, sir." "Very good; now another question." And so forth. Quite as inappropriate as this style of questioning is that of hinting at or suggesting the answer required. Permit me to give you an amusing instance of this style of questioning on the part of a former professor of Bowdoin College. This professor was so kind-hearted in conducting the oral examinations for entrance that he completely won the heart of every scared freshman and kept it forever.

"Richardson," said the professor, "what is the capital of the United States?" Richardson's lips moved, his eyes starting from their sockets, but never a word could he utter. This was too much for the kind-hearted professor, so he whispered the first syllable, "Wash—Wash—Washington!" burst from the lips of Richardson, like a round shot from a gun.

"What's the capital of Lower Canada?" queried the professor. Richardson was bothered again. "Que—Que," suggested the professor, and again was the unfortunate youth relieved from the slough of despond. It is scarcely necessary to add that if the teachers in our

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Secondary Schools framed their questions in such a manner our Universities would for the most part have poor material. The written examination, however, for entrance has put an end to this style of questioning forever.

Questions should be well distributed to be truly stimulating and effective in class work. No good teacher who has thoroughly mastered the meaning and bearing of what he purposes to teach is likely to neglect any of his pupils when the time for revision comes. The dull pupils, as well as the bright, receive their due proportion of questions—those nearest the teacher as well as those most remote. Speaking generally, there are three kinds of scholars in a class—the bright and intelligent, those of average ability, and the idle and dull. The skillful teacher manages his question so that all are kept on the alert. In the development of the lesson the questions of greatest difficulty have been given to the more intelligent pupils; the simpler ones to the average scholars; but in the revision exercises the idle and indifferent get the most.

Do not repeat your questions. Questions should be asked in clear tones, distinct enough to be heard by every pupil who is listening, and then not repeated. To repeat your question is to invite inattention on the part of the pupil, and inattention soon demoralizes a school. It is well also not to indicate by name the pupil who has to answer until all have had time to think. If you name the child first, and then put the question afterwards, many in the class will soon become inattentive and idle. Some teachers, however, particularly when the class is large, are content to receive answers from the clever, eager children, while the remainder, who most need the teacher's attention, get very little of it. This may save a teacher trouble up to a certain point, but is sure to be disastrous in the end—for no teacher can be effective who neglects any single individual in his class. Let every pupil feel that he is sure to be put to the test in the course of the lesson, and that he will get all the more questioning if inattentive and idle.

It is well also to remember that in the natural order of things the person who needs instruction usually asks questions, not the person giving it. Why, then, should this natural order be reversed in the school? Is it so in the home? Is it not part of our business to make our pupils feel their want of information, to inspire them with a desire to ask questions? Children, therefore, must be encouraged to ask for an explanation of any part of the lesson which they do not understand,

but the wary teacher will be careful to distinguish between questions inspired by a real desire for knowledge and those asked from forwardness or vanity, and the wish to throw him off the track. All such irrelevant questions must be pitilessly repressed.

The subject of questioning, however, is such a large one, and so intimately bound up with the life of the school, that it would be easy to devote a paper to this subject alone. Enough has probably been said to show what an effective instrument it may be made in the hands of a good teacher, and how the inefficient workman fails to make full use of his opportunities.

It may be well now to consider for a few moments how ineffective teaching may become without subsequent training. Not only must pupils be taught well, they must also be trained. Teaching and training are entirely different things. Training is much the more difficult of the two, and requires great persistence and patience on the part of the teacher. Training implies drill, and drill is no easy matter. Suppose, for example, a lesson on penmanship has been given, and the class is now engaged with the business of writing. The inefficient teacher will now chose the time for sitting idly thinking, good easy soul, that as the lesson has been given, his part has been done. But when the class is writing, this is just the proper time for training. The good teacher will be most vigilant in superintending their performance; he will pass around from pupil to pupil pointing out faults, or better still, requiring the writer to point them out himself by comparison with the model; he will also frequently correct faults by taking the pupils hand and guiding it so as to form the letters correctly. All this should be done line by line in the course of the exercise, and before a whole page has been written, as there is then no time to impress the amendment to any purpose.

It may be assumed as true that the most important part of elementary instruction is to impart expertness in such work as spelling, reading, writing, drawing, composition, and the first rules of arithmetic. These can only be imparted by laborious drilling on the part of the teacher, and by attention and industry on the part of the people. In each case the practice must be so long continued, and the process so often repeated, that it becomes a mental habit, and is eventually performed with accuracy and rapidity almost without thought. As the acquisition of the elementary subjects above mentioned is the principal object of the common school, nothing should be allowed to take their place.

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Unfortunately, the drilling which is at first required to induce the mental habit is so laborious and tedious to the teacher, and in many cases so irksome and distasteful to the pupil that there is a tendency to neglect them in our schools, and to substitute other subjects of more apparent but of less intrinsic merit. This is not only a serious injury to the individual, but also to the public. Indeed, it is not saying too much to assert that mere instruction in the rationale of the rules of arithmetic, if not followed up by thorough drill in the practice, would make more firms bankrupt than all the changes of tariffs or fluctuations of trade. That teacher, therefore, who neglects the training of his pupils to expertness in these processes, or who only drills enough to excite or distaste for such work, must always remain inefficient, is unworthy of his high calling, and ought at once to make way to a more industrious instructor.

Though I fear that I have already somewhat exceeded the time which I assigned to myself as the limit of this paper, I hope you will bear with me while making a few concluding remarks on a point of the utmost importance to every one of us, and one too which is more intimately connected with failure or success than many would like to admit. It may be accepted as a truism that the teacher himself must have a thorough acquaintance with the subjects he professes to teach. Indeed, the wider his knowledge the more capable will he be as an instructor. Most teachers, whatever their practice may be, are willing to admit that the daily lesson, however simple, will need careful study to be made truly effective, and that any one who ventures to instruct a class without careful preparation has much yet to learn about his responsibility as an instructor. But in addition to this direct preparation required for our daily work there is a preparation of a much higher kind, which, though indirect, exercises a direct bearing on our own instruction, and often proves fertile in its influence on our classes. Those who are engaged in training the young during what may well be called the formative period of their lives should not only teach, they must ever be learners. "The true teacher never thinks his education complete, but keeps always adding to his learning." If, therefore, we have our own subjects of private reading and study, our minds will be kept more fresh and flexible, and we shall have more sympathy with our pupil's efforts, and be more inclined to show leniency towards their mistakes. And without sympathy, with the wants and ways of our pupils, it may be truly said that our other qualifications, however numerous, will fail in achieving the best results.



All the greatest educators are emphatic in drawing attention to the importance of a teacher's being a systematic student, if he wishes to become thoroughly efficient with his class. "I am sure," says Dr. Arnold, "that I do not judge of my pupils, or expect of them as I should, if I were not taking pains to improve my own mind."

Dr. Fitch's remarks on this head are quite as clear and unmistakable. "The moment," says he, "any teacher ceases to be a systematic student he ceases to be an effective teacher; he gets out of sympathy with learners, and becomes unable to understand fully the difficulties which are experienced by those who are receiving knowledge for the first time." For his own sake, therefore, no less than for the sake of his pupils, the earnest teacher will always remain a constant and systematic student.

And now, let me say in conclusion, that no one can hope to be a successful teacher who does not throw his whole soul into his work—who does not constantly feel the desire for improvement, and who does not feel drawn towards his work by natural inclination, for it has been well said that "teaching is the noblest of professions, but the sorriest of trades."



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### DR. RAND.

Principal Mullin, seconded by Inspector Smith, moved, with appropriate words, the following resolution :

Whereas it has pleased the Infinite Wisdom to remove from earthly activities, under circumstances of deep and pathetic interest, a prominent figure in the leadership of education in this Dominion, in the person of the late Dr. Theodore H. Rand, the first Free School Superintendent of this Province, and the founder and first President of the Educational Institute of New Brunswick.

And whereas this Institute is deeply sensible of the great services which the late Dr. Rand rendered to the cause of education in this Province, and of the almost irreparable loss which the cause of education in the Dominion has sustained in his death ;

Therefore resolved, that the Institute place on record its grateful appreciation of the labors of Dr. Rand as an administrator of our Free School System, and its admiration of the manly and Christian qualities which adorned his life ;

And further resolved, that we respectfully tender to Mrs. Rand the united sympathy of the teachers of this Province in the great loss which she has been called upon to undergo, assuring her that the memory of Dr. Rand's life, his work and his example, will never be forgotten.

Dr. Inch and Mr. Montgomery spoke in sympathy with the resolution, which was passed by a unanimous standing vote.

It was then ordered that a copy of this resolution be transmitted to Mrs. Rand.

## FOURTH SESSION.

ADDRESS BY PRINCIPAL MULLIN.

SHOULD THE NORMAL SCHOOL DEVOTE ITSELF EXCLUSIVELY TO PROFESSIONAL WORK?

The history of Educational development in New Brunswick does not differ strikingly from that of the neighboring provinces or from that of other countries whose conditions are generally similar to ours. A College first, then a Grammar School, then the Parish or Common School—this was the order in which the parts of our system were evolved. The Loyalist founders of this Province preserved faithfully the traditions of their ancestors; like them when they landed on the rugged shores of New Brunswick, over a hundred years ago, their first care after providing shelter for their bodies was to secure furniture for their minds. So they founded a College, which a quarter of a century later rose in stone and mortar on the hills which overlook the city of Fredericton, with the noble sweep of the blue St. John in the foreground.

The subsequent steps in our Educational development followed in due time. In the opinion of our forefathers learning was required as a preparation for all vocations in life—a sound and wise opinion as our history has shown.

As the country was gradually settled, and as it began to be populous and prosperous, common schools became a vital necessity and the Legislature provided for them by subsidizing them from the Provincial Treasury. The question of securing teachers was at first dealt with in a somewhat perfunctory fashion. Some tests of fitness were demanded, but it is easy to see how slight a protection against inefficiency they proved. Though there were honorable exceptions, the teaching profession in the rural districts especially was a refuge for the unsuccessful and the unfortunate in other fields of activity. The Silas Wegg type of school-master was all too much in evidence in the thirties and forties of the century. Teaching of a sort there was, but teaching as an art was

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practically unknown, except in the rare cases of those who were naturally endowed with the ability to teach, and in the still rarer cases of a few who had received their training in the older colonies or in the mother land. But as time went on it began to be seen that teaching was an art, and that something more than mere acquaintance with the subjects of academic learning was necessary to the equipment of the teacher. The Normal School idea dawned on this continent. In the early forties Horace Mann founded the first American Normal School and in his characteristic way called it "a new agency for the civilization of humanity." The new idea was contagious, and in the year 1847, the Legislature of N. B. passed an Act, providing for the professional training of teachers, and requiring all candidates for license to undergo, at least, a brief and rudimentary course in the act of teaching. The first Normal School was opened in Fredericton in the year 1848. It so happened that an old building which had been used as a county gaol, had in the lapse of time become either too limited in accommodation, or too dilapidated in condition to serve any longer its original purpose, and the first Normal School in New Brunswick was installed in this abandoned prison. So the New Brunswick Normal School, like the Pilgrim's Progress, had its local beginning in a gaol.

There is nothing so incongruous in this, however, as it may seem at the first blush, for since that time the school system has done more than anything else to render gaols unnecessary.

A visitation of Providence in the shape of a great fire swept over the city in 1856, and it was mercifully ordained that the old building (whose last state was better than the first) should ascend in the flames. But the Normal School idea was not allowed to perish, and it was only a short time till new surroundings were formed for it, this time in the city of St. John. In the new phase of its transmigration it found itself in a church—if I remember correctly in the basement of a church—a very proper place for it; for education and the training of the youth, is the fittest possible foundation for morality and religion. It did not seem to have occurred to the wisdom of our forefathers at that time that it was necessary to clothe the new idea with a garment of its own, and for twelve years the Normal School of this Province, under the laborious principalship, first of Edmund Hillyer Duval, and afterwards under that of William Mills, continued to draw the youth of New Brunswick within its walls to enjoy the best advantages which it was possible to offer. A kind of model or practising school was made up



in a neighboring building very unsuitable for its purpose. Imperfect and partial as these beginnings were they laid the foundations of all the subsequent development of Normal School work in this Province. Honor to the men and women who labored so faithfully and so earnestly under so many disadvantages to give the teachers of this Province some idea at least of the problem which the teaching of a school involves.

There comes back to my mind at this distance of time the memory of a noble and devoted woman, who may have been said to have given herself to this service. I refer to Miss Alline, of whom a Chief Superintendent of Education said in one of his reports, that since it was not in the power of the Board of Education to confer academic honors on her, the least they could do in recognition of her services was to make a substantial addition to her salary. I followed the record thereafter pretty carefully, but it was silent as to the manner in which the suggestion was received and acted on.

During these years it is almost pathetic to read the reports of the Training School, as it was then called, with its constantly recurring references to the inadequacy and unsuitableness of its surroundings, and to the necessity for more and better professional training. But these brave men and women toiled on, and they accomplished their task, though they did not see the results of their labors.

The Normal School idea spread, and in 1860, or thereabouts, we find a branch Training School opened for the Northern counties, at Chatham, under the principalship of William Crocket—a name afterwards well known in the history of our educational development. Then came the great reform of our educational system in 1871, and the inauguration of our Free School system on its present basis, under the auspices of the administration of which the Hon. George E. King was Premier. The great necessity now was the organization of the new system, and the man to do this stood ready. Dr. Rand, then in the full vigor of early manhood, took the helm of our educational ship, and we made a new departure in every phase of educational effort.

The Normal School once more returned to Fredericton; the schools at St. John and Chatham were closed, and Mr. (now Dr.) Crocket became Principal. He had received his training and inspiration at a great Scotch training school, and he entered on his work with vigor and enthusiasm.

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Fate still pursued the school so far as its housing was concerned. It had been first installed in a gaol, it was now promoted to a barracks. But here, as in its former metamorphoses, there was an underlying fitness. Schools are a stronger defence than armies, since the days when the one wise man delivered his city.

But better days were in store for the Normal School—thanks to Dr. Rand, Dr. Elder of St. John, and to the second Free School Premier of the Province—the Hon. John James Fraser. The Legislature in 1874 appropriated funds to build a suitable edifice for it, and on an auspicious day in June, 1876, the new Normal School building was opened with dignified and appropriate ceremony.

Spacious and commodious Model School departments were provided in the lower flat of the building, and from this time forward they became the right hand and arm of the Normal School.

A more or less rigid requirement of scholarship in the shape of an entrance examination had been required from the very earliest times as a requisite guarantee of fitness to take up Normal School work, and this was continued and gradually made more exacting, so that students were free to devote themselves to a considerable degree to the acquisition of professional knowledge in the Normal department, and professional skill in practice in the Model department.

But the standard of education in the common schools was not considered sufficiently high to relieve the Normal School of the instruction of its students in the strictly scholastic subjects, and in the early years of the Normal School at Fredericton, and even to a very late date, the greater part of the time was devoted to extending and enlarging the scholarship of its students. This was so well understood in the country at large that the Normal School was relied on to make up what the schools did not teach or did not teach sufficiently for the preparation of its teachers. This condition of things tended to perpetuate itself, and the Normal School instead of becoming a special school for the acquisition of a special art, was rather a kind of Academy, whose work ran largely paralld with that of the best of the Common and secondary schools, with the special professional preparation thrown in.

But as time went on and the standard of the schools rose it began to be seen that it was a wasteful expenditure of effort to make the Normal School do what the other parts of the school system were doing or could easily do, and we began to work towards the idea of making the Normal School take its true place in our system, that of giving its

students a more or less thorough professional preparation. We began to see that the place of a Normal School in any school system was not to parallel or rival the course of instruction in the Common, Superior, and Grammar schools, but to do its own distinctive work, a work as distinctive and as special as that of a School of Law, of Theology, or of Medicine.

This conception of the function of a Normal School harmonizes all the parts of our system, places the proper responsibility on all, and cements all in one systematic whole, while allowing ample scope for the free inter-play of its component parts.

A few years ago we began the reform by placing a number of the subjects required for final Examination for License in the Entrance Examination. So far this was good, and it has worked so excellently that it seems to me rather remarkable that we have not, ere this, completed this part of the reform by putting *all* the purely scholastic subjects in the Entrance Examination. The next step was made when the Board of Education ordered that each of the Instructors of the school should give special attention to methods of instruction in his or her own subjects, and placed questions in method in each paper on the subjects not included in the Entrance Examination, in addition to the special papers in Teaching and School Management.

We have been slowly spelling out progress in this way, and we have now arrived at the point when we are all beginning to ask ourselves the question which forms the title of the present paper, "Should the Normal School devote itself exclusively to Professional work?"

Now it will save time and misapprehension if we endeavor, at the outset of our discussion of the question, to clear our minds as to what is meant by Professional work. I understand the term to include, amongst other things—

1st—A practical acquaintance with the nature and development of child mind in its various stages, and of how to adapt subjects and methods of instruction to the individual so as to secure the highest and freest individual development.

2nd—The teacher's outlook on all subjects of instruction; the fuller and wider knowledge necessary to free and unhampered teaching; the teacher's power to select and arrange matter to be taught; the teacher's mastery of the art of stimulating and directing the activities of the child's mind through questioning; and the teacher's command of illus-

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3rd—A working knowledge of the history and literature of education, with a critical study of the work of eminent teachers and educational reformers.

4th—*Skill*, developed by practice under competent supervision and criticism, in teaching subjects or topics in natural and effective ways.

5th—A thorough grasp of the principles underlying the art of school management in all its details and practical familiarity with these details, acquired by being placed in responsible charge of classes and schools for stated periods.

I wish to be careful, in stating my view of what professional work, as opposed to merely scholastic work, is—*not* to assume that one may be qualified to teach a subject without knowing it. I wish to distinguish, as clearly as I can, between knowing the bare facts of a subject and how to present these facts to a class of children in natural and attractive ways.

To drill facts into the minds of children is a useful part of a teacher's work, but it is only labor that the teacher is selling when he does it. To select, classify, arrange and present facts so that pupils apperceive them, as well as perceive them,—this is the work of a specialist, and all teachers should be specialists in this sense. To teach pupils a method, as well as a subject, is the work of the true artist, because it develops in the child the power of independent advance.

Now if my view of what purely professional work is should be accepted as the correct one, there is ample scope and room for the Normal School to devote all its energies in the comparatively short time its students spend within its walls, to the realization of this idea. And I for one am prepared to answer "Yes," unhesitatingly to the question with which this paper begins.

"Perge Modo." We need only go ahead as we have begun. There is a grand truth in the inspired words spoken to the prophet and teacher of old—"Speak to the Children of Israel that they go forward."

No revolution is necessary to secure the aim which I have endeavored to outline. We need only follow the trend of the evolution of our past.

The first thing to do is to place *all* the purely scholastic qualifications in the Entrance Examination, and thus make sure that our future students



know the facts of the subjects of instruction, or enough of them, at the outset of their professional course. Then let the Normal School devote itself to the professional aspects of the student's preparation for teaching. Let each text-book prescribed for our schools be taken up in turn, analyzed, and arranged for teaching, courses of lessons laid out, and the teacher's point of view be given. Let the instructors be teachers of methods of teaching rather than of subjects of instruction, so that every student of the school will carry away from it a well-digested plan of selecting material, arranging courses of lessons, and grouping facts so as to illuminate each other with respect to each subject to be taught in the schools. Surely there is work enough here to occupy to the fullest all the available time. Along with this special preparation, and in advance of it there should go the study of educational principles, and the deduction of natural methods, which will be exemplified in the special work above mentioned—so that students will plant their feet firmly as they proceed.

Then, again, special attention should be paid to the theory and practice of school management in actual schools. The very problems which the teacher will have to work out in his professional life should be studied and mastered as far as possible in the practice schools. A specialist should be added to the Normal School staff to do this work effectively. More practice schools should be provided, if found necessary, and much longer time spent in them under direction and criticism of a specially qualified instructor. This would give our students skill in meeting and overcoming in advance many of the difficulties of teaching.

I think it may be safely said that more teachers, especially more young teachers, fail in the discipline of their schools than in the teaching of the subjects of instruction. Perhaps it would be nearer the truth to say that failure in discipline is far more easily known and recognized than is ignorance of right methods of teaching.

The Normal School, if it were organized and directed as I have indicated, could give much more practical skill in dealing with the faults and follies of children than is now possible, and the beginners in teaching would have more light and knowledge to direct their path when they take responsible charge of schools for themselves.

All the details of school organization could be worked out and studied much more carefully than is now possible, so that our students would go out to their work with a knowledge of and confidence in

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themselves and in their powers, which would, to a considerable extent, make up for the lack of experience incident to the first years of their work in the public schools. Along with these reforms should come in due time the lengthening of the course at the Normal School now prescribed for Classes I and III at least. I am sure that nearly everybody will agree with me when I say that the present arrangements for the training of teachers of Class III, though they may have been thought necessary some years ago, are not in the best interests either of the country at large or of the teachers themselves. I am strongly of opinion that our present school year is short enough for the preparation of the teacher of any class. And so long as we allow teachers to be eligible for Provincial License of Class III, by attending four or five months at the Normal School, just so long will we continue to pull down the second class teacher, in many important ways, to the level of the third class teacher.

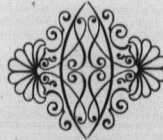
Lastly, the Final Examination for Provincial License should be largely, if not entirely, a professional test. I do not say entirely, for I can well understand that there may be certain subjects, such, perhaps, as Reading, Music, or Domestic Science, and possibly Drawing or Manual Training, which might well be taught in the Normal School in addition to the purely professional subjects. But the main test at the close should be the test of professional fitness. This would be an immense relief to the students who now, at the close of the year, have to undergo the severe ordeal of a three or four day examination. It would be a great advantage to them to know that all their time in the Normal School could be devoted to their preparation for the final examination, without being required to review a number of subjects that are not taught in the school. Their attention could thus be concentrated on their professional work, instead of being distracted, as it now is, by the necessity for private study and review of subjects not taught.

As New Brunswick teachers we are proud, and rightly so, of the fact that over 99% of our teachers are trained. But there would be much more real and substantial ground for self-gratulation if we could feel that the ninety and nine per cent. were thoroughly qualified by training on the purely professional side of their preparation—after having had their scholarship assured by a searching entrance test.

Every day of my experience in the Normal School is convincing me of the vital necessity of taking immediate steps to carry forward the work we have begun.

We should begin this century by placing the Normal School in its true relation to the other parts of our educational system. No country on the broad continent produces better material to make teachers of than does our own Province. I could wish that the whole of the "noble army of martyrs"—for they are that in some sense—could be gathered together. And I believe we could challenge comparison in point of intelligence, character, health and good looks with the teaching staff of any country in the world.

We have the bright, earnest and hopeful youth of the country coming up in large numbers annually to be prepared for their work. We owe it to them, and to the future of this Province to give them, not for themselves so much, but for the seventy thousand children in our public schools, the best advantages which our educational authorities can plan and execute. We should not fear to go forward. The path of progress is clearly outlined for us by the history of the past; and we may set our feet confidently on it, and follow it, hopefully assured that "in due time we shall reap, if we faint not."



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## FIFTH SESSION.

### MANUAL TRAINING,

By MR. EDWIN E. MACCREADY,

OF THE SLOYD SCHOOL, FREDERICTON.

Manual training, in a broad sense, covers all work of a manual nature. Manual training, as applied in schools, includes Kindergarten operations, paper cutting, clay modelling, cardboard construction work, sewing, cooking, sloyd (or wood-working and mechanical drawing), in primary and elementary schools, and many other more difficult operations in higher institutions of learning.

In my talk to you to-night I shall confine myself especially to what is generally known as "sloyd."

The word sloyd is Swedish, and is derived from an old adjective "slog," meaning skilful. It was used in the writings of the fourteenth century, and always embodied the two-fold idea of planning and executing, and was applied to architecture, embroidery, and other works of art. Sloyd means the development and training of the mind through the use of hands and eyes. Sloyd is not a course in carpentry, but part of an educational system, planned and developed by leading educators, with regard to the needs of childhood. It is not the work of any one man.

Starting in Sweden it has been developed in Europe and America by many educators; but perhaps Herr Otto Salomon, of Naas, Sweden, has done more than any other man to make the educational possibilities of tool work recognized. Mr. Salomon is at the head of that famous Sloyd Seminalium in Naas, where thousands of teachers have received instruction in this branch of education. Many teachers of both sexes, from England and America, go there for a six weeks' course during the summer vacation, after having studied the subject in their own country.

There are at present over 2,000 sloyd schools in Sweden. In England there are about 50,000 boys, between the ages of nine and



fourteen, receiving some form of manual training—either wood-work, iron-work, brass-work, or leather work; by far the greatest number receive instruction in wood-work. In Germany, manual training has been extensively introduced. In the United States sloyd was introduced about twelve years ago, and has had a marvellous growth. You will find it from the Atlantic to the Pacific; from Maine to Virginia. In Boston alone there are 10,000 boys and several classes of girls, in the elementary schools, receiving instruction in wood-work as a part of their regular school course. Besides this Boston has a few Mechanic Arts High Schools, where a great many boys prepare for higher scientific schools, such as the Massachusetts Institute of Technology. In Boston is also located the most famous Sloyd Training School in America. The school was established by Mrs. Quincy A. Shaw in 1888, and is conducted by Mr. Gustaf Larrson, a Swede, and a graduate of the school at Naas. This school offers free instruction in the theory and practice of educational manual training to Normal School graduates and teachers—and its graduates are now teaching sloyd all over the country. Other schools for the training of sloyd teachers have been established in various parts of the United States, and the subject is now in the schools of most of the cities as a part of the educational system. And just here let me call your attention to the fact that, wherever manual training has been introduced it has remained. Never, to my knowledge, has it been given up.

The course in sloyd consists in the making of a series of objects or models and the making of mechanical drawings. Each pupil is provided with a small work-bench and tools for this purpose. The models are small finished articles and can be put to practical use in the home. A few of these I have brought with me for you to see.

We begin, you will observe, with very simple work; but each successive model is a little more difficult than the preceding one. A new joint may come into the construction, or a new tool be necessary to its execution. It must not be so difficult as to discourage the pupil, nor yet so simple as not to call forth all his energy and skill. He must concentrate all his thought and attention on the work in hand. If he allows his thoughts to become distracted a mistake in his work is almost sure to be the result; and one does not like to make a mistake in something in which he is intensely interested. So the habit of concentration of thought is being formed, and we all know how important that is to gain the best results in any work.

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Each pupil does all of the work on his own model himself ; when it is necessary for the teacher to explain any part of the work he does so on a separate piece of wood. In this way the pupil becomes more self-reliant and capable. I have known of boys who were rather slower in academic studies than their fellows, becoming discouraged and dropping behind ; perhaps even being made fun of by their younger but quicker class-mates, who, when sloyd was introduced, found that they could do better work of this practical nature than many of those who ranked higher in other studies. This so encouraged them and gave them so much more self-respect that they applied themselves with renewed energy to all their studies, and the result was very gratifying. Of course this is not true of all dull pupils, but it certainly is of some who have a mechanical taste.

Sloyd teaches the pupil to observe closely. Especially is this true in the mechanical drawing, where he is required to reproduce on paper the model before him. He must observe the form, size, proportions, the relation of parts to the whole, etc. He becomes more interested in and observant of trees, buildings, furniture, and, what is of more importance, he reasons in observing. For instance, if he sees a house being built he notices the size of timbers used, and reasons out why some are large and some small. He sees a brace here, and, with a little thought, knows why it is necessary. He notices that laths are used to plaster over, and is led to reason out why these are better than a plain board surface ; why one kind of joint is used there and another here. A large amount of this close observing and practical reasoning comes as a result of his sloyd training ; for in this work he is not able to proceed without observing and reasoning.

The teacher does not tell the pupil to do this and do that, but he asks him what to do and why. He becomes a constant interrogation point.

In sloyd the boy must apply his knowledge as it is gained. He first receives information, then reflects, then executes. To apply knowledge as it is gained is, I think, the best way of getting it clearly, and the surest way of fixing it in the mind.

Sloyd develops accuracy, method, neatness, and a love for honest work. All these things tend to uplift the moral character of the pupil.

Mechanical drawing is taught in connection with the wood-work, and forms an important part of the work. Pupils are at first allowed to copy from the teacher's drawing as it proceeds, line by line, upon the

blackboard, but before a line is drawn the reason for it is made perfectly clear to the pupil, so that he understands what he is doing and why he is doing it. Later on he is required to make a rough sketch of the model which he is to construct from the model itself, and then to work out from this sketch a complete, accurate working-drawing. Later still, he makes working-drawings direct from the models, and finally he is required to make simple drawings from a mere description of the model.

Besides giving a practical insight into the subject, mechanical drawing, in a carefully graded course, leads the pupil, step by step, to a position in which he can hold clearly in his mind several things at the same time. At first he is able to draw but one view at a time of a simple object, but later, as the drawings become more complex, it is often of advantage, and sometimes absolutely necessary, that the drawing of the different views, of a model proceed together. With the T square in position for a certain line in one view a corresponding point should be made in another. At the same time the position of the model must be kept clearly before the imagination, and the relation between the various views must not be lost sight of.

It seems to me that the power of concentration thus gained, with the ability to grasp and hold in mind more than one thing at a time, of planning for and anticipating results, must be of inestimable value to the pupil in whatever line of work he may choose.

While I have tried to make clear to you that the main object of sloyd is to educate and to build character—to make men and women rather than material things—it may be well to say that the pupil does learn a great deal about cabinet-making and the use of tools, and to read readily simple working drawings. In fact it is conceded by many that the pupil in sloyd, under a capable teacher, gets about twice as much practical information about wood-working and drawing as the ordinary apprentice gets in the same number of hours. Of course you must remember that the time the pupil has to work with tools is very limited—about two hours per week for forty weeks of the year. That is eighty hours per year, or ten days of eight hours each—or for the three years, thirty days, just a little more than a month of working days. And I should like to say right here that this time, taken although it is from the regular studies, will not, I think, be missed. It will be possible, I think, to do just as much, if not more, in the regular work in the lessened time; and in saying this I am not guessing. I have heard

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the testimony of a great many of those who taught the regular subjects before and after sloyd was introduced, and very rarely have I heard any of them say that they could not get as much work from the pupils after as before its introduction; and in many cases teachers assert that more and better work has been the result. The change of occupation is useful. In the physical exercise the pupil works off some of his superabundant animal spirits. Sloyd is one of the best tonics for the nervous system.

The question naturally arises, "What shall we do with the girls while the boys are at the benches?" For myself I strongly favor giving the girls, too, the same kind of work. If it has many strong educational advantages for boys, so it has for girls; neither is it beyond their physical strength. I have taught the subject to girls and find they take a keen enjoyment in it.

In Boston, as I have already stated, there are several classes of girls now taking sloyd; but of course this means about double the expense, and most school boards are not at first willing to allow more than the boys the opportunity. In most places the girls are given lessons in sewing and cooking while the boys are taking sloyd. Sewing can be taught in the regular class room, and often the regular teacher is competent to teach it; for the cooking a special room has to be fitted and a special teacher employed. The time might be devoted to nature study, and in warm, pleasant weather, trips could be made to the woods and fields for this purpose.

Not only should manual training extend upward and connect with the scientific schools, but it should also extend downward to meet the kindergarten. This can be done very simply, and at very little expense in the regular class-room. For the fourth and fifth grades a course in cardboard construction work, with which I am familiar, has met with much favor in many places, and can, after a very little study, be taught by the regular teacher.

For the still lower grades paper-folding and cutting, and clay-modelling, can be carried on to advantage, thus making one continuous and well-correlated course of study from kindergarten to college, where the manual idea is given an important place because of its great mental, moral, and physical advantages in education.

If we look back for a moment over the past fifty years and note what progress has been made, we are struck with the fact that the advancement along scientific lines has been the most marked. Look



at what has been accomplished in electrical, civil, and mechanical engineering. See the wonderful construction of bridges, tunnels, subways and buildings. See how the great Niagara has been harnessed and made to furnish light and power for a city miles away—a project which, only twenty-five years ago, would have been ridiculed. Compare the magnificent steamship of to-day, and the time she now takes to cross the ocean with the first attempts made. How quickly we may now be whirled across the continent: what a weary march of months it was for the old “forty-niners!”

Look at the almost incredible advancement and improvements which have been made in all sorts of machinery, in every kind of manufacture, in every industry.

And now what change along educational lines to meet these changed conditions:

In Germany there have been established a large number of scientific and technical schools; as a result Germany stands to-day with the foremost nations in her manufactories and in scientific development.

Lord Roseberry, in a speech at Colchester, ascribes the recent advance of Germany in manufactures and commerce to the fact that, for thirty or forty years, the Germans have kept ahead of the English in technical education—though England herself, as we all know, has been unusually active in this direction.

The United States has an ever-increasing number of excellent scientific schools; and it is largely on account of these that she has to be reckoned with as a competitor in the old world markets for steam locomotives and machinery.

In Canada we have great undeveloped resources. Some of our mines are still unworked; and of those that are worked many are in charge of mining engineers from the scientific schools of other countries, for example the mines of Cape Breton Island.

Our vast and valuable forests are becoming impoverished year by year through the ignorance, or ruthless devastation of the lumbermen, who is looking only for money. Our young men should be taught something of the laws of forestry, and how to care for their timber lands.

Canada imports numerous varieties of manufactured goods that she might, with great advantage, produce herself.

In view then of these facts, first, that this age is pre-eminently the age of scientific advancement; second, that within this very country lie

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vast undeveloped opportunities for the scientist ; and third, that many Canadian young men are leaving the country, in search either for an adequate scientific education, or for employment in more fully developed regions ; and last, but not least important, in view of the great educational advantages of manual training—in view of all this is it not then time that educators in Canada should give consideration to this subject of Sloyd in the schools—the entering wedge to open the way for larger and more advanced work along similar lines ?

EDWIN E. MACCREADY.



## SIXTH SESSION.

(COMMON SCHOOLS SECTION.)

### FROEBEL'S EDUCATIONAL PRINCIPLES.

By MRS. A. L. ROBINSON.

Frederic Froebel was born in Germany in 1782. He spent a rather comely childhood and youth, until he arrived at the age of seventeen, when he entered the University of Jena.

It will be remembered that this was the great philosophic age of modern times, and Jena a chief centre of controversy. Kant, Fichte, Schelling and Hegel, the greatest philosophers since Socrates and Plato, were either lecturing at the University or in other ways influencing the thoughts and opinions of the students.

It would have been impossible for a youth of Froebel's temperament not to imbibe what was in the air and become a philosopher himself. Applying the new thoughts to the old, he arrived at a view of the philosophy of life in general, which seems to have been far ahead of his time, and which, in fact, we are only beginning to appreciate in these later years.

After he left Jena he served for a time with a forester, then with an architect, and later, at the call of his country, became a soldier. But he was not satisfied with any of these callings, although he bent his mind to each and succeeded in each.

Between times he served terms at different Universities, perfecting himself in philosophy, mathematics and the sciences. And after a time an opportunity opened in the teaching profession, where he found his life-work—the vocation for which he had been waiting so many years.

All his previous education and experience gave him great advantage in his new sphere, and he was able to reach excellent results, yet was not satisfied with his own methods. Hearing of Pestalozzi, and anxious to avail himself of every opportunity for improvement, he went

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to him, remaining as a student-teacher for two years. At first he was pleased with the ways of the great educator, but as he saw more deeply into the methods employed he felt there was something lacking, and he resolved to go to work by himself again, and with his added insight, to improve on Pestalozzi.

He had to struggle against great opposition, but succeeded beyond his hopes. His teaching at that time was with children of all grades, and in 1826 he published a book called "The Education of Man," which contains his theories on education in general.

Later he became specially interested in younger children, and began to make a close study of their instincts, their method of development, and the mother's natural response. His knowledge of philosophy, of the history of the race, and of what educators had thought and said previously; his love for humanity in general, and of little children in particular; his great natural talents and his large experience enabled him to understand the little child and his mother, and to devise methods for the education of both. These he set forth in a book which is his master-piece. We call it in English, "The Mother Play." Of this work he says himself he has invented no new thing, he has only given order, system, motive and insight to what mothers have been doing instinctively, but with many mistakes, for instinct alone in the human being is not to be trusted.

In his study of children and their needs, he perceived a period in a child's life when his nature was most plastic, and he was most amenable to influence, but when he was left almost entirely to his own devices—the period between babyhood and school-life. To meet this need he founded the Kindergarten in 1837. He intended it to lay the foundation for all the child's future work, and as a stepping stone from the home to the school.

Not by any means to take the place of home training. No man perceived better than Froebel the importance of the home as the greatest institution for the child's best interests. He saw that the work he wished to carry on in the Kindergarten could not be done in the home—mothers were not able to give up other duties; and, moreover, children at this age need the companionship of children from other homes. There comes a time in every child's life when he seeks the society of his peers. "The social and moral nature needs a larger number of equals." Most children crave it, and those who do not crave it should



have it. Froebel, therefore, concluded that the Kindergarten would reinforce and inspire the work of the home.

He seemed to ask himself the question, Is it right to allow the child to go in the yard or street and play unrestrained, ungoverned, uncontrolled, lawless, during this his most impressionable age? No. A guiding hand can help him to larger enjoyment and real profit.

The child has a strong desire to be happy, to enjoy himself. Froebel would have him happy. He considers happiness as necessary to the development of a child as sunshine is to the growth of the plant. A Kindergarten where the children are not happy is like a garden where the sunshine does not shine. Therefore he contends that education should begin in happy play.

Dr. W. T. Harris, in his preface to Froebel's "Education of Man," says that "the greatest merit of Froebel's system is to be found in the fact that it furnishes a deep philosophy for the teachers; most pedagogic works furnish only a code of management for the schoolroom."

Almost every special part of Froebel's system had been pointed out and discussed by educators from Plato down to Pestalozzi, but it was left to Froebel to bring all together in one system, and to deduce methods by which to carry out his system.

For example: Plato said that the plays of children have the mightiest influence on the maintenance and non-maintenance of laws when these children grow to be citizens. And he went so far as to advise that children be taken to the temples to play, where the atmosphere would be most uplifting and inspiring. Froebel has the same thought in mind in his choice of environment of the Kindergarten and the school. He would have the room and all its accompaniments in the way of pictures, the music, and the kindergartner or teacher herself as nearly ideal as possible. He would have the plays and games brought under laws of justice and kindness, of unselfishness and thoughtfulness, that these virtues might be unconsciously cultivated in the children, and right conduct become habitual.

Froebel's philosophy treats especially of the education of little children in the home and kindergarten, but he intended the fundamental principles to apply to children of every age, and they do apply even to adult age, for one cannot study his "Mother Play" book and not feel its uplifting influence, besides getting knowledge of the philosophy of life in general, and its application to one's own individual life.

The underlying law upon which he based his whole system is what

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is called the "Law of Unity." This law he came to believe in when he was at Jena under the influence of the philosophers, Schelling and Hegel. Later in his study of nature and his experience of life, the thought gradually took possession of him. He saw it in everything and proved everything by it. One can find nothing in his whole system of education which would not bear the test of this principle of unity applied to it. He claimed that all true education must lead the child to unity with man, unity with nature, and unity with God. One phase of it is the idea which Christ gives us in the thought of the brotherhood of man and the fatherhood of God, leading us to such a law of life as the Golden Rule, and to the keeping of the greatest commandment, "Love to God and man."

Froebel gives us one aim of education—the leading of the child to freedom. He means freedom in two senses: First, freedom from the obstacles which hinder the full use of his powers and best expression of self; secondly, freedom as far as his life with the rest of mankind is concerned. When we consider that true freedom, in the latter sense means that the individual may do as he wills, only just so far as it does not conflict with the freedom of others, we will readily see that a feeling of unity will lead to such freedom.

Froebel would have all the methods of work in the Kindergarten and school based on the law of unity. In Kindergarten the first work taken up after vacation will blend with home and vacation experience. After that each day's work will blend with the work of the preceding day, and each part of a day's work connect more or less closely with every other part. Thanksgiving connects with Christmas, and both with Easter.

Because he saw so well the unity between the different periods of a man's life, he would make the foundation as sound as possible, and have each period do the work of that period.

The idea of unity also led him to believe that the methods employed to educate a child must be in harmony with the child's nature and his method of developing. Therefore he says education should be passive—following, rather than prescriptive or mandatory. The teacher in one sense should be the one led, instead of the leader. In general all children are alike, and general methods will do for all. But yet again all children are different, and must be treated differently.

On observing the universal child, we notice that when normal he loves to be active—must be active to make moral development pos-

sible. Froebel noticed that everything in the universe is active. The very rocks and crystals seem to have an ideal to reach and to strive to reach that ideal. So Froebel, who believed strongly in analogies, just because he felt strongly this principle of unity, tells us that activity is necessary to the child's right development, although he is as unconscious as the very crystals themselves.

We all know it is only by using certain muscles of the body that these muscles will develop; that it is only through practice that hand and eye, and all the senses, can be trained to do their work well. And most of us know that the mental powers of observation, classification, memory, imagination, comparison, judgment, reason, and the will itself can be strengthened only through use or activity. But perhaps not so many of us have ever definitely thought that the spiritual powers need training—the virtues need to be practised.

In Froebel's system, as we try to apply it in the Kindergarten, physical, mental and spiritual, activity is encouraged along lines that must lead to their highest development.

In the very young child activity takes the form of play. Therefore in the Kindergarten we play. At first this play is just for the sake of the play itself, with no especial end in view. Later the child wishes to do something for the sake of results, and here the Kindergarten gifts and occupations answer his needs. He gets both kinds of play in the Kindergarten, but the desire and need of the second kind grows and leads, and through this we would lead to real work and love for the same. Yet all through the life of a man he scarcely loses the desire of play for its own sake.

The particular activity Froebel lays most stress on is self-activity, or that activity toward which his inner impulses lead him. So while we seek to guide the child, we must allow him full opportunity for expression in his own way. Froebel's system is full of apparent paradoxes, and this is one of them. The happy mediation between these opposites will lead to true education. We must allow the child to be self-active and yet guide his activity.

To many of the ancients, notably the Greek, education was chiefly for the sake of the physical self, later most emphasis was laid on mental training. Of course no part of the child's nature can be trained without affecting the whole nature, yet we need direct spiritual training, as well as direct physical training. I do not mean only the teaching of ethics and the laws which govern right conduct. These are excellent, but we

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need training which will show the beauty and attractiveness of right conduct, and which will not only arouse a desire to act in the right way, but give opportunity for the actual practice of the same.

Froebel would have us strive for nothing less in the Kindergarten and the school.

In one sense the Kindergarten is a play world, and when we play blacksmith or baker, the ideal conduct of each must be carried out; the carpenter must measure and have everything exact; all the duties and courtesies of life must be observed, and we must pay the value for work done.

In another sense the Kindergarten is a real world. And the child in play must exercise self-control, unselfishness, thoughtfulness, helpfulness, punctuality, economy and respect for the rights of others.

*It is possible to bring to the plays of children elements which are elevating and inspiring, without spoiling the fun.*

There is much in the games of the Kindergarten which takes the place of gymnastics. In Germany they believe so thoroughly that formal physical exercises are not as good as games for physical development that they are introducing games in the schools which will strengthen the muscles and certain parts of the body. In many gymnasiums in this country games are played. It is thought the interest enhances the value.

Self-activity or self-expression gives opportunity for the growth of the individuality.

Froebel's special addition to the educational thought of his time was the education of man in his relation to the whole of mankind—past, present and future. But man can only do his part as a member of the great organization of mankind, by the best cultivation of his own individual powers; and the individual can only reach the highest ideal through life with universal man. So the training of each goes hand in hand, and one reinforces the other.

Self-expression has another value: It gives the educator an opportunity to study the child and meet his special needs.

Wherever possible the child is given opportunity for free choice. By songs and games, and our own example, we will try to arouse in the child a desire for the right and best, and then let him choose for himself. Thus the will is given opportunity for activity and growth. Miss Harrison says that the "Perfect character is the perfectly controlled will." We usually do too much choosing for children.



I said by our own example. We all know how imitative little children are; so our own example is after all the best way we can influence them. I have read somewhere lately that our unconscious influence on the world is stronger than all our words or acts. If this be true with the adult how much more so in the case of a little child. One way that our example may influence the sense of justice in children is the way we punish for wrong. Froebel would have us judge acts whether we wish to praise or blame, by the motive and effort, rather than the result. Then the reward or punishment should come as the natural consequences of the act whenever possible. Punishment must be retributive rather than arbitrary. A child's sense of justice is very strong, and punishment rightly chosen will not only appeal to this sense of justice, but will arouse a self-responsibility for his own acts, and consequently self-respect and avoidance of the deed in future. Arbitrariness in any form leads to rebellion in a strong-willed person.

Often a kind of unconsciousness as to what goes on is advisable, when we see no evil motives were in mind, or that the child is not strong enough to conquer the temptation. When possible, keep the positive before the child's mind, rather than criticism and fault-finding. The power of suggestion is very strong with all of us, but especially with children, and like the amateur bicyclist, who runs into the very thing he strives to avoid, we may arouse a desire to acts which were not thought of before.

Yet these ideas must not be carried to extremes, or we fall into sentimentality—a thing of which Kindergartens are sometimes accused, but which is sickly and weakening, and far from the true method of robust development.

Perhaps the first attribute Froebel would require of all would-be Kindergartners, or teachers, is sympathy with children. Show them that you are interested in their doings and belongings. Be not away above them. Through sympathy we win his confidence, and can lead him to do much as we will.

Froebel would have the children appreciate all forms of natural life, because it is a part of God's creation, as he, the child is; because care for all weaker natures is fine training for self-responsibility, self-respect, and care for those of the human family not so well provided for as himself; and because the life in nature broadens and satisfies the human nature which is able to appreciate it.

Froebel also advocated what is called manual training, because he

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believed that hand and brain developed together, and he would train the hand to conquer the material world around us. But he would always let every work given lead the child to create for himself, not always to copy. This is one of our problems in Kindergarten, and I understand, one of the hardest to contend with in manual schools.

When first asked to write a paper for this convention the subject suggested was "Kindergarten principles applied to Primary work." I know that is one of the leading questions in education to-day, and that as I had no practice in it, I thought I had better give no theories. But while writing this, I have all the time been thinking how can this or that be applied to school work, and I will close with some thoughts which came to me on the subject.

I think the fundamental principles of continuity, self-activity, the growth of the individuality in the universal life, and the principles involved in right and wrong punishments must apply in the school as in the Kindergarten, though perhaps in a different way. Nature-study in the primary grades should be carried out the same way as in the Kindergarten.

Then I should try telling a good story once or twice in the week. It might illustrate some part of the work of the week, or it might give a moral lesson. Sometimes a story is told in Kindergarten to create an interest in a picture or song which we wish to bring to them. All children delight in the old classic myths, and none will question their value. A story told for pure entertainment is not waste of time by any means.

And why not have games at least once a week. I know of this being tried with excellent results.

I believe that hand work, or what we call the Kindergarten gifts and occupations, is carried out more or less in primary schools now. It can be made to explain and give a meaning to much that is required of these grades "in the course of instruction," as well as interesting to children, and a preparation for work of later grades.

Now what is the end Froebel sought for in his system of education? Nothing less than the development of the whole man—physical, mental, and spiritual—the bringing out of the best that is in man—the building of character. He saw man in embryo in the little child; he saw that it needed to be nourished and watched over, tended and cared for, in order that it might become all that God intended it to become.

Some men think that they have found flaws in Froebel, but they are those who have not made a careful study of his works. There may be weak places, but when the right persons have been found to carry out these educational principles, the results have been good and even wonderful, both in the Kindergarten and in the school.

He wants Kindergartners and teachers who are sympathetic and in earnest, and who have the welfare of the child in their hearts and minds.

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### KINDERGARTEN METHODS

IN GRADES I AND II.

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BY MISS MARGARET A. STEWART.

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With the name Kindergarten doubtless all associate the name of Froebel, as if he formulated and arranged it as his original idea; but such is not the case, but rather a process of evolutionary thought, or the ripened fruit of a slow but steady and healthy growth, evolving through the minds of Socrates, Aristotle, Rousseau, Pestalozzi, and last of all, Froebel. He gathered together the best ideas of these men, who are acknowledged everywhere as eminently wise in educational matters.

It is needless for me to state reasons for using the Kindergarten methods, but simply take up my topic directly, viz., Kindergarten methods in Grades I and II.

The problem is extremely difficult given fifty children, more or less, from the ages six to nine or ten, with one teacher only, although she may be eager to use the newest and best educational thought in teaching them the three R's. How shall it be done?

One thing is certain, the *whole* child must be present with her—*body, mind and soul*—before any real good work can be accomplished. The teacher has almost complete control over the two first-mentioned parts of his nature, but his *soul*—that which makes a child *want* to do a thing that should be done, must be won. "It cannot be driven or coerced in any way. Authority cannot reach it," but it comes forth gladly, more than half way in response to the teacher who is fortunate

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enough to draw it out. There is no better way of securing this end than by the means of *play*. Time will not be lost, if you win them for friends and comrades, for then you can not only teach them what the School Board decrees they must know by June, and that more easily, but much can be taught through play, which they love. Froebel realized this as no one else before him.

Play is a splendid opportunity to study the social and artistic impulses of children.

To begin: Form a circle, if possible, as more children can take part. The space may be afforded by enclosing a few desks. In my own school, I had my platform taken away. When shall we play? In the afternoon, affording a relaxation. Next what? The Kindergarten games form ample scope, but these do not meet *all* the requirements.

The underlying principle of all these games is: The teacher has a thought which she wishes to express in play. If at a loss *how* to exemplify it consult the children, they will be sure to solve the difficulty.

I might state a logical sequence of games with the beginners, which I saw in the Kindergarten Magazine. Given—that the children have been taught—"Here's a ball for baby," the baby suggests the mother. A child steps to centre of ring, performs the motions of one or other of mother's duties as sweeping, dusting, etc. The mother suggests the father, brothers and sisters, their duties. Since we are social beings the neighbors will be thought of; a greeting song learned; the family suggests the carpenter, who made the house; the blacksmith, the baker, as—

" Now see the merry baker  
Who makes us nice sweet bread;  
He wears a snow-white apron,  
A white cap on his head."

The home topic appeals to each child very strongly. Is there any wonder? Has he not been living in this atmosphere of mother, home and play for six years? The seasons and holidays afford material for games, as you have observed during these warlike times how eager the little ones are to imitate soldiers.

The moment the play becomes stereotyped, or of the shiftless sort, that moment it begins to lose its hold on the child's affections, for children are genuine.

Froebel has put into our hands *ten gifts*, so called. These begin with the solid, proceeding to surface, line and point.



The *occupations* are work done by the pupil as practical manual expression of lessons on the *gifts*. The first gift consists of six worsted balls of the prismatic colors.

Lessons on this gift open to the child the possibilities of language, form, color, motion, direction and qualities.

To a new class of Grade I, as you hold a red ball the color generally preferred by children, ask "What have I?" Make a nest with your hands; put the ball in the nest and sing or say—

"My little ball lies in the nest  
So quiet and so still,  
I'll gently rock it till I sleep  
And keep it well I will."

or "Where are your hands?" "Around the ball," probably the answer, but insist diligently on complete sentences in your answers. If they are taught to speak well they will read with expression.

A conversation on things that are round, and that go round; draw pictures of ball at close of session; show them the word *ball* at beginning of lesson; use colored chalk freely.

I have only one set of these balls, which I made myself, although in the Kindergarten each child has one.

In the next lesson, No. II, *direction* is brought out. Swing the ball right to left and, *vice versa*, up and down, back and forth, under, over, on. Thus in these prepositions, taught by opposites, the first lesson on geography presents itself.

Lessons III and IV—qualities and color—emphasized, although color was shown before. Now it is the object of their attention, comparing with similar and dissimilar objects. After the six colors can be distinguished tell the beautiful Bible story of the rainbow. Lesson V, material of ball, wool, short talks on sheep, mill, spinning wheel, dye-house, articles made of wool. These conversations show the connection and the dependence of man upon man.

The second gift consists of a wooden sphere, cube and cylinder. As every teacher is familiar with these forms and their uses it is unnecessary for me to enlarge.

One feature might be mentioned—the idea of different kinds of motion. This may be shown by having eyelets on the different parts of the objects, and strings attached for twirling.

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The cylinder represents both ball and cube, when twirled from the middle of a curved face, it resembles a ball, from the edge of a flat face it looks like a cone. Thus is seen that each evolves from the other, and is contained in the other.

This gift includes the entire Kindergarten system, especially setting forth Froebel's universal law—that of *unity*. Many phases of this law of unity can be seen from nature.

In connection with this and the following gifts I introduce modelling with clay and folding.

After modelling the type forms, make objects that lead out from them, such as apples, pears, potatoes, boxes, bottles, etc., etc.

In my own school, Grades I and II had by last Thanksgiving quite a collection of fruits, vegetables, etc. We colored these with powdered chalk. I nearly always combine Grade I with II, and a few times Grade III in this work, and in folding.

Sewing forms is an interesting, educative and fascinating work for the children, although I have never attempted it, as I have too many scholars and grades. This work particularly needs absolute attention to the individual or a few.

The occupation, *folding*, is invaluable in the school room. All my grades do this work in connection with drawing.

Simple forms are dictated by teacher—each part named and drawn as folded. Many beautiful forms of *life* and *beauty* are made. The child has something as the product of his work. Through folding there are splendid opportunities for presenting ideas of geometry to the child. Will he not understand more intelligently the abstract problems of their study in future years?

Before leaving this *Second Gift* I would like to state, for the benefit of a few who may not know, that the monument placed at Froebel's grave is a cube for the base, a cylinder on this, and a sphere on the cylinder—the inscription on the monument, "Come let us live with our children."

I find the following device interesting in reviewing this gift: Blind-fold a child; give him one or other of these gifts; let him tell you which one, and why? Because he feels, he says. Then to tell the color? This of course cannot be done, as it is only through the sense of sight we gain any perception of *color*.

The third, fourth, fifth and sixth gifts are building blocks, capable of many transformations. They are especially useful in the school for developing ideas of fractions and mensuration. I shall describe one of these gifts, viz., the third. The other three following are only transformations of this gift.

The third gift consists of eight one-inch cubes, together in the form of a cube. By a simple direction—such as, place two front blocks in front—we have a chair; speak of different kinds of chairs and their uses; give a name to the object as grandfather's chair.

This winter we applied this gift in illustrating the well-known story of "The Three Bears." A boy in Grade III read the story to the school, after which this grade and Grade II reproduced it in writing, while Grade I did so with these blocks.

From dictation we made (1) the bear's house; (2) the big chair, medium chair, and little chair; (3) stairs; (4) beds; (5) window from which *Goldyllocks* jumped; (6) trees, for the woods through which she ran; (7) last of all, her own home back to the original form—the cube. The children were extremely interested, and have often asked to make the story of "The Three Bears."

The Seventh Gift is composed of tablets, square and triangular. These latter are again divided into different kinds of triangles.

The child can now only make *pictures* of the forms he made with the other gifts.

To show that the tablets bear a relation to the cube, cut, before the children, a clay cube into *slices*. They immediately see the connection.

Present *one* tablet, then two, three. They learn from dictation different ways of touching other tablets, by edges or corners, positions, etc. Numerous forms of life, but mostly of beauty, can be dictated and reproduced by the children.

A word of caution might be given. Do not accept badly constructed work. Always build on squares of table, for those who are fortunate enough to have scored tables, and for those who are not, I have a suggestion to make which I saw in a magazine:

Have pieces of dark cotton scored into inch squares, cut size of desks, to be tied down by corners.

*Parquetry*. This occupation logically follows the first, third and seventh gifts. The children reproduce forms with colored papers, which correspond to the forms of the gift. Simple forms may be drawn and

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*pricked*—nature work particularly, such as leaves, flowers, etc. But as this work is hard on the eyes, very little stress should be put upon it.

*Eighth Gift.* Sticks of different lengths. This is connected with the last gift by being a part of the tablet, cut a clay tablet into strips. Proceed with these in the same way as with the tablets—first one—they will call it a tree, post, etc.,—different positions; then work with two, three, four, etc. When two or more are lying side by side teach the word *parallel*. Write the word. Children like big words. I have got into the habit of using chalk freely in these lessons—writing down words as used—although I don't expect them to remember its form—still get them used to seeing *pictures of the ideas*, as words only are.

In these lessons I usually allow a few minutes for a mental review in number, while some careful child distributes the material; although this is sometimes done before class. Occasionally we sing a song, or have finger play first; then a simple life form is dictated, such as a chair—talk of use of such, etc. Usually this is enough for a lesson, but as they progress add to this the dictation of some symmetrical form which the children reproduce on the board.

This year I have dictated to the combined classes I and II almost all the forms on the backs of the new primers—to Grade III, a number of the forms in No. I drawing book.

The ninth and tenth gifts I have not used very much, yet many beautiful forms can be made from the whole, half and quarter steel rings of the ninth gift alone, and in combinations with the sticks.

The tenth gift consists of any small seeds, and represent the point. Since you have heard the description of the gifts, and how each can be applied to schools, the question arises: How are you to find time? The only answer I can make is by means of *correlation*—correlate as much as possible.

When a gift lesson is presented almost all subjects are taught, such as language, form, number, geography sometimes, oral lesson on common objects. Color, which I have only touched upon, is presented in connection with each gift, harmony noticed or corrected; symmetry of color, as well as form; the primary and secondary tints and shades are all taught, but so that it is no task or effort of memory, but by daily use combining colors that harmonize or *like* each other. In weaving and paper-cutting an excellent opportunity is afforded for training in harmony of color.

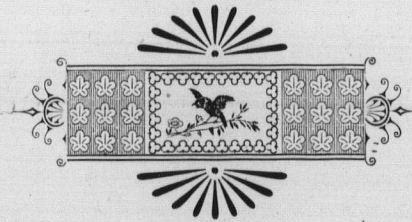
There is one topic that plays a very particular part in the Kinder-



garten, that is the *Morning Talk*. I have thought often and often that this ought to work in the primary grades, but I could not see my way clear. However, I tried it this term for a few months, and so far it has proved very satisfactory. But I feel much, yea, a great deal more, can be done. Each week we had a subject, each day a topic, such as *plants* for a week, *birds* for another, etc., etc. Our talks were free and pleasant; this, with the opening exercises, occupied thirty minutes. Then the usual work went on. The children were extremely interested. I find as one outstanding result that these *morning talks* act as an incentive for punctuality.

I might conclude by stating some of the effects upon the teacher of these Kindergarten principles, in the words of Mrs. Harriman:

They quicken a more tender conscience, a more exalted ambition and a keener sense of her powers; make discipline easy, give her a keener sense of her limitations and responsibilities, and best of all, have inspired her with a deep and hallowed reverence for the little ones entrusted to her care, and have engendered in her an insatiable desire to implant knowledge.



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## KINDERGARTEN METHODS IN GRADES I AND II.

BY MISS MARION WATHEN.

When the secretary of this Institute asked me to prepare a short paper or address on Kindergarten Methods in Grades I and II, my first thought was: There is only *one* true method of education or development, whether in the Kindergarten or Primary School, the natural method through the *self-activity* of the child. By this I do not mean activity, or even expression, but *self-activity*.

I am sure that all present must agree that education is not, as many in the past seem to have supposed, a pouring from without into the mind of the child knowledge that, in some mysterious way, will be assimilated.

The germ of life in a plant is within the plant itself. True, from without must come the sunshine, etc., necessary for its unfolding. So with the child, *the germ is within*. True growth can never come from without. It is an inner, a self-activity.

This, then, is the work of the primary and of every teacher to supply the environment necessary for the proper unfolding of the child's self-activity, or in other words, to direct, strengthen and stimulate this self-activity. To do this properly we must *study the child* just as surely as the gardener must study the nature of the plant he wishes to cultivate.

I would like to go on and give you some of the beauties of our Kindergarten system, but I must be as practical as possible and give you a few simple devices that have been most helpful to me as a primary teacher, and may be so to others.

Do you find it hard to keep the little ones helpfully employed during their first few months at school? I give them these colored wooden beads to string, first in twos—two red, two yellow, etc. When they can string them correctly I show them how to make the mark (figure) that means two of anything. Then we take three, four, etc., until numbers as far as ten are learned, with corresponding figures. In this way the

figure is never an empty symbol to the child, but he always associates it with a definite number of objects. For this work each child should be given a small box containing a number of beads and a shoe lace.

Use these beads again in teaching the various combinations, etc., with the numbers. Suppose you wish to teach that two and three are five. Place two blue beads on the string and three yellow ones, then a circle of paper, two orange and three violet-colored ones, and so on, always separating the fives with papers. After this of course comes the expressing in figures of what they have done.

These sticks, either colored or in the natural colors, are also helpful in teaching numbers. Give one child say six, and ask him to place some of them in a straight row at one side of his desk, and remainder at the other side. Then give each of the other children six, and have them do the same. Next ask another child (giving him six more), to divide this six in a different way, letting the other children do the same, and so on until all the divisions have been made. The same may be done with all the numbers. Afterwards this is good "busy-work." Each child being asked to divide say six and seven, all the ways with the sticks on his desk, and then express what he has done on the blackboard.

In speaking of work done with the beads I forgot to mention their use in teaching those "horrid multiplication tables." Give each child say nine beads, and ask him to string them in threes, either giving three of each color, or papers with which to separate the threes. He will then see almost at a glance how many threes make nine. Have him then write the operation on the board. In this way all the multiplication tables may be pleasantly, lastingly and easily understood and memorized. I knew one boy with whom all the various devices for teaching number proved a failure until the teacher hit upon the plan of giving each child a strip of cardboard, and these colored papers (circular). These were neatly pasted on the cardboard in various combinations, three orange and two violet-colored ones, etc. These cards were placed on the wall, or some place where the children might see them, and after a few weeks were taken home. The teacher found that when this boy had been surrounded with these cards for awhile she had no further difficulty.

Let me give you one lesson to illustrate how useful these little sticks may be. Tell the children you are going to show them how to make a funny little family with three things in it. Give directions for

making right, where the stick angle, next large child a square big for it, Baby story); but the Angle. The acute angle, and the children first paste with strip never found it children may find proper names,

Perhaps I came in my primitive various triangle square in the ring by an edge covered with the form made he sees fit, and wonderful help on the squared forms may be invention. Triangles, hexagon with these tables it gives such symmetry, etc. besides, as I have and perhaps it awakens and like effects.

I have no Kindergarten

I would for say ten or the key to the singing "Good

making right, obtuse and acute angles. Place the finger on the places where the sticks touch in each. Which is the largest? That is father angle, next largest mother angle, and little one baby angle. Give each child a square and see which one it will fit into. Father angle is too big for it, Baby angle too small (they, of course, think of the three bears' story); but the Mother angle is just *right*; so we will call it *Right Angle*. The baby angle is such a *cute* little thing that people call it acute angle, and the big father angle a great big word—*obtuse*. Have the children find the various kinds of angles. Draw the whole family, paste with strips of colored paper, etc. After giving this lesson I have never found it necessary to give a second one, except for review. The children may for a time add the name mother, father, and baby to the proper names, but after a while they will drop these.

Perhaps none of the Kindergarten material has been so helpful to me in my primary work as these wooden tablets, in squares and the various triangular forms. At first dictate a simple form such as one square in the middle with one at the back, front, right and left, touching by an edge. Then give them the drawing paper, having the surface covered with one inch, or one half-inch squares, and have him draw the form made. Give him four triangles to add to the form in any way he sees fit, and add accordingly to the drawing. You will find this a wonderful help in all the drawing, especially when they come to work on the squared surface of our number one drawing book. Many pretty forms may be dictated, and the children always given a chance for free invention. They may make a large square and triangle with the small ones, hexagons, octagons, etc., and so help in teaching form. Work with these tablets requires such deft handling, a light and careful touch; it gives such quickness and accuracy to the eye, such a knowledge of symmetry, etc., that it soon affects all the manual work of the school, besides, as I have said before, giving a splendid preparation for drawing, and perhaps most important of all, the wonderful love for the beautiful it awakens and strengthens, as the children behold the beautiful mosaic-like effects.

I have not time to speak at all of the great benefit of some of the Kindergarten occupation work, such as sewing, paper-folding, etc.

I would like to emphasize the importance of the morning talk for say ten or fifteen minutes at the opening of the school. It may be the key to the discipline of the day. Such sample talks as this: After singing "Good Morning, New Day," ask *what* new day? What kind of



a day? If sunshiny, speak about how the sunshine helps to make everything beautiful and happy. The flowers, too, are helping by simply looking—the birds, by their sweet songs. Why *everything is helping*. How many does it take to help in the world? in the school-room? When everything is helping we should help too. Can we not live more *with* the children and learn from them—

“Dear little children we will learn from you,  
Gardens we'll make and you, the flowers will be;  
Our care shall seem no tedious drudgery—  
Only a happy trust that's ever new.

We'll guard you from the great world's strife and din,  
But oh! our chiefest, gladdest care shall be  
To give you your own selves; to help you see  
The meaning of each opening power within.

Oh! blessed thought that God to us has given  
The finishing of that which he has planned,  
And as you help your young souls to expand  
Our own, in the sweet task, shall grow toward heaven.”



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## PROFESSIONAL ETIQUETTE.

BY MISS EMMA VEAZEY.

It has been said that teachers are gregarious ; and why not ? The desire for social intercourse is innate in man. The fact that occasionally one finds an individual who, as Mark Twain puts it, "prefers to flock by himself," would go to prove the truth of this assertion.

Granted then that friendly intercourse is almost a necessity in man, what more natural than that the teacher should seek the society of those who, engaged in the same occupation with himself, must, to a certain extent, have common interests. It is true, teachers are gregarious ; the social bond of fraternal feeling is there, and the wonder is, not that such a bond of sympathy does exist, but that something infinitely stronger, more tangible, more practical does not exist. For the position of the teacher is in a certain sense unique. Receiving in some cases less than the laboring man's wages he has, nevertheless, a certain social position to maintain. It is expected of him that he keeps abreast of the times in the matter of literature and general culture ; that his dress be in accordance with the usages of good society ; in fact that the dignity of the profession be upheld in spite of the aforesaid microscopic salary.

Is it any wonder, then, that his peculiar circumstances have at length appealed to his own sympathies, and that the truth to which teachers are awakening is this, that hitherto they have been blind to their own interests, and have only themselves to blame for a great deal which is disappointing and disheartening in their surroundings.

That the members of the other professions, and those engaged in the various occupations, have not all been equally blind, a glance at the associations, formed among themselves for mutual protection, will show.

Look at the members of the medical fraternity ; how strictly their code of morals must be adhered to to ensure professional respect. Professional etiquette means more than a mere name to them. The same is true of the lawyer, the clergyman, the contractor. Among all

these there is a code of honor which must be rigidly adhered to, if one would be considered worthy the respect and esteem of his co-laborers.

Look at the workmen's unions, now recognized as potent factors in the working world. Think what they have done towards maintaining the balance of power between labor and capital.

And yet we are not here to suggest that anything like a trade's union, with a cut and dried rate of salary attached, be applied to the teaching profession. The desirability of such a union is more than questionable, but surely there can be no question of the advantage of an association formed for mutual protection, which shall have for its object the general advancement of the teaching profession to the place, which, from the very nature of the work accomplished it should occupy in the world to-day.

Does any teacher question the existence of the evils which, it is claimed, a strict observance of professional etiquette would go far to remedy? Such a one is to be congratulated; his experience must have been unique; but to the ordinary teacher, who has taught in the country districts, it would be hard to cite an example of unpleasantness arising from a breach of professional etiquette which has not had its duplicate, either in his own experience or in the experience of some one with whom he is personally acquainted.

It is not necessary to deal with the more flagrant breaches of etiquette among teachers. That they exist cannot be denied, but the individual who is guilty of decidedly questionable conduct, anything which bears on its face downright treachery or meanness, will sooner or later get his deserts. Such people are very apt to overreach themselves and defeat their own ends. But it is the little turning aside from strict integrity, the failure to do exactly as one would be done by, that here as elsewhere has caused the greatest amount of mischief.

Take for instance the teacher who sees some one else occupying the position which he himself covets. Perhaps he belongs in the locality, and the fact that he can board at home would be a consideration. He has not heard of a desire for change on the part of the trustees, but he knows where the vulnerable point in their armor is likely to be. He aims straight for the pocket. He manages in a disinterested sort of a way to let them know that he would teach that school much more acceptably for less than the present teacher is getting, and having inserted the thin edge of the wedge awaits developments.

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Meanwhile the awful fear is growing in the minds of the trustees, that possibly they are overpaying their teacher, and as custodians of the public money, are not doing their whole duty by the people. The result is that the teacher is approached on the subject, and jumping at once to the conclusion that the salary question is only a ruse, and that his services being no longer required he is to use a slang expression, being let down easy, tenders his resignation, and the services of the cheaper teacher are secured; and you can depend upon it the reduced salary is the one thereafter quoted to aspirants for that position.

The remarkable thing about it is that these same individuals who will grasp most eagerly the reduced salary, will raise their voices with no uncertain sound in educational meetings and deplore most piteously the fact that the compensation given to teachers is so consistent with the amount of work required. Verily, what fools we mortals be!

Which of us has not suffered from the fact that the teacher in some other district—First Class, possibly Superior—is revelling in the magnificent salary of \$13.00 a month; for even suppose the trustees are enlightened enough to work on the principle that the laborer is worthy of his hire, still there is apt to be the under-current of feeling among some of the ratepayers that a closer bargain can be driven, and the chances are they will not rest until it is driven. It is not that they are not getting their money's worth but that others are getting apparently more for their money, and it resolves itself into a question of accept a cut-down or resign, and just here arises the difficulty.

Some teachers are so situated that the possibility of being without a situation must be a consideration, and their faith is not sufficiently strong to allow them to cast personal considerations aside for the sake of upholding the dignity of the profession. In that event they will remain and in effect become partners to the cutting-down process.

And they are not to blame only in so far as they are allowing themselves to drift with the current rather than take a decided stand against what they feel to be unfair, and are running the risk of being held up as the \$13.00 example to the next teacher who dares to put a higher estimate on his work.

But there are trustees *and* trustees just as there are teachers and teachers, and just as straws show which way the wind blows, so the little apparently trivial things show us instinctively what to expect from certain quarters.

What teacher reading in a paper an advertisement beginning



"Teacher Wanted," and closing "Write, stating lowest possible salary," has felt the slightest temptation to apply? We instinctively steer clear of such positions, and feel sure we understand perfectly why the trustees of that district were driven to the necessity of advertising. But just as surely does the teacher sometimes make the mistake of putting too low an estimate on his work.

Let the trustees of a district once be convinced of the advantage of employing a good teacher, even if they have to pay for it, and they will hesitate long before employing a cheap one. Without drawing on the imagination instances can be found where the over-modest applicant for a position has suffered the humiliation of being told that he is too cheap for the position. He is literally taken at his own valuation. And because such cases, though deplorably rare, do exist, the teacher cannot be too careful lest he himself undervalue his own work. His course is even more open to criticism than that of the "lowest possible salary" trustee.

Teachers are sometimes guilty of disparaging the work of their predecessor under the mistaken idea that they are thereby impressing people with their own superior capabilities. It is hardly necessary to state that this is not only doubtful policy but decidedly discourteous to the teacher, who is not present to defend his or her methods.

Circumstances alter cases, and what to a new comer may seem like very poor system may, on a more intimate knowledge of the case, be found to be the only course practicable.

Teachers would do well at the outset to remember Shakespeare's advice and reserve their judgment.

While the unfortunate instructors of the young are, no doubt, often held responsible for a great deal of which they are entirely guiltless, the fact remains that in a great many cases their world is simply what they make it. The relater of the following story evidently wished to emphasize this thought: A teacher, it is said, had had a troublous career here below—trouble with the children, trouble with the parents, trouble with the trustees. Her only comfort had been to rock back and forth in a rocking chair and sing of the sweet rest in Heaven. In course of time she died and awoke in another world. Imagine her disappointment to find that the discords in her life still continued. There was still trouble. Turning to a companion teacher, whom she had known in the other world, she remarked with deep disgust, "I

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didn't think Heaven would be like this." "S-s-sh!" said the other, warningly, "This isn't Heaven."

A glance at the Report of Schools for the past year will convince any one that although the demand for higher scholastic attainment on the part of the teachers is doing much to reduce the number of unemployed in the profession, the expected rise in salary has not as yet been forthcoming. On the contrary a steady decrease is reported all along the line. On the salary of the Grammar School Teacher an average drop of \$75.00; on that of the Superior, \$33.00, and on the First Class \$24.00. The dreadful fear grows that the teacher's millenium is as yet a vision of the future.

Those who have carefully considered the matter tell us that it is the want of permanency in the teaching profession which prevents it from being placed on a level with the other professions.

The facts of the case would seem to justify one in putting the matter rather differently, and in deploring the fact that the lack of salary is the cause of the want of permanency in the profession. Possibly a remedy for the one would go far to do away with the existence of the other.

But what are we going to do about it? Submit to the state of affairs as a dispensation of Providence when it is largely our own fault, our fault not individually but collectively.

Educate public sentiment, some one says, and no doubt that is the key-note to all reforms, but where shall we begin? Naturally our thoughts revert to the Normal School as the place for beginning effective work.

It is there that we get our first idea of what is expected of us as teachers. The mysteries of the School Law are there unfolded to us. Even that most profound of all mysteries, the average child, is scientifically dealt with, and since there can be no question as to the necessity of enlightenment along the line of professional etiquette, perhaps the Normal School might place the teaching profession under still greater obligations by giving the subject more prominence than it has heretofore received. The thought is there permeating all the teaching, but sad experience must have convinced many that the principle in the abstract means very little to some individuals. The thought must be iterated and reiterated before the idea can be driven home, that concerted action on the part of the teachers is necessary before anything like a reform along this line can be effected.

An important step in the right direction has already been taken by some of our Inspectors, who have expressed, in no uncertain language, their disapproval of anything savoring of professional discourtesy.

Cases which have come under their personal observation have been made public, while the idea has been impressed on the minds of the teachers that, in the interest of the profession, they themselves should not hesitate to report any case which would be the better for an investigation.

The practice of underbidding has been shown up in such a light that the person who persists in the offence must do so under protest. And is not this educating public sentiment? to make a person feel uncomfortable in the commission of an act is surely a long step towards reform.

We must be aroused to see just how we are standing in our own light before anything definite can be accomplished.

Clearly, then, public sentiment must first be educated up to the point where the "thou shalt not" of the profession, though not written in so many words, will be as clearly defined as the "thou shalt not" of good society. Then if the teacher's millenium does not come on apace, the fault can not be ascribed to the members of the fraternity themselves.

Would it not be worth something of a struggle to know that the position which we have refused to fill for \$13.00 a month will not be snapped up by one of our ambitious co-laborers for \$12.99. Surely 'tis a consummation devoutly to be wished.

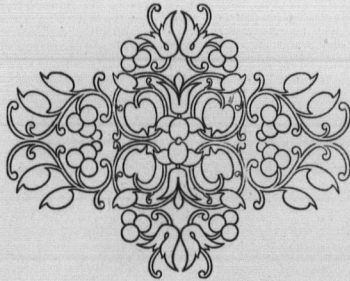
We need only concern ourselves with the endeavor to work up the *spirit* of such an association as has been herein mentioned. The association itself, in course of time, will, if necessary, be forthcoming. Then, having cleared the profession of many of the petty practices which have so long degraded it, the chances are that many of the evils which we have deplored as beyond our power to remedy will have disappeared.

But of one thing we can rest assured, that the grievances of which teachers complain will never be remedied by the outsiders who doubt their very existence. To many of them the teacher's position is a mere sinecure, a most delightful pastime, called by courtesy work! And shall we look for help from such a source while we sit and sing of the better day which is coming. Rather let us take the initiative and work

together  
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together for the uplifting of the profession. And surely this thought ought to stimulate us even under apparent failure.

Whoever with an earnest soul  
Strives for some good from this lone world afar,  
Still upward travels though he miss the goal  
And strays but towards a star.





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 PROFESSIONAL ETIQUETTE.
 

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 BY MISS BESSIE A. YOUNG.
 

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It has often been said that one can tell a school-teacher anywhere ; that others need only glance at us as we pass by to know that we occupy our time in training the youth of the land. Now this cannot be altogether because of our good looks. There must be about us a certain professional air sufficient to distinguish us from those in other walks of life.

"The teaching profession," we say, and I think we rather enjoy that word "profession." We like the idea that we rank with the learned lawyers, doctors, and others of good position in society, but apart altogether from the question as to whether the place we hold in the estimation of others matters or not, what we have before us to consider is this: Assuming that we are truly professional men and women, do we as individuals uphold, as we should, the honor of our chosen calling? With others a system of etiquette is established; there is a proper fear of performing an unprofessional act; of doing or saying something that may prove one an unworthy member. Is this so with us? If not, why not? Whose fault is it?

A man may take that place in society for which he is fitted. How often we see a welcome given to one whose worth is his only introduction—for in this age of thought, of advancement, he may break away from any unfortunate environment of his youth, and become anything his education and ability will make him. He takes his place because he is worthy of it, and because no one else can do his work so well.

We as teachers may in the future take a very high professional standing, if we only will. The doctor is recognized as a professional man wherever he goes—the teacher, when he takes his place as such.

Now, the main point of strength in our profession must be that of

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unity ; the existence of each individual as one of a number—one who regards the rights of others—who upholds his own rights only because they are common rights, and because to do so is expected of him. Let the individual be lost in the mass, for, as Tennyson says, "The individual withers and the world is more and more."

We must not lose sight, however, of the fact that the unit counts, and that if one member fail the whole body suffers.

Do we always speak of one another as we should? Apart from the idea of at all times speaking only good of those about us, are we on the alert to say a good word for a fellow-worker, ready to magnify his virtues and to cover up his little faults? Some teachers do not hesitate to speak disparagingly of their predecessors, telling in what a poor condition things were before they came, forgetting that by so doing they injure the profession rather than increase their own popularity.

Our methods of work are as unlike as our dispositions ; no two teachers give the same lesson in the same way, and we can hardly judge the work even of him who leaves the school-room as we enter. Some one has recently said, "We forget that good order, good management, good power of instruction and good working pupils are not transferable by one teacher to another. It remains for each to do his own work."

There are those—not the male teachers, of course—who talk about school matters at times when the fashions, or even the long-suffering weather, would be preferable subjects. At the boarding-house pouring out one's trials into the ears of a friendly landlady, criticising the mental ability or deportment of pupils, something that we have no right to do excepting when questioned by the parent or guardian, forgetting that much may be repeated, perhaps not to the teacher's advantage, or sometimes forcing those who are not deeply interested in school work to listen to accounts of daily experiences. Better lock in our trials when we lock the schoolroom door.

Again, when a teacher loses his patience, and speaks to his pupils, as he should not, the etiquette of our profession suffers ; we must uphold our dignity in the school-room as well as elsewhere. Then do we give the best service of which we are capable in each school we enter and demand from a professional standpoint a just salary in return? If we teach for that which will barely supply us with the necessities of life, and leave no margin to enable us to attend the Provincial Institute, it is certainly not the fault of any school district, for we know by experience

it is generally a trustee's policy to get the greatest number of little brains developed at the least possible cost.

Sometimes a teacher, anxious to engage a school, will accept a few dollars less than the district has been in the habit of paying. The *Review* says: "Would it not be a good resolution for each teacher to adopt and adhere to as the new term approaches not to take a school in another district at a lower salary than his predecessor. If the trustees demur, ask them if they expect inferior work."

Our own self-respect will not allow us to admit that we expect to do inferior work, and yet we become "cheap teachers," and indirectly it may be, encourage a system of underbidding that is flourishing in some sections.

A teacher will apply for a school before finding out whether the teacher then employed means to stay or not, or knowing the salary paid will offer to teach for less. Far better serve by standing and waiting a term than be guilty of such discourtesy. It might be well for each inspector to report any cases of underbidding coming under his notice.

We need some sort of combine, even if it be only one of etiquette. Each teacher holding, for instance, a license of the first class, should say it is unprofessional to engage for less than a given amount—perhaps three hundred dollars a year. The first-class teachers are in demand; when trustees understand that their services cannot be secured for less than three hundred dollars, that amount will be forthcoming. We will work better if we know that we are getting some little earthly reward, and many of our best men and women will not be leaving for other fields of labor.

Another thing that will bind us more closely together, and that we should consider a duty, is to take an interest in and help along, as far as we can, the literature that is especially ours, or anything of public interest in connection with our work. There can be no higher-toned and more progressive publication than the "Educational Review," and we should help, if only by putting our names on the subscription list, the maintenance of such an educational paper in our province.

We owe it to our profession also not only to be able to talk intelligently on the topics of the day but to be familiar with the works of the standard authors—a teacher who does not know Shakespeare is at a great disadvantage—to be always neatly dressed, to regard the little conventionalities of life that mark the true lady or gentleman.

Then we assume a discourteous attitude toward the profession

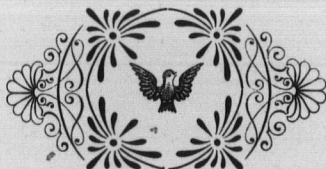
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when we fail to attend teachers' meetings, public educational meetings of educational institutes. We should put that which concerns our school work, that which will help to make us better teachers before anything else, never letting our own private interests interfere with the great work in which we are engaged.

When we learn to forget self in upholding our profession, then will we rank among the best.

Let us go to our work and be wise, for—

“We are neither children, nor Gods,  
But men in a world of men.”





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## SECONDARY SCHOOLS SECTION.

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### THE ADVANTAGES OF FREE SECONDARY EDUCATION.

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BY BERTON C. FOSTER, M. A.,

PRINCIPAL OF THE FREDERICTON HIGH SCHOOL.

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In glancing back over our educational history in this Province, and comparing things as they were with things as they are, there is nothing which strikes one with such wondering admiration as the magnificent courage of those statesmen who were not only wise enough—even at that early time—to perceive that a free education for all is necessary for the preservation of a free state, but who, in the face of monied influence and vested rights, successfully placed the Free School Law upon our Statute Book. Of a truth, there were giants in those days.

The system, as introduced in 1872, provided for the introduction of Free High Schools as well as Free Common Schools.

After an experience of almost three decades of the beneficent operation of this act, it would certainly appear to be unnecessary to offer a plea for the continuance of our free High Schools; but consideration of economy have induced some to believe that these may be lopped off from our system without doing material damage to the state. Therefore, although no argument to refute this heresy would, I am sure, be necessary in addressing such an audience as is now before me, it may be worth our while to review the grounds of our belief, and thus be more ready to give reasons for the faith that is in us, should we be called on at any time to do so.

I have spoken of free education as being absolutely necessary for the preservation of the state. Let us inquire what constitutes a state.

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What constitutes a State ?  
 Not high-raised battlement or labored mound,  
 Thick wall or moated gate ;  
 Not cities proud with spires and turrets crowned.  
 Not bays and broad-armed ports,  
 Where, laughing at the storm, rich navies ride ;  
 Not starred and spangled courts—  
 Where low-browed baseness wafts perfume to pride.  
 No : Men, high-minded men,  
 With powers as far above dull brutes endued  
 In forest, brake or den.  
 As beasts excel cold rocks and brambles rude—  
 Men who their duties know,  
 But know their rights, and knowing, dare maintain,  
 Prevent the long-aimed blow,  
 And crush the tyrant as they rend the chain :  
 These constitute the State.

#### OUR COUNTRY'S FIRST AND GREATEST NEED.

If, then, the poet is right, our country's first and greatest need is intelligent, self-respecting, patriotic—in a word, *educated* citizens. Thus the State being an organic unity, composed of its individual citizens, it becomes its imperative duty to provide, free to all, such an education both as to character and extent, as shall fit its youth for the exercise of such an enlightened citizenship as I have indicated. Indeed, its very existence is wrapped up in this, as education is the only sure foundation on which a constitutional government such as ours can rest. The necessary complement of responsible government and the franchise is an educated electorate.

But the duty of the State does not end here ; it should go much further. Not only should it provide means to qualify all its citizens to take an intelligent part in performing the ordinary duties of citizenship in the exercise of the franchise, but it should furnish such an education as would fit the more talented of them for the many positions of honor and responsibility to which they may be called in connection with the administration of the public affairs of their country.

And further, if it be true that education contributes largely to the happiness, success and usefulness of individuals, then it is the plain duty of the State both in the interest of society and the individual to provide for the establishment, maintenance and management of a system of free schools ; for who will deny the following propositions, laid down by Inspector Hughes of Toronto :

That the Education of the people of any country increases their intelligence and qualifies them for the better performance of their duties in any sphere of life.

It gives men and women greater wealth-producing power, and it therefore tends to improve the condition of each individual materially and to increase the national wealth. It enlarges the capacity for happiness by opening up new avenues to the mind and new windows to the soul, and by revealing the wondrous harmonies of creation.

If then we agree as to the truth and force of these propositions, the State has the undoubted right—nay, it is its plain duty—to levy a general tax for the purpose of providing free education. The justification for the School tax is the same as for that levied for any other purpose. The rights of the community take precedence of the rights of individuals. If, as we have claimed, education increases intelligence and fits for the better performance of duties, both public and private, then each individual must share in the benefit which results. If it gives our citizens greater wealth-producing power and thus increases the national wealth, every individual must participate in the advantages of the wider distribution of capital. If it increases the sum of human happiness by quickening the mind and soul and by revealing the wondrous works of the Creator, every member of the community must be the happier and better. If, further, education tends to reduce crime and lessen the expenses for the administration of justice; if it increases respect for life and property and makes it safer for every citizen to live in the community, then, as all must share in the benefits resulting from education all should contribute to its support.

I have said that to constitute a free State such as ours, where the government is "of the people, for the people, and by the people," it is absolutely necessary to keep up the supply of thoroughly and wisely educated men and women, not only that they may honestly and intelligently exercise their rights of franchise, but that there may be a reserve of specially trained men and women from which our law-makers, administrators, teachers and other public officials may be drawn. Now, who can for a moment make good the claim that the pupil of the Eighth Grade of our Common Schools, with little knowledge and less power, can be safely entrusted with issues of such far-reaching importance to the prosperity and even to the existence of the state? Surely, for the exercise of such high and important functions the education of the citizen should not end in the Common School but should extend at

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least through the High School, and where sufficient ability is shown even through our Colleges and Universities. The all-important and ever-increasing demand is for men of trained minds and of high character in our public affairs, and these can be secured only by a broader and deeper training than is possible in the common schools.

Glance for a moment at our political situation—certainly, no pleasant picture. Why do we see some "Cheap Jack" in office when there are men of ability to be had for the asking? Why are elections often run and won on the merest fads when questions of the most vital importance hang on the issue? Why are the gravest offences condoned, or even rewarded, when the culprit holds a high position? Doubtless the causes for these things are many and difficult to discover; but I venture that the most important is that the vast majority of our people have only the rudimentary education of the common school. With ability to read, but with training insufficient to enable them to think for themselves and decide wisely, they are the easy dupes of the demagogue and the venal press. Truly, here "a little learning is a dangerous thing."

In view of these facts, ought there to be any barrier placed in the way of the youth in his endeavor to fit himself to be a citizen worthy of our free institutions? Will we turn him away from the doors of our Grammar Schools because he lacks the necessary fee? Shall the doors of our High Schools and Colleges open only to golden keys? No, every vestige of fees should be swept away from every High School and College in Canada. Our own University should hasten to abolish such SMALL FEES AS ARE NOW CHARGED. The candidate for entrance into our institutions of learning should require no wealth but an unsullied character and the priceless dower of intellect.

All history proves that it is disastrous for the state that the executive and administrative functions should fall into the hands of a privileged class. If our higher institutions of learning are barred by fees, the tendency is to make the higher culture the exclusive property of the rich, and thus to throw the control of public affairs into the hands of the wealthy—

"For just experience tells on every soil  
That those who think must govern those that toil."

How many a youth comes up from his country home, poor in "worldly gear" but rich in mental endowment and a rugged physique,



and gathers in his strong hands the greenest laurels of our High Schools and Colleges, who, were their doors unlocked only by a golden key, would have his noble rage repressed, to the irreparable loss of the state. Surely economy in this direction is, indeed, a false economy; and instead of being, as is oftentimes claimed, in the interest of the poor man, it is calculated to take away from the poor man's son his opportunity for an education, and thus to shut him out from the enjoyment of any of those positions of honor and emolument for which, perhaps, he is by nature eminently fitted.

In nothing is the English and American systems of education in more marked contrast than in their ideals of higher education. The English aim at the creation of an educated order, drawn from the nobility and the wealthy middle class, who shall thus be fitted to be the future rulers of their country and the administrators of its affairs. Fees and financial restrictions are necessary adjuncts of such a system, We in Canada have, as an inheritance from our English ancestors, some lingering traces of the same idea, especially in Ontario; but I venture the opinion that they are so entirely opposed to the democratic idea which dominates on this continent that they will, at no distant date, be entirely swept away.

But in America the case was very different. The struggling colonists found in our early settlements no wealthy philanthropists to endow schools and colleges, as in the old land across the sea; so, where no one was able all were called upon; it became the people's business—the duty of the state. So, as education was provided by all it was, naturally, free to all. "Thus," to quote Col. Parker as an exponent of public opinion in the United States on this subject, "the ideal education of America makes the Kindergarten, the High School and the University as free to all as the Primary and Grammar schools are."

Speaking before the Dominion Educational Association, Inspector Hughes, of Toronto, thus truly expressed the best Canadian sentiment: "The State should not only provide facilities for the efficient education of all in a limited course of study, and compel all to take advantage of it; but it should also give free opportunities for broad and thorough culture to all who voluntary wish to obtain it. The highest education provided by a nation should be OPEN TO ITS POOREST CHILD."

And truly it is amazing the vast amounts of money voted annually from the public revenues in most of the States of the Union, not only

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for the support of the Common and High schools, but for their State Colleges and Universities as well. And who will deny that it has been the most important factor in that material and political development that has astonished the world?

The people of the United States recognize the fact that the revenues belong to the people, not the politicians; and that they can be best expended in providing for all a free education from the Kindergarten to the University. Have we not here an example worthy of imitation in Canada, and even in our little Province of New Brunswick?

We certainly have heard of late not a little concerning the status of the teacher and of the extremely small earthly reward he is receiving, and the vast treasures he is laying up in Heaven—witness the recent addresses of Professor Murray and Dr. Parkin, and, indeed, almost every public utterance in any way referring to the teacher and his work. But I think that in our pity for the teacher and our indignation at the injustice done him we are apt to lose sight of the cause of this deplorable state of affairs. It is not found in the low state of public opinion in regard to the importance of education? The fact is that as a people we do not value education. Else, why are the salaries of teachers reduced to a starvation level; why are there public grants for almost every purpose, except for public libraries in our towns and villages; why is there no increase in the grant to our Provincial University? The fault does not lie at the door of the politicians alone. If these objects were popular our representatives would be eager to propose them and pass them through. We are forced to the conclusion, notwithstanding our protestations, we are deficient in our love for learning. If the present estimation in which education and educators are held is admittedly low, would it not be infinitely lower had it not been for the influence of our High Schools and Colleges? Would it not be disastrous if the output of these institutions of learning should be even materially lessened by fees or indeed by any restrictions? Our best hope for improvement in the future is in the continually increasing number of graduates from these schools, who having lighted the torch of learning at these central fires shall go out into every community and among all classes, and become centres of light and beneficent influence. If ever education and its apostles are appreciated at their true worth in Canada, the High School and College graduate must be largely instrumental in bringing about the happy result.

This old world of ours does not wag now as it did fifty years ago.

It is past the go-cart stage; and the century into which we are now entering is big with the promise of wonderful development. From every field of human endeavour comes up the demand for the skilled hand and the educated brain. The "man with the hoe" will have to look sharp or he will be run over and pulverized by the coming man with the steam plow or the electric roller. If he escapes these the bicycle or automobile will run him down.

I will illustrate this remarkable advance which has taken place in all lines of material progress by reference to one department only, the science of war as illustrated by the campaign in South Africa.

Baden-Powell, peering through his field-glass, sights the discharge of a Boer Long Tom, and gives warning by an electric gong so that the garrison of Mafeking may run to their bomb-proof trenches in time to escape the missile; Buller continually communicates with beleaguered Ladysmith by heliograph; Methuen uses a balloon to spy out the enemy's trenches, and General Roberts keeps in touch with his dozen lieutenants by sending his swift-footed noiseless messengers high above the heads of his wily antagonists. Buller, stubborn fighter though he has always been, was not destined to succeed; we must wait for Roberts the strategist. In this age brute force must yield to skill, the man of brawn to the man of brain.

Not only in our material development but along political and national lines we may well wonder what is contained in the womb of the future. It is a trite thing to say that we belong to an Empire "greater than has been." But great as the Empire is, and glorious as has been its achievements, all sink into insignificance before the promise of the future, when the Provinces of Greater Britain, each with the promise and potency of a mighty nation in itself, shall have attained their fullest development and when the great Anglo-Saxon federation of which poets have dreamed and statesmen have thought shall have become an accomplished fact.

In view of this amazing progress, both political and material, ought we not to lay our educational foundations broad and deep? Broad enough to include every boy and girl with brains, and a desire to use them for the best purposes; deep enough to give the intellectual aristocrats the highest training possible. The State, for her highest development, has need of the best, trained to the highest point of efficiency. Let us, then,

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## SWEEP AWAY EVERY BARRIER

to our higher institutions of learning. Let us open wide the doors of our High Schools and Colleges, and send out from them year by year a continuous and ever-increasing stream of truly educated men and women to elevate the tone of both public and private life; to drive from the pulpit those "blind mouths that scarce themselves know how to hold a sheep-hook"; to purify the bench and bar, and make it impossible that notoriously dishonest lawyers shall be rewarded by judgeships, and that judges who consume the substance of widows and orphans shall be pensioned off with salaries far larger than that thought sufficient for the highest educational position in the Province; to cleanse the Augean stables of politics, and give us representatives by reason of their fitness for the position, and not by virtue of a long purse and skill in the obtaining and use of the "resources of civilization"; men who *do* make elections with prayers; to sweep away dishonesty from commercial life and render it impossible for a bank president to embezzle his hundreds of thousands with impunity, while some poor wretch, who stole only a few dollars, is imprisoned for years; to make it absurd that any man can entirely disregard his personal obligations and still be considered respectable; ay, even to wipe away all sham and humbug from our educational institutions, and to teach trustees that they, as their name implies, hold a public trust, to be used for the benefit of the community and not as private patronage.

"God give us men! A time like this demands  
 Strong minds, great hearts, true faith and ready hands;  
 Men whom the lust of office does not kill;  
 Men whom the spoils of office cannot buy;  
 Men who possess opinions and a will;  
 Men who have honor; men who will not lie;  
 Men who can stand before a demagogue  
 And damn his treacherous flatteries without winking;  
 Tall men, sun crowned, who live above the fog  
 In public duty and in private thinking.  
 For while the rabble with their thumb-worn creeds,  
 Their large profession and their little deeds  
 Mingle in selfish strife, lo! Freedom weeps,  
 Wrong rules the land, and waiting Justice sleeps."



## NATURE STUDY AND BOOK STUDY.

BY MR. F. A. GOOD, WOODSTOCK.

I have no apology to make. The odium of my attempt must rest largely with the Executive Committee.

I have no startling disclosures to announce; have exploded no generally-received theory, nor do I suggest any radical change in the method of teaching that which forms the subject of this paper.

And just here let me call attention to the fact that this paper is not "Nature Study *vs.* Book Study," nor versus anything. Some good might result from attempting to estimate the value of scientific study as compared with mathematical or language lessons, and of striving to ascertain how nearly correct were the old theories that the study of literature gave us breadth of understanding; that classics added *finish* and *culture* to the mind, and that the mathematics, being exact sciences, lay the foundation of *accurate reasoning*.

But only nature study comes within the scope of this paper; and so to prevent any such misconception we may at once expand our title into—"Nature Study from Nature and Nature Study from Books." And as our problems are connected with *teaching* rather than study we will add the sub-title "Nature Teaching from Nature, and Nature Teaching from Books"—and sometimes I felt tempted to change it to "Nature Teaching Indoors and Out."

It will, doubtless, be granted that the teacher of the past generation made far too much use of the text-book, whether teaching Natural Science or anything else—that he was too often a hearer of lessons, that he drove but seldom led.

And when these faults were only too apparent a great cry was raised that the text-book was almost if not quite an evil. It should be

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banished, and banished it was from many a class. Oral teaching became the rage. The pendulum swung to this other extreme. But the fad had its day as all fads have and teaching subsided again but to a more normal state.

Even a popular craze has its value, for the "Golden Mean" is only attained when both extremes are carefully examined.

A larger proportion of oral teaching is probably the true lesson learned by the excessive use of that method.

Now-a-days the teacher who sticks too closely to the text-book must be considered ignorant of better methods, or too indolent to adopt them. This is true, but not equally true, of the teaching of all branches; but it is especially applicable to the teaching of Science.

In presenting this subject to our pupils we may proceed along *four* different lines:

- 1st. Assigning a certain amount of the text-book for recitation.
- 2nd. Teaching the same largely by oral methods.
- 3rd. Assigning the pupils an amount of original work, i. e.: Work not in the text book nor taught orally, but which throws the pupil entirely upon his own resources, and which can only be accomplished by their interrogating nature "first-hand."
- 4th. Taking the pupils to the fields and woods, and leading them to make discoveries for themselves.

Of these four conditions *two* require the co-operation of the teacher during the process of learning or investigation. The other two require only the work of the pupil, either by book study, experiment, or other method of original research.

Thus we have the pupil getting up his work; preparing for his examination; making progress in his education, whatever may be the goal of his ambition, by two different methods with the teacher's help, and by two as different ones without much help from that omniscient individual.

Let us examine these methods. There is some similarity between the second and the fourth, namely, teaching a text-book lesson orally, and taking the pupils to the fields and everlasting hills, collecting minerals and wild flowers, and learning the names and the ways and the lays of the feathered songsters. They are similar in that they are largely oral. They are widely different as to results.

No one will dispute that the latter method is preferable where it can be well conducted. The interest excited by being brought face to

face with nature is so great that the pupil's memory finds it a comparatively easy task to retain a large amount of what is seen and heard. I say *a large amount*, for if too much is seen the effect is usually like that upon a sight-seer at one of the great expositions, where the sight and mind are satiated by the multitude of wonders. Time, we must remember, is an important factor in teaching.

But it is often extremely inconvenient to take pupils by the purling streams. Seasons, weather, city surroundings, and many other conditions of things, militate at times, or always, against field exploration. Then there is often loss of time from luckless hunts.

But if field excursions are not practicable, the resourceful teacher need not depend upon text-book and tongue wholly. He can have mineral specimens purchased or collected in the neighborhood; a small herbarium, pictures of birds, and perhaps an occasional borrowed mounted specimen.

These furnish material for lessons and are strictly nature lessons from nature.

On the other hand, an enthusiastic teacher albeit he will not long remain without specimens, can, without their use, make lessons interesting, instructive and lasting.

But now, as to the remaining ways—Assigning lessons from the text book, which the pupil must prepare for recitation, with little or no help from the teacher; and, lastly, assigning original work.

Whatever may be said against the former, it must of necessity in the ungraded schools, be the method by which a fairly large part of the work must be carried on. But he who conducts all, or even the greater part of his work in this manner, is a time-server and unworthy of the name of teacher.

There are some advantages of course. The teacher can *get over* more work, and the expression must be permitted. Pupils are not necessarily greatly neglected, unless the teacher has adopted this method from choice and not from necessity.

If a teacher be able to inspire a pupil during one properly taught lesson, the influence of it may be exerted through several simply heard.

But as to the last: It is apparent that it is given to but few to be original investigators, except in a small way. It is quite possible in art and literature, but in science it is beyond the powers of the public schools.

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what is *not* already known. In other words, it is unnecessary, and a waste of time and energy to rediscover things. We are quite right in profiting by the discoveries of others without going through the laborious processes of thought and experiment of the discoverer.

Also much might be lost beside time and energy by leaving even a willing worker to ferret out for himself the secrets of nature. Dame Nature allures to other paths besides the various scientific branches we wish to teach in the schools. It might be poetry or painting—both proper enough in their places; but we can easily see that the Course of Instruction was not devised to produce a large class of poets or painters.

Or, even a well-meaning pupil might be drawn into habits of mere roving or dreaming—physical and mental activities, but unprofitable if not really demoralizing.

Yes,—much as we dislike the thought of it, our work must be largely *second* or even *third* hand, i. e., the teacher teaches the pupil what the discoverer discovered.

It is often better to take an author's word for a thing. For instance, hundreds of birds of different species have been killed and their crops examined to ascertain their economic value.

Where it is established that certain kinds are beneficial to man (to say nothing of their being loved by reason of their song) it is manifestly unwise to encourage boys to kill more to demonstrate the same.

We may tell them the facts instead, and telling may be teaching if done in an interesting way. But we can do more than tell them as will be shown later. By various devices, discussed farther on, we can arouse enough interest to cause them to watch for themselves the habits of the birds.

This may seem like re-discovery just condemned, but we must distinguish between re-discovery and proof—between long, weary, search for what is already found and testing the results of another's investigations. As in mathematics, we can often test in a moment a rule which took months of labor to formulate.

We must bear in mind, of course, the difference in pupils. To the model pupil, the ideal student, and we meet with one occasionally, the difference in method is not of great import.

He needs no entertaining stories with a grain of knowledge smuggled in, no prizes offered him, no threats. He wants only lessons assigned, an occasional bit of explanation, and a casual word of



encouragement. He will forge ahead under any conditions, and make up by energy and ambition what may be faulty in the method. In other words, the better the student the less the need of a teacher—but, the greater the need of good text-books. Of course he might be a model in respect to his devotion to science, and be a lamentable failure in other departments of work, but we are not discussing other subjects just now.

But the teachers addressed here know that another kind of pupil is in the majority—he who considers all lessons a bore and as likely as not the teacher his natural enemy—who takes his information on science or any other branch of study in homeopathic doses. These are the burden of the teacher's daily toil, to win these should of course be his greatest ambition. And it may be said of the different departments of nature study, that nothing can be more successfully employed to not only get him interested in at least one study, but to gain his confidence as a friend.

How we should begin is a fair question at this stage. Many things, none of them very new, can be suggested as being likely to excite an average girl or boy to a love of scientific knowledge.

Oral lessons in winter, using specimens of minerals, of pressed plants and wild flowers from your little herbarium, pictures of birds and an occasional mounted specimen or bird-skin, these will make the pupil long for spring-time with return of bird and swelling of bud.

Or the lesson may be wholly deferred till spring, and then the teacher may pursue a like course—using fresh specimens gathered by himself or pupils.

Also, I have begun by casually examining a flower or other vegetable structure under a small microscope, doing this at recess or at least when the school was not in session. The pupils, prompted first by curiosity, surround the desk eager for their turn to have a look. It might be only pollen grains, but the pupil will be greatly interested to learn that what looks like yellow dust is made up of yellow grains of definite shape and different from pollen grains from other flowers. Promise a little talk, not a lesson, on the work of this pollen, and they will hold you to your promise.

Interest once aroused it must be sustained; above all enthusiasm must be taken at the flood.

Lessons should be short, largely oral and occasionally supplemented by magazine or other articles on popular science, not sensational theories

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and not stories of Mrs. Wren and Mr. Woodchuck, unless, perhaps, to the juveniles, but articles by standard writers on nature subjects, as our own Grant Allen, Sir William Dawson, and Earnest Seton Thompson. This will be a profitable combination of nature teaching by oral lessons and from books.

Facts do not interest as quickly as the reasons for the same. For instance, the facts that some flowers open only in sunlight, others in twilight, and others again in midnight darkness, are interesting, but the reasons for them will make a deeper impression.

We must often admit, however, that our explanations are only placing the mystery a step farther away, we solve one mystery by holding up another, and think our explanations very lucid. The ways of plants are inscrutable and past finding out. Said Grant Allen, in one of his earlier essays on plants, "We underrate their unconscious intelligence and their guileless cunning."

We need not discuss evolution, but we need not be afraid to explain to the pupils that some flowers open in the evening apparently for the purpose of meeting a moth of nocturnal habits, why that moth did not dare to make an appearance in daylight, why it should have such a neutral color and the blossom which attracts it an almost phosphorescent white, why the latter should have such a powerful perfume, while another of the same genus—*Nicotiana* for example—opens in the daytime and is *red* and *scentless*, why other butterflies and moths can flaunt their gay colors with impunity.

Mimicry in nature ; offensive and defensive weapons of animals ; inventions of man anticipated by animals ; warfare in vegetable life ; warfare in animal life ; friendly alliance in each ; nature's equilibrium and the danger of upsetting it—as in the case of the English sparrow in America, the rabbit in Australia, the mongoose in the West Indies, and the water hyacinth in Southern rivers. Such subjects as these can be treated briefly, but in such a way as to set pupils reading books much more profitable than the many pernicious novels that fall in their way. We can hardly estimate the good done a pupil when he is led to select and read, by his choice alone, books relating to subjects such as the above.

The pupil who has a taste for the literary masterpieces, and who reads them, will get information thereby, but he may not be reading it for that purpose, but for amusement. On the other hand the pupils who voluntarily select reading matter pertaining to nature studies does

it with a view to increasing the amount of information he has upon that subject.

Oral lessons should precede the text-book study. Here, then, is the order—oral teaching with specimens, pictures and illustrative stories; text-book study followed by study of any good books in that line. Oral lessons to stimulate—text-book lessons to feed.

The greater amount of our knowledge comes from books, but the greater impulses, for the beginner at least, must come from oral teaching.

The ideal method of teaching nature lessons is, of course, by field excursions. We have already mentioned some of the drawbacks to this method. Then there are difficulties connected with discipline. All teachers have to make some effort to maintain it, or at least have to be on the *qui vive*. To many, however, it is the really serious problem in their daily work. For such, the chances and the difficulties will be augmented. The boy who is a terror behind the desk is not an angel in the woods; the girl, who is assiduous only in schemes to avoid work, will not always be an enthusiastic plant hunter.

But if proper preparations are made, and the appetite of all pupils previously whetted for knowledge in this line, an enthusiastic teacher may reasonably look for good results. But we must not mistake their love of a ramble for a love of science.

But it is often extremely inconvenient to take a class or whole school for such an outing. One can often by himself go through fields by the fences, through thicket and woodland, without feeling that he is trespassing; but to take a bevy of noise-making school children along will often be resented. Keeping to the public roads or streets will do for one or two trips perhaps, but one does not there find such a variety of birds and flowers.

To obviate the necessity of going in a body I adopted the following plan of teaching names and habits of native birds:

I began early in the spring to attempt to arouse an interest in bird-life. The pupils were asked questions about some very common birds as to their habits and their personal appearance.

They were surprised themselves to find that they could but loosely describe what they saw nearly every day. We talked also of birds that remain with us during all the year, and of the migrations of others.

They were asked one afternoon to make lists of such birds as they had ever seen and would know again. These were a little larger than

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they expected, though barely a dozen of the commonest birds were named. Then a list of such birds as they had seen already this year was made.

Every day a few minutes were devoted to asking what new birds had been seen; and I made a point of relating some little items of interest concerning them, that is, if I happened to know any.

Interest in the subject increased apace. New arrivals of birds were reported daily. One reported seeing a loon, another a crane, and so on. Then began an exciting race to see who could get the largest list. No one wished another to have seen a bird which he had not.

I fear some of the other lessons were sometimes neglected, but the results as a whole were very gratifying.

To save time during teaching hours, and also to make them practice to their utmost their power of observation, they were required to write out as full a description as possible, beginning always with relative size, probability of its being some kind of sparrow, warbler or other bird, the most prominent markings, and afterwards all details possible. (This, of course, was only done in case of a bird they could not name.)

The pupil then signed his name to the slip and placed it upon my desk. Many wrote these notes at the very moment of examining the bird, for, as Chapman says, "We do not see things at all properly until we attempt to describe them."

At first these descriptions were rather crude and would often apply to many birds, but in a short time they wrote very accurate descriptions indeed.

At my leisure I looked over these slips. It wasn't easy nor always possible to determine the bird from them, but when reasonably certain, the discoverer, and all who were sure of the same, added it to their lists.

During May, lists of from 30 to 46 identified birds were made by many pupils, and the most satisfactory feature of it was that several who had never evinced a bit of enthusiasm before in any subject were among the most ardent bird hunters.

They were taught to study without killing, and a humane spirit was found to be in even the roughest boys.

There was better attendance, too, at school, for their school life was closely linked with their rambles.

Their observing powers and powers of description were developed together and visible improvement made in their composition.



This was nature study from nature, but we could not have got along without Chapman's Handbook.

In conclusion then we must say, what is patent to all, that nature study and book study are inseparable when the best results are sought.

Text-book study might predominate where large classes have to be handled with rapidity during winter time in large cities—where physical disabilities compel one to remain indoors, and where physical development is not a desideratum; and, lastly, where the object is to dump on an examination paper as large an amount of memorized matter as possible.

The books might partially be dispensed with where the conditions are the reverse of the above; where a good stock of natural history specimens are at hand, or where a tutor is constantly with the pupils.

Text-book results are a more rapid acquirement of facts and a great reduction of the cost

But against this is a more rapid forgetting of the facts unless use is made of them.

Again, there will always be more to cheer those who can get, perhaps, the best results possible to them, from a liberal use of text-books, than those who can draw sermons from stones, books from the running brooks.

This is the age of specialists. Some books, as well as some teachers are specialists. They—the books—are valuable, but are not of equal value to all pupils. All pupils cannot derive the same benefits from a given book, and if they could they would not.

I have not found space left to treat of the health-promoting features and the moral stimulus which comes from studying nature in the fields.

Of minerals I have purposely said but little. Many teachers, of course, can give lessons on them but fewer can excite enthusiasm. Few localities favor it. There are fewer discoveries a pupil can make without much preparation, and there is a something lacking that goes with the study of living things.

I now have the pleasing announcement to make that I am at the end. I think I might have made this paper sound more learned by quoting largely, and by looking up matter from more mature sources, and by putting in a few Latin phrases that I had dried and laid away, but I chose rather to write about what was within, however commonplace. And the only apology I have to make for the weakness of the treatment of my subject is that it is what I am—what I think, what I do—not what I read up for the purpose.

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## SEVENTH SESSION.

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### EMPIRE DAY.

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By GEO. W. MERSEREAU, M. A.,

INSPECTOR OF SCHOOLS.

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*Mr. President and Fellow-Teachers :*

Never before in the history of the world has the School occupied such an important position as it does to-day. It exerts the most powerful influence of any factor in the world's progress. The mad race for wealth or position, the keenness of competition in all branches of industry, and the exacting demands of our present complex social life deprive children almost entirely of parental instruction. The School has thus to assume almost the entire direction of the lives of the children of this country. Children enter school at an earlier age, attend more regularly and remain in school longer than ever before. The teacher makes the school. The teachers, therefore, have the future of this country entirely in their hands. If they prove faithful to the trust reposed in them our country's future will be glorious indeed, as each succeeding generation will exhibit a perceptible increase in all those qualities of mind and heart which constitute true manhood and womanhood.

The influence of the school is recognized in a practical way by our legislators. When it was thought wise to instruct our people in the uses and care of trees, "Arbor Day" was introduced into the schools. When, a little later, it was deemed expedient that our people should be instructed as to their rights and privileges as British subjects, "Em-

pire Day" was established, and in my humble opinion no wiser move was ever made by our Board of Education.

It might not be out of place to inquire why something of this kind had not been attempted before. It was thought unnecessary for several reasons. 1st—A large proportion of our people have come from other parts of the British Empire. 2nd—Those who have come to us from other countries have sought refuge from tyranny under our flag, or are the descendants of a conquered people admitted without restriction to all the privileges of full citizenship. 3rd—We have been so firmly convinced that we have the freest country under the sun that we did not think it necessary to proclaim the fact to all and sundry.

Under such circumstances it might be asked why "Empire Day" is necessary now. My answer is: 1st—The tide of foreign immigration is beginning to set strongly in our direction. 2nd—We have been heretofore so afraid of "spread-eagleism" that many of our young people know absolutely nothing of the glorious achievements by which our Empire has been won. 3rd—The persistent and extravagant praise of their country and her institutions by our neighbors to the South needs some counter action to prevent our young people being deceived thereby. 4th—The acts of Paul Kruger and his allies have consolidated the British Empire, and made us an integral part of it, rather than remain a colony, or set up national housekeeping for ourselves. 5th—To know the truth about our Empire, and what our flag represents is enough to inspire one with an undying love of the one, and a readiness to shed one's blood in defence of the other. 6th—Lessons learned in early life cling to one with the greatest tenacity, and have the most influence in moulding the character.

We are indebted to Mrs. Fessenden, an Ontario lady, for the idea of "Empire Day." May it be an enduring monument to her memory from generation to generation. She noticed what an absorbing interest her little granddaughter took in the proceedings of an Historical Society, to which she had been elected out of courtesy to her grandmother. Through correspondence Mrs. Fessenden impressed her views upon the Minister of Education for Ontario, and Empire Day was established in the schools of that province in 1898. The matter was discussed at the meeting of the Canadian National Educational Association, in Halifax, in 1899. Shortly after the meeting of that body the Council of Public Instruction of Nova Scotia established an Empire Day for the schools of that province.

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Last December our Board of Education made an order that the teaching day immediately preceding the Queen's birthday should be observed in the public schools as Empire Day.

The Board of Education made this order at a very opportune time. All classes of our people were agitated by the news of disaster to our arms in South Africa. Men looked in each other's faces to read their bewilderment, alarm or grim determination. From every part of this great Empire arose the noise of preparation. From out every dependency came trooping armed bands to uphold the honor of our flag. From east and west and north transports and "oak-ribbed leviathans" came steaming to the scene of conflict, pouring their living cargoes upon the shores of the Dark Continent, while the whole civilized world was ransacked for food to support or means to arm this tremendous host. Our flag had been insulted, and heroes arose as if from the ground to avenge the insult. Our national life, with all its inspiring traditions, was threatened, and Christian and Mohammedan and Saxon and Celt and Australasian and Canadian and African and Indian sprang to arms to avert disaster, and roll back the invader from our soil! No part of the empire showed more enthusiasm than Canada, and in no part of Canada was there a greater proportion of volunteers than in our own Province. Many of us never before realized the depths of our own feelings of loyalty, and the amount of sacrifice we were ready to make in support of the meteor flag till we thought that flag in danger from the combination of enemies on the African veldt.

It was an opportune time for another reason. Our nation had not been engaged in any great war for several generations, consequently our young people had never felt their pulses stirred, and their hearts thrilled, and their national pride aroused by tales, hot from the front, of the glorious deeds of British arms. The British lion seemed to them asleep, or to have fallen into the helplessness of old age, judging by the impunity with which "tail-twisters" did their work. The adventurous, warlike, indomitable, conquering spirit of the nation, by which the empire had been won, seemed to have been lost to us in the more useful, if less heroic, agricultural, manufacturing and commercial enterprises.

Ten years or more ago the Imperial Federationists did some work along the line of a closer union of the colonies with the mother country and our own. Dr. Parkin visited every colony of the empire in the interest of Imperial Federation, and did valiant service by facile pen and eloquent tongue in demonstrating how absolutely essential each



colony and dependency is to the safety and prosperity of the other, and to the whole empire. The subject has been touched upon in a few of the County Institutes, and Inspector Bridges read a paper on "Patriotism" the last time the Educational Institute met in this city.

With these exceptions our people have been allowed to drift, or be influenced adversely by various forces, and it is a remarkable thing that this whole Province, notwithstanding this, is practically unanimous in its unswerving allegiance to the throne and person of Her Most Gracious Majesty Queen Victoria. This has been demonstrated over and over again during the last few months, the South African war furnishing the occasion.

It seems fitting, then, since our attention has been so forcibly called to this subject, that the teachers of this country, who are charged with the duty of preparing youth for the duties of citizenship, should earnestly endeavor to teach them patriotism—one of the highest virtues of man. And since it has been in its wild and uncultured condition a plant of such vigorous growth, it must attain, under proper cultivation, the very perfection of luxuriance.

Empire Day then is intended to teach patriotism. Patriotism has been defined as the investment of one's whole personality in one's country's cause in a spirit of devotion and self-sacrifice. It therefore demands in the individual a high grade of intelligence as well as a high moral status—the former to realize the mutual relations of individuals in the state, and the latter to put in practice that love of neighbor which is only found in the highest types of humanity. We must concern ourselves, then, with the personality of our pupils. We must develop in them a desire to be physically, intellectually and morally the highest type which they are capable of becoming, that the state may receive the benefit of all their powers brought to their fullest perfection.

How can the establishment of Empire Day by our Board of Education be thus made to improve and demand all the objects we aim at in the conduct of a national system of schools? The Board has condensed into a day—has crystallized into a phrase the aim and object of all the work done or attempted in our schools, from the lowest to the highest, in thus giving official sanction to this one day in the school year. Only one day is observed, but preparation for it must begin with the first lesson and continue throughout the year. All subjects of the school course can be used towards the end in view, but those specially adapted to this purpose are Geography and History.

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What an inspiring subject is the Geography of Canada when regarded from this point of view. An American writer, to give some idea of the extent of his country, says: "Take five of the first-class powers of Europe, Great Britain and Ireland, France, Germany, Austria and Italy, then add Spain, Portugal, Switzerland, Denmark and Greece. Let some greater than Napoleon weld them into one mighty empire and you could lay it down in the United States west of the Hudson, once and again and again, three times." We can use this illustration and say that the Great Republic itself could be placed within our Dominion, and still there would be left uncovered a respectable margin of more than half a million of square miles.

In minerals it is unsurpassed by any country in the world. From Cape Breton to the Yukon mineral wealth abounds. Coal and iron in inexhaustible quantities, and lying in such proximity as to give promise of our country becoming the greatest iron-producing country on the face of the earth, and, therefore, the most powerful. Copper and nickel and gold and the lesser metals are already attracting capital, and some hundreds of thousands of people will find employment in dragging these from the earth and sending them to the marts of all nations.

\* Forests of lumber we have to a greater extent than any other people, and not many years will elapse before Canada will have a monopoly of the lumber trade of this continent.

In agricultural products our country stands unrivalled. Fruits of various kinds and vegetables flourish in the Maritime Provinces, while the wheat fields of the prairie region produce cereals in such abundance as to exceed belief.

Our bays and rivers and lakes and estuaries teem with food-fishes of the best varieties.

Our climate stands unrivalled for the production of healthy, stalwart races of men. Our soil, though fertile, needs cultivation, and this insures the requisite exercise for the highest physical development of our agricultural populations. The well-known morality of all classes of our people guarantees the healthiest of offspring. The regularity and frugality of the lives of our people preserve that initial health, and the games and recreation of our youth of both sexes, both winter and summer, contribute their influence in making our people the healthiest and sturdiest and best on the face of the habitable globe.

Let us treat all the other colonies and dependencies in the same way as our own beloved Canada, and our pupils will have a better ap-

preciation of what Daniel Webster meant when he said that Great Britain was a power to which "Rome, in the height of her glory, was not to be compared. A power which has dotted over the whole earth with her possessions and military posts, whose morning drum-beat, following the sun and keeping company with the hours, circles the earth with one continuous and unbroken strain of the martial airs of England!"

And our poet Kipling, in more homely phrase—

"Take 'old o' the wings o' the mornin'  
And flop round the earth till you're dead,  
But you can't get away from the tune that they play  
To the bloomin' old rag over'ead."

If the knowledge of the extent of our national possessions learned from Geography fills our pupils with pride and exultation, the study of our History can but intensify that feeling. They can never learn History—that is real History—from the dry husks of outlines upon which we have been starving our children for the last generation. Let us clothe these dry bones of history with living facts drawn from our own reading, and breathed into our young charges with all the fervor and enthusiasm that we can summon. "The story of the struggles and sufferings by which our Empire has been built up is the best legacy the past has bequeathed to us. This treasure has been sadly neglected. The great names in history have become little more than meaningless words to us. History studied in this way can produce at the best only a cold-blooded citizenship.

We must not exalt the horrible and brutal side of war. But we may dwell upon the examples war furnishes of manly daring, heroic fortitude, deathless loyalty, passionate patriotism and dread of dishonor greater than the dread of death. The state requires these qualities in all her citizens. These are some of the qualities by which our Empire has been won, and by which even in these ease-loving days, it must be maintained."

