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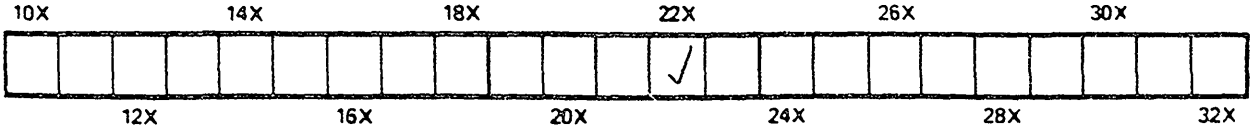

THE CANADA
EDUCATIONAL MONTHLY
AND SCHOOL MAGAZINE.

MAY, 1897.

MORAL TRAINING IN PUBLIC SCHOOLS.*

By David Fotheringham, B.A., I.P.S.

HAVING come into close intimacy with our schools for nearly forty years, both as teacher and inspector, I have been impressed with the vital importance of this question of morals in our schools; and while I firmly believe that our Ontario teachers, as a body, can hardly be surpassed in intelligence, rectitude and morality, I am also convinced that the character building that goes on in many schools is at the mercy of much untoward influence.

We have constant change of teachers. Few remain long in the profession, and fewer long in one school. We have a yearly increasing influx of young, inexperienced teachers whose own characters have hardly reached maturity, who have little true knowledge of human nature in its threefold being, and who must acquire the indispensable power of experience by experimenting on that most delicate of all structures, the human soul. There is a large number of children who receive little care in their homes as to moral development, and whose ideas, often expressed to myself, are that material possessions and having a good time are the chief aims of life.

Whilst there is improvement in the character and the care of their surroundings, our school children are, as a rule, sent to buildings and grounds that have little about them to educate taste and develop thoughtful care in manners and morals. Is it too much to say that in many rural districts the character of out-door accommodation often lowers delicacy of feeling and is such sometimes as to be positively degrading? Is it not also true that, during the absence of the teacher at noon or during his attention to routine work at recess, a few rough children will seriously mar the social tone of the school community, and neither the teacher nor the parent knows that the bloom of true delicacy of feeling and intercourse is being brushed from the youthful mind, never to be fully restored? Is it not true that, in the arrangements for seating and recitation, temptation to copy or otherwise pass off the work of others for one's own, too often occurs? and the inexperienced or over-worked teacher fails to realize that indifference to delicate shades of honor and honesty is fixing itself in the conscience of the child, never to be wholly lost in after life. Questionings like these and isolated cases, few, indeed, I am glad to say, of positive wickedness, have led me earnestly and often to enquire what could be done to lift still higher the tone of school life, good, comparatively speaking, now, so as to secure

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

for every child immunity from deteriorating influence during its most sensitive and impressionable age.

"The question of religious training is one of supreme importance and interest."—B. A. Hinsdale.

No subject connected with education bulks so largely in the mind of our most earnest thinkers as that of the moral training of the young. Utilitarians do not trouble themselves, it may be, on this question, but in the estimation of all who desire that our country shall become emphatically the home of the free, enlightened, contented, progressive, patriotic people, no one subject is half so important.

In this Province we claim one of the best educational systems to be found anywhere; but its wisest provisions deal with intellectual training. Those for physical training on scientific principles cannot be called effective; while for moral training the arrangements may be arraigned as either impracticable or out of touch with public opinion.

They are as follows:—"Every Public or High School shall be opened with the Lord's Prayer and closed with the reading of the Scripture and the Lord's Prayer, or the prayer authorized by the Department of Education. The Scripture shall be read daily and systematically, without comment or explanation; the portions used may be taken from the book of selections adopted by the Department for that purpose or from the Bible as the trustees by resolution may direct. Trustees may also order the reading of the Bible or the authorized Scripture selections by both pupils and teachers at the opening and closing of school, and the repeating of the Ten Commandments at least once a week." Following these provisions we find conscience clauses so that a teacher objecting to leading in these exercises shall be excused; and the children of parents who object to their presence while these exercises are in progress may be excused and allowed to withdraw or remain in another room.

Another clause makes provision for religious instruction by the clergy of any denomination, or their authorized representative, after school hours, to the pupils of their own church, in each school-house, at least once a week. This clause forbids the exhibition of emblems of a denominational character during school hours in any school.

I would submit that the reading of Scripture without note or comment, and the Lord's Prayer or the prayer authorized by the Department is not religious and moral instruction. Neither, in the ordinary sense, can the memorizing of the Ten Commandments be called instruction, although, reverently conducted, these exercises are conducive to moral results.

The only provision then for religious instruction in our school law and regulations is to be found in the clause permitting clergymen to undertake this duty at the close of the school day with the children of their own church.

It is nearly forty years since by teaching or inspection I was brought into direct contact with our public schools, and I have yet to find the first school in which religious or moral instruction is regularly or even irregularly given under the authorized regulations. It may be other inspectors can report differently. If so, I have yet to hear of one who is able to do so.

The truth seems to be that systematic and thorough instruction is impracticable at the time and in the way provided for.

Another undeniable and notorious truth is that this subject bristles with difficulties of a very perplexing character. I do not need to call attention to the existence of many denomina-

tions and many nationalities in our midst; and I hardly need to say that unless the spirit of broad-minded patriotism shall subordinate the desire for party advantage to the far higher advantage of securing non-sectarian but efficient ethical education for all our young people, we shall find the greatest difficulties in inducing our legislature to give us what we need.

That moral education is essential to good citizenship, is now a maxim of all civilized governments. Not only so; it is recognezed as far more important than intellectual training in its power to make for the safety and prosperity of the State.

In England, in Germany, in France, Italy, the United States and Canada, so important is moral instruction held to be that religious exercises are ordered at the opening or the closing of schools or both. In the first two named countries graded curricula are prepared under government supervision for regular daily instruction and periodical examinations in morals. At the same time sectarian tenets are carefully excluded and conscience clauses rigidly adhered to.

That religious instruction is of prime importance, is evident from the attitude of the German government. Hinsdale tells us that "in no states in the world is more attention paid to the religious instruction of children than in the German states; and in no other Protestant states is so much emphasis laid on the subject in public schools as in those of North Germany."

(*To be continued.*)

SCOPE OF SCIENCE.

By Alex. H. D. Ross, M.A. Tilsonburg.

AMONG men there has ever prevailed a vague notion that scientific knowledge differs in nature from ordinary knowledge, but a little reflection shows that much of our common knowledge is, as far as it goes, rigorously precise. Science does not increase this precision, cannot transcend it. What then does it do? It reduces other knowledge to the same degree of precision. That certainty which direct perception gives us respecting co-existences and sequences of the simplest kind, science gives us respecting co-existences and sequences complex in their dependencies or inaccessible to immediate observation. From this point of view, science may be regarded as an extension of the perceptions by means of reasoning. In the widest sense of the term, it includes:

1. Science proper, embracing an exact knowledge of
   - FACTS — *Historical or Empirical Science.*
   - LAWS, obtained by correlating facts.
   - PROXIMATE CAUSES. — *Rational Science.*

2. Philosophy, or the knowledge of general principles—elements, powers or causes and laws—as explaining facts and existences.

In the narrow sense of the term, science includes an exact knowledge of facts and of laws; and if we accept the usual definition of a science, (viz: "Any department of knowledge in which the results of investigation have been worked out and systematized,") we may classify the sciences as

- *Mathematical*—treating of quantity.
- *Physical*—treating of matter and its properties.
- *Biological*—treating of the phenomena of life.
- *Anthropological*—treating of the life of man.
- *Theological*—treating of the Deity.

In this essay I purpose confining my remarks more particularly to those sciences which treat of matter and its properties, in other words to what is popularly known as Natural Science.

In the progress of human knowledge, a science in its earliest and simplest form, is usually a mere collection of observed facts, as for example the Egyptian's knowledge of the movements of the heavenly bodies. The next step is to correlate or generalize these facts, forming a system like that of Ptolemy or Copernicus; the next, to formulate these generalizations as laws, as Kepler did, and the last, to proceed to some principle or force accounting for these laws (usually by the aid of mathematical analysis) as was done by Newton in his theory of universal gravitation. Thus it is usual to regard Natural History as dealing merely with the description and classification of phenomena, whereas Natural Philosophy seeks accurate quantitative knowledge of the relations between causes and effects. Many subjects of study must first pass through the natural history stage before they attain the natural philosophy stage; the phenomena being observed and compared for many years before the quantitative laws which govern them are disclosed.

The *Physical Sciences* treat of dead matter, of energy apart from vitality, and include

- Astronomy,
- Physics,
- Chemistry, and the
- Physical portions of
  - Geography,
  - Geology,
  - Meteorology,
  - Mineralogy.

Considered as *Sciences of Energy*, they may be classified as the sciences of

- Mass-Energy
  - Astronomy,
  - Mechanics,
- Molecular Energy
  - Kinetic theory of gas
  - Heat,
  - Electricity,
- Atomic Energy — Chemistry,
- Ethereal Radiant Energy
  - Light,
  - Heat,
  - Electromagnetism.

Physical science deals with the whole of nature's wide domain and views it as a scene of restless activity. Some of the subjects with which it has to deal have been indicated already; but like the banyan tree many of its branches have taken root and developed trunks rivalling the parent stem to such an extent that they may be conveniently separated from it, as e.g. *Astronomy*, *Chemistry*, *Biology*.

Astronomy investigates the motions, magnitudes, and distances of the heavenly bodies; as well as the laws by which their movements are directed and the ends they are intended to subserve in the "fabric of the universe." In all ages, astronomy has engaged the attention of the poet, the philosopher, and the divine, and it furnishes the most extensive example of the connection of the physical sciences. In it are combined the sciences of number and quantity, of rest and motion. In it we perceive the operation of a force which is mixed up with everything that exists in the heavens or on the earth; pervades every atom; controls the motions of animate and in animate beings, and is as sensible in the descent of a rain drop as in the motion of the earth around the sun.

Physics, or *Natural Philosophy*, investigates and measures the conditions and properties of matter as discovered by direct observation and experiment, and deduces the laws connecting those conditions and properties. It has to deal with

- Mechanics, including the
  - *Dynamics of*
    - Solids-*Kinetics*,
    - Liquids - *Hydraulics*,
    - Gases-*Pneumatics*.
  - *Statics of*
    - Solids,
    - Liquids,
    - Gases,
    - (*Hydrostatics*.
- Phenomena of
  - Heat,
  - Light,
  - Sound,
  - Electricity,
  - Magnetism.
- Properties of
  - Impenetrability,
  - Weight,
  - Hardness,
  - Color,
  - Solubility,
  - etc., etc.

Dynamics treats of the effects of force in producing motion, and of the laws of the motion thus produced. It investigates the laws which govern matter and force. Matter is the vehicle by means of which we become acquainted with the immaterial essence which we in our ignorance call force, and until we know what matter is we cannot hope to know anything about the absolute nature of force. The principal forces known to us are those of adhesion, cohesion, gravitation, heat, light, electricity, magnetism, chemism, vital force, each a peculiar phase or manifestation of the Universal Force or power pervading all space.

The *Dynamics of Solids* includes an investigation of the general properties of matter, such as solidity, extension, divisibility, motion, attraction, repulsion, gravitation, central forces; and at the surface of our globe the phenomena of falling bodies, the motions of projectiles, the vibration of pendulums, the theory of machines and the principles on which their energy depends; the properties of the lever, wheel and axle, pulley, inclined plane, wedge, and screw, and the effects resulting from their various combinations. That branch of dynamics which treats of change of momentum is known as *Kinetics*, grandest problem in Kinetics. *Hy*- and Physical Astronomy furnishes the *draulics* deals with the motion of fluids, and their driving power. Upon its principles depend the construction of fire engines, force pumps, lifting pumps, waterwheels, steam engines, etc. *Pneumatics* deals with gases and their effects on solid and liquid bodies.

Stactics treats of the relations that must subsist among forces in order that they may produce equilibrium. It is the science of bodies at rest. *Hydrostatics* treats of the equilibrium and pressure of fluids. As the term fluid includes both liquids and gases, it is evident that the actions of siphons, fountains, hydrostatic presses, barometers, "pneumatic" tubes, the determination of the specific gravities of solids and liquids, etc., etc., depend upon hydrostatic principles.

Heat deals with the expansion of solids, liquids and gases; the laws of fusion and boiling for solids and liquids; the vaporization of liquids and solids; the liquification and solidification of gases and liquids; conduction, radiation, diathermancy, latent and specific heat; the mechanical equivalent of heat; and a whole host of other problems. The construction of thermometers, calorimeters, and hygrometers presupposes a knowledge of the laws of heat. Its principles underlie the construction of economical gas and steam engines, the heating of buildings; they explain the production of winds and ocean currents, and account for the formation of dew, fog, rain, snow, sleet and hail.

Optics, the *Science of Light*, pertains to everything connected with light itself and our conception of it. It treats of vision, light and color, as well as the various phenomena of visible objects produced by the rays of light reflected from mirrors or transmitted through lenses. Single,

compound, and lacernal prisms; reflecting and refracting telescopes, solar microscopes, micrometers, spectacles, opera glasses, cameras, magic lanterns, kaleidoscopes, and other optical instruments owe their origin to the application of the principles of optics. By the use of these instruments the natural powers of human vision have been wonderfully increased, and our prospects into the work of the Creator extended far beyond what former ages could have conceived.

Acoustics, the *Science of Sound*, treats of the nature, phenomena, and laws of sound, and deals with the theory of music, concord and harmony.

Electricity deals with the origin of the current in battery cells or in dynamos, and is closely related to Magnetism. In fact, Ampere supposes the magnetism of a body to be due to electric currents circulating around the small particles of which it is composed. Telegraphing over land or under sea, telephoning, electrotyping, electroplating, electric lighting, and electric traction are only a few of the many useful applications of electricity.

Chemistry investigates the simple forms of matter, the modes or processes by which they are combined or separated, the laws by which they act, and the properties of the compounds they form. Without a knowledge of chemistry it is quite impossible to form any conception of many of the most important phenomena of the universe; and there is scarcely any process in the arts or manufactures over some part of which chemistry does not preside. The economic reduction of iron, copper, tin, zinc, lead, nickel, and silver from their ores are in a great measure questions of chemistry. Gas-making, sugar refining, and soap-boiling are operations all partly chemical, as are also the processes by which are produced glass and porcelain. Imagine, if you can, the state of civilization if all the iron, lead, soap, gas, glass and porcelain in existence were to suddenly vanish, and you will have some idea of the importance of chemistry, and how much it contributes to human welfare and to human comfort.

Biology, the *Science of Life*, includes Botany and Zoology. It treats of the origin and nature, the continuance and progress of life, and pre-supposes some knowledge of the natural history, structure, physiology and distribution of both plants and animals. Every observant person is something of a naturalist; fewer are botanists or zoologists; and still fewer are biologists. Biology is the philosophical aspect of both botany and zoology, and the study of the advanced student rather than the beginner.

In conclusion—the tendency of modern physical science is toward more complete generalization; its goal being the discovery of a principle that shall connect all physical phenomena. Its divisions and subdivisions do not remain separate, but now and again reunite in direct and indirect ways. They mosculate; they generally send off and receive connecting growths; and the intercommunion has been ever becoming more frequent, more intricate, more widely ramified. In marvellous contrast to the fragmentary and disjunctive science of 80 years ago, modern science presents the spectacle of a simple, unified and comprehensible cosmos, consisting everywhere of the same prime elements, drawn together by the same great forces, animated everywhere by the same constant and indestructible energies, evolving everywhere along the same lines in accordance with the selfsame underlying principles. Ours has been an age of firm grasp and of wide vision.

Isolated facts have been fitted and dovetailed into their proper niche in the vast mosaic. Cosmos has taken the place of chaos. In the words of Sir David Brewster, "Modern science may be regarded as one vast miracle, whether we view it in relation to the Almighty Being, by whom its objects and its laws were formed, or to the feeble intellect of man, by which its depths have been sounded, and its mysteries explored."

NATURE STUDY IN PUBLIC SCHOOLS.*

By Norman MacMurchy, B.A., Elora.

I FEEL rather out of place in appearing before you at this time, for I am sure many members of our Science Association could present the subject which we are to consider more clearly and fully than I am capable of doing. Those of you who heard a short paper I read last year before the Natural Science Section on this subject will pardon repetition, for what I have to say to you to-day will necessarily be to some extent in the same line.

I am very glad Mr. J. L. Hughes is to speak to us. A year ago. when listening to his address "On the Influence of Kindergarten Spirit on Higher Education," I felt that I would have liked to have said what he said so well, at an earlier hour that day, when I had been speaking to our own Section on Nature Study.

This seems an opportune time to discuss Nature Study in our Public schools, particularly from the point of view of its educational value. It is a matter which is occupying the minds of teachers. At one of the meetings of the Training Department of this Association the report of an important committee,composed of the leading educationalists of the Province will be given—

1st. "On the educational value of subjects."

(a) Value for discipline.
(b) Value for culture.
(c) Value for use.

2nd. "What subjects should be taught in our public schools."

Again, in the United States the importance of the study of nature in elementary schools was pointed out and urged by the reports of the committees of ten and fifteen to the National Teachers' Association a few years ago. In those schools where Nature Studies have been introduced the results point to their educational value. In addition we seem to have come to a period in our educational progress when changes are about to be made, not alone in the subjects taught, but also, possibly, in the methods of instruction.

Before making changes we should weigh well those proposed. To do so we should inform ourselves of the relative values of subjects. At present we will more particularly confine ourselves to pointing out the value of Elementary Science or Nature Study.

We, the science masters of our high schools, hope to arrive at the same end as the Kindergarteners, viz: "the self-activity of the child." We wish to enable the child to educate himself by giving him something to do in accord with his mental development, and so to cultivate his senses that he may acquire the power to make accurate observations, a process which must always precede accurate thinking. We have been led to this view from dealing with pupils coming from our public schools, who

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

are, as a rule, unable to make observations from which conclusions may be drawn. We feel that if our pupils are taught to observe accurately they are in a great measure educated, for then this first and very necessary part of education is complete. The conclusion therefore drawn from viewing the product of the public schools is that perception is almost wholly neglected and that the other faculties are in consequence undeveloped.

If we consider the kindergarten we find that the child is there active and not passive; his activity is a self-activity and his expression is self-expression. His senses are being employed with a definite end in view for him and thus they are being cultivated. The power gained for the child is a power to use power. This is the reason, or at least one of the main reasons, why we in our high schools have our pupils perform their own experiments in chemistry and physics and do not perform them ourselves.

That can only become a part of the child's knowledge which he has obtained by a free action of his perceptive faculties and thus made his own.

To do this the senses must be trained; and if this is necessary in primary education, is it not equally if not more, required in all other departments of education, public school, high school and college?

This idea of self-development is to a great extent lost sight of in our public and high schools. In the latter, however, we are forced to consider it whether we wish to do so or not. For the training of perception is the first requisite of all good results in science teaching, and may I not add in all teaching? For no true and good results can be arrived at without clear and accurate perception, and the chief object of education—to enable the child to compare and analyse, that is, to think—cannot be otherwise obtained.

We believe that it is too late to begin to teach Elementary Science or Nature Study when pupils reach the high schools. It should be a continuation of the method employed by the child in teaching himself when he first gains knowledge, i.e., by experience or experiment. This plan should be continued through all stages of education, not used as now in our kindergartens and then departed from to a great extent. Elementary Science should be begun in the lowest forms of the public school, and other lessons should be so related thereto that the pupil should learn them in connection with his Study of Nature, not as separate and distinct subjects. Subjects need not be divided as they now are in our school curriculum, but they should be made inseparable parts of one lesson. In this way we claim that Nature Study could easily be made the basis of composition, spelling, writing, drawing, etc.

Whatever views have been held in the past with regard to the value of subjects we may to a great extent leave alone. Let us consider them as we find them to-day. What subject or subjects will best prepare youth for the struggle of life after leaving school is the living question with us; let us consider it for a short time.

We believe that we have at the present time a better knowledge of the mental activities than could be obtained at any time in the past. As a result of this knowledge the old idea that the mind is made up of separate parts is being discarded, the modern view being that the mind is a unit and should be developed as such. The material of instruction should be chosen with a view to train the whole mind, perception, memory, imagination, judgment, and reason, and to-

gether with these intellectual faculties the impulses and will should also be trained.

Perception cannot be separated from memory and reason along the line of perception. Perception being developed in any direction, the other faculties of memory, imagination, and reason will also be developed. A man's system of thought will mould his character, e g., doctor, minister, merchant, etc.

The faculties therefore cannot be separated but are phases of one process, and the intellect is inseparable from the emotions and will.

If this view of mental science is correct, the old doctrine that the work of the mind in any direction develops power that may be used equally well in all directions, is wrong. To put the case broadly, no person will maintain that the study of physics will prepare a person for the practice of law as well as if he had read jurisprudence.

And what a person studies largely determines what knowledge he can obtain in the future. He who devotes himself to the study of physics is enabled to interpret and appreciate a further knowledge of that science, but he will not be equally competent to interpret medical, legal and theological facts. What a man knows always determines what he wants to know and what will interest him. Therefore study in any particular line will limit our faculties to development in that direction. If this is so, surely no subject should be studied merely for the discipline alone it may be supposed to give, particularly if other subjects can be found that will give the necessary discipline and knowledge as well.

This is another reason for the introduction of Nature Study in our schools. The old idea of formal discipline by certain subjects is losing ground, and those subjects which will have a direct value in giving the pupil knowledge that will be of service to him in after life will in the future receive more prominence. By these, habits of attention, reflection, and industry may be formed equally as well as by formal subjects set for these purposes.

If we take it that our aim should be to have our pupils understand their surroundings so that they may adapt themselves to circumstances and utilize them for their own welfare, then they should study Nature, for it surrounds them, Nature Study should be prominent in our schools. Our pupils should be led to observe accurately and to interpret the facts of Nature so that they may become familiar with methods required in after life. These they must use whether they wish to do so or not.

The aim of education nowadays is to acquire a knowledge of symbols through the things which they represent, not to learn first the symbols and then gain the knowledge which these symbols represent. The subjects which enable us to express our knowledge, as grammar, composition, arithmetic, reading, writing, and drawing, should not be taught distinct from the knowledge or real subjects such as literature, nature studies, gography, and history, but as part of them. A symbol is learned with great difficulty, and will be of little use to the learner unless it be connected with the thought it represents. But if, on the other hand, the thought is first aroused in the mind, the task of acquiring the symbol is easy compared with what it would have been had not the pupil been seized of the thought beforehand—e.g., botanical terms—to master which would be well-nigh impossible it seems to me, were we not to first fix in the mind the thought which they are to represent. When the fact is presented to the pupil first the acquiring of the symbol needs but a slight effort.

We must endeavor to have thought suggested by symbols without effort on the part of the pupil. The symbols themselves, or the power to use these symbols, which only express thought, should not be brought into prominence. To accomplish this we must repeatedly keep the thought connected with the symbol which represents it.

If this be followed out we should not study language, grammar, reading, writing and drawing except as the expression of the thoughts gained in nature study, geography, history, etc. Let us teach the former subjects through the expression of thoughts gained from the latter or knowledge subjects. Much drill may be necessary, but we should use the real subjects, nature study, geography, etc., to obtain that drill. These subjects will give grammar, writing, drawing, etc., a value which they cannot have when taught by themselves.

From learning by doing, activities become habitual, and these are the ones that determine character. It is these impressions which have become indelible by action and expression which always affect us. It is not what we hear so much as what we say and do that affects our character and makes us better or worse.

What a pupil knows when he leaves school is but little, and unless we train him to make use of that little as he would make use of his wider after experience, this school training of his will be a failure. We must teach that which is to be of after value to the child as well as that which is to discipline. Let us teach our pupils to write and speak correctly, not by teaching these subjects by themselves but as the expression of their thoughts.

To leave science out of the public schools is to invert the natural order and process of youthful development which the child has commenced long before entering school. The interest he has in obtaining knowledge, from early consciousness, is maintained by the interest inherent in the subject itself. What the child most wants is to do something that interests him, not something that is of interest to the teacher. In this way we make knowledge real by making it a part of our pupils' existence.

Nature Study is perhaps not so much the matter as the method. We must permit our pupils to make their own observations and thereby to train perception, and so enable them to analize and compare what is before them, that is to think.

If they are to obtain facts of nature from text-books I would by no means favor such study.

It is the process that is most valuable, not so much the knowledge acquired in itself. If the facts of nature are learned from text-books, the chief end desired—the development of the child—is not gained by such study.

We believe that for discipline, for culture, and for use, Nature Study is the most important we can have in our schools, it being made the basis of obtaining knowledge and of teaching those subjects by which we express our thoughts.

"There is a pleasure in the pathless woods,
There is a rapture in the lonely shore,
There is a society where none intrudes
By the deep sea, and music in its roar;
I love not man the less, but nature more,
From these our interviews, in which I steal
From all I may be, or have been before,
To mingle with the universe, and feel
What I can ne'er express, yet cannot all conceal."

—*Byron.*

THE REFORMATION SCHOOLS.*

"NEVER was a great reputation more easily gained and less deserved than that of King Edward VI. as a founder of schools." Thus Mr. Leach announces a complete reversal of a traditional opinion. It must be admitted that he supports his views in great detail, upon a first-hand examination of original documents and an independent and incisive criticism. He wisely puts before his readers the means of following his argument and judging for themselves as to its sufficiency. About two-thirds of this volume is devoted to a reprint of pertinent documents—the Commission of Inquiry, the Commission for Continuance of Schools, etc., and extracts from a very large number of Certificates and Warrants under the Chantries' Acts, 37 Henry VIII. c. 14, and 1 Edward VI. c. 4. The preliminary matter, occupying about one-third of the book, deals with the significance of the facts, under about a score of heads. Mr. Leach does not, of course, profess that his investigation is complete, in the absence of much necessary material. But, so far as the available materials go, he comes to decided conclusions. He definitively dethrones King Edward VI. from his pride of place as the founder of our national system of education, even by proxy. The only foundation with which Edward VI. is even reported to have any personal connection is Christ's Hospital, and that institution was founded, not as a grammar school, but as a foundling hospital, and Edward gave it little but his name. And as for his ruling councillors, they, says Mr. Leach, "can at least claim the distinction of having had a unique opportunity of reorganizing the whole educational system of a nation from top to bottom, without cost to the nation, and of having thrown it away."

Henry VIII. cannot be charged with any intention to damage education. But he was in straits for money. Other people, it was found, were devouring the chantries without license; why, then, in the intolerable drain of the wars, should not the king rather put the plunder in his own sack? That is the substance of the argument of the first part of the Chantries' Act, 37 Henry VIII. c. 4. The second part deals with unsuppressed institutions. It does not give the colleges and chantries to the king out and out at once, as the first part does; it only empowers him to issue commissions, and take what he pleases. Only such chantries, hospitals, brotherhoods and guilds as were liable to first-fruits might be dissolved, but all colleges might be destroyed, whether they paid first-fruits or not—and so the colleges in the Universities, and Winchester and Eton, which only ten years before had been expressly treated as non-ecclesiastical, "were deliberately swept into the net." It may be that the purpose was to sweep away the "superstitious uses," and thereafter to refound the colleges. Anyhow, the Act passed in 1545 or 1546; Henry apparently took a turn of reaction, and died in January, 1547; and the power to seize the chantries died with him unexecuted.

A new Act was therefore necessary. The advisers of Edward VI. based their action, not on lack of money, but on religous opposition to the objects of chantries. Much might be advanced in justification of that view. The Act of Edward apparently intended that the same Commissioners should first inquire into and then

* "English Schools at the Reformation, 1546-8." By Arthur F. Leach, M.A., F.S.A.. (Constable & Co.)

continue the schools, giving them either their former lands or other lands in order to form an adequate endowment. But this intention was not carried out. Two separate Commissioners of Continuance were appointed, Sir Walter Mildmay and Robert Kelway (a lawyer whose name is still known in the courts as the compiler of a series of law reports). Their commission was pretty comprehensive, and the schools were "made quite a subordinate part of the business they had to do." The fatal part of their commisson, as stated by Mr. Leach, was this:—

"And forasmuch as present order and direction cannot be had and taken for and concerning the said grammar schools and preachers, and for the continuance and alteration of the same," and all the rest of it: "our pleasure is that so much money as heretofore hath been yearly employed towards the maintenance of any such schools, preachings, schoolmasters," etc., "shall be paid from Easter last to the sustentation of the same in such manner as the same has been used to be paid, until such time as other order and direction shall be taken therein, in manner afore rehearsed." And so they were directed to issue their warrants accordingly, on the strength of the certificate of any of the said auditors or particular surveyors, or any of their deputies. It therefore came down to this, that the question of schools was really settled by the clerk of a person who occupied the same sort of position as a local agent of the Woods and Forests now. He took out of the certificates what schools were kept and were to be kept, and Mildmay and Kelway signed the warrants, which the deputy of a deputy of a deputy drew up. . . In such a fiasco ended the great promises of Henry to his Parliament, and the expressed will of the Parliament of Edward VI., for the reform of the chantries and the advancement of learning. For most of the schools the "other order" never came.

The value of the "so much money as heretofore hath been yearly employed towards the maintenance of any such schools," etc., steadily fell; and the painful illustrations cited by Mr. Leach may be commended to the study of those who laud Edward VI., and who approve of piecemeal interference with a comprehensive existing system.

Mr. Leach gives an interesting sketch of the various classes of schools of the time—schools connected with cathedral churches, with monasteries, with collegiate churches or colleges, with hospitals, with guilds, with chantries, as well as independent schools, unconnected with and in no way dependent upon other such institutions. He speaks of the re-foundation of certain schools in consequence of the dissatisfaction prevalent on the outcome of the Acts. "By their wealth and by their good works," he points out, "we can measure the loss sustained by their contemporaries and compeers, which were restricted to a fixed sum, adequate in some cases at the time, but long since shrunk into a miserable pittance." He shows that many of our existing schools go back not simply to Edward VI., but to a remote antiquity. "Grammar schools, instead of being comparatively modern post-Reformation inventions, are among our most ancient institutions, some of them far older than the Lord Mayor of London or the House of Commons." The records he reprints, which are by no means complete, show close on two hundred grammar schools in England before the reign of Edward VI., "which were, for the most part, abolished or crippled under him." He thinks three hundred is "a moderate estimate of the number in the year 1535." "Most of them were

swept away either under Henry or his son; or if not swept away, plundered and damaged." Much interest will be found in the treatment of the statistics, from the documents now published, as to the number and character of the schools, and the educational payments. Taking the bare stipends, "the average pay of a schoolmaster works out at £6. 9s. 6d. a year." "In the Edward VI. re-foundations, £20 a year seems to have been the standard aimed at, which, with outgoings for repairs, allowance for an usher, and the like, would give about £12 a year to the headmaster. That is about the sum the larger schools, though not the largest, paid before the Reformation." "The school and University exhibitions absolutely disappeared. Most of the latter were perversions, excellent perversions, of the original foundation." As to the numbers in attendance, Mr. Leach has some very striking remarks. "The proportion of the population which had opportunity of access to grammar schools, and, as we can see, used their opportunities, *was very much larger then than now*." The italics are ours. There is very little direct information in the records as to what the boys learnt. But Mr. Leach pieces together a good deal of suggestive matter. As to Latin, he concludes that "for all practical knowledge of the language, for readiness in reading, in writing, and still more in speaking, Latin, the young Beckets, or Mertons, or Wolseys, might be safely pitted against their modern successors." At Ipswich school, he shows from Wolsey's statutes, the boys "were also to learn *précis*-writing and to write essays." The whole programme at Ipswich he declares to be "a much more liberal *menu* than that provided by Colet, ten years or so before, for St. Paul's School." As to the classes in attendance, "it was the middle classes, whether country or town, the younger sons of the nobility and farmers, the lesser landholders, the prosperous tradesman, who created a demand for education, and furnished the occupants of the grammar schools." Apparently we have not made appreciable extensions yet in England, although the laboring classes are no longer serfs, and although Parliament does not now petition the Crown against their being allowed to go to the Universities or schools. Let our Minister of Education give an occasional glance at what is doing in Scotland or Germany. Meantime, it will be seen that Mr. Leach has produced a work of substantial original research, of extreme interest in varied directions, and of much historical importance and practical suggestion.—*Educational Times.*

THE SNOBBERY OF EDUCATION.

The College Girl who Affects an Air of Superiority.

EDITORIALLY, in the April *Ladies' Home Journal*, Edward W. Bok expresses himself vigorously in depreciation of the tendency to introduce a dangerous element of snobbery into education. He notes the pervading "I know so much" air that is encountered on all sides, and the feeling that a line is being drawn on a so-called educational basis. Mr. Bok contends that "an educational process which sharpens and polishes only a girl's intellect, and either deadens or neglects her heart or soul, is a sorry imitation of what an education really stands for and is. . . The practice followed by some girls who have been at college

of holding their heads above those who have not is a foolish proceeding, and smacks of the most repulsive kind of snobbery. It is never safe for us to assume that we know more than the people around us, whether we are college trained or not. The longer we live in this world the more we become convinced how little we know. The people most humble in their opinions are generally the best educated. It is an art which only a few of us learn: to be reticent of our own opinion when every one around us is expressing his. Yet this is one of the attributes of the well educated. Silence often speaks louder than speech. But the girl fresh from her books and college does not always perceive this. She is apt to assume, for example, that people are uneducated if now and then they speak ungrammatically. But she does not know that the most vital truths ever spoken or written, the truths which have done mankind the greatest good, have not always been those which would have borne grammatical dissection. Their good lay in what was said, rather than in the way in which the sentences were constructed. It is when we are young that we believe that all that is worth knowing is printed in books. When we are older we find that the deepest truths are never written. It is well enough for a girl to hold up for herself a standard in grammar or anything else. But she is unwise when she believes that her standard is the one by which she may judge and measure others. She has no right to do so in the first place. And in the second, she is far more apt to be wrong in her deductions than she is to be correct."

THE GROWTH OF CRIME.

SOCIOLOGISTS in America have been notifying the world for several years that crime is steadily increasing. A good many persons have heard the statement, and have merely considered it as they consider weather predictions—as not affecting their business, and, therefore, not to be worried over. Practically, the prisons are better tenanted, the courts are busier, safe-deposit vaults are increasing, more policemen are employed, and windows and doors are heavily barred at night in city and hamlet.

The yearly report of the magistrates in this city confirms the estimates of sociologists; crime is increasing more rapidly than the population. For example, the population in this city has increased 33 per cent., and crime 50 per cent. And the increase is remarkably in the case of serious crimes; that is, there are far more felonies committed than formerly. In 1886 the felonies were 4,000; in '96, 7,000.

Another feature is that a large proportion of crimes is committed by young persons; youths are now guilty of robbery and burglary. Again, there is an increase of women guilty of felonies, sixteen being tried for burglary. Along with crime, suicide always keeps pace. In a community where there is little or no crime there are few or no suicides. In this city, in 1886, eight women and 106 men were charged with homicide; in 1896, ten women and 168 men.

It is noticeable that all these criminals had more or less of the education our public schools supply so freely. It cannot be inferred that the possession of this ability to read and write made them criminals. If the compulsory law is put in force, the criminal cannot but be more or less educated. If we must have criminals, educated

criminals are to be preferred to ignorant ones. We doubt whether there is any solid connection between 3R education and crime; as we have just said, if the compulsory law is put in force, in a few years all criminals will have a 3R education. If the law commands all men to wear cutaway coats, then all criminals will wear cutaways.

That the public schools should be active in preventing our youth from becoming criminals is a proposition all will admit; that they are not doing what might be done, all will admit likewise. The consideration of this subject might well employ the National Association this year for its entire session in all its departments. Attention has been called to the absence of the ethical in the aim of the public school. The Catholics, especially, point this out; they have prophesied the present results. It would be interesting and valuable to have statistics concerning the schools criminals of all kinds have attended; whether public, parochial, or private, and the amount of education. We lack, too, a history of criminals. The state ought to get a minute account from every criminal (not to be published with name and incidents, of course), as to ascertain with some precision the cause of crime, at the outset.

The great defect in our American educational process is the trusting to good fortune for the development of the ethical; the teacher does not hold himself responsible for the training of his pupils to do right. This is not stated too broadly. The effect is to have good order, of course; but if the reason is asked why good order is sought, it will be replied that progress in studies cannot otherwise be made. What is the supreme object of the school? We must admit it is of an ethical nature. But if the superintendents of New York, Brooklyn, and Chicago, and even Boston, be asked if, in their examination of the schools, they make this supreme, they will certainly say no; they make useful knowledge, mental discipline, supreme. They want the pupils to do right, of course; they demand that the teachers set a good example; but both superintendents and teachers aim at the 3R's and leave the ethical to the parents, to the Sunday-school, the church, and good fortune in general.

With the statistics given in a preceding paragraph before us it is well worth inquiring whether American educators are ready this year to take up the consideration of this pressingly important matter; a matter of more over-shadowing interest than any other. It is probable that Supts. Jasper, Brooks, Lane, if asked as to the possibility of making the ethical the first aim in the schools in their cities, they would say that it was impossible to have religion taught. But does this meet the case? We think not.

In American schools the means relied on are wholly the personal influence of the teacher, together with his example. And, yet, vast numbers every year are licensed to teach, and no examination is made to see whether they have employed personal influence to start their pupils on ethical tracks.

But there is another great failing. We have said the American teacher relies on personal influence and example to attain ethical results, and this has been true until within the past few years. It has finally been perceived, by a study of pedagogy, that the instruction given in the schools is a powerful means of producing ethical results. So long as it was bare 3R instruction there was no tendency given to the mind; it did not act at all as a stimulus in any direction whatever. It has been perceived that

the knowledge must arouse feelings, desires, and end in resolutions. All human beings come under the control of convictions, which take the form of maxims or dogma. These convictions arise from ideas which have aroused feeling. Now ideas can be aroused by the teacher; if a real teacher, he can and will cause interest; thoughts that interest will be retained, reviewed, pondered upon, and produce resolutions and determination to act.

This fundamental principle has not been kept in view. The teacher has aroused an interest that the pupil should know more; that is one thing; but that is wrong. The teacher arouses an interest, so that a love for the subject matter itself appears; that is another thing. Pupils of six, seven and eight years of age have been seen who have been drilled to add columns of figures with surprising quickness. What was the motive?

The instruction given is then a most important factor in attaining ethical results. Herbart says, "out of the thoughts arise feelings, and out of them, principles and modes of conduct." The pupil must have thoughts that interest him; interest is, therefore, the immediate purpose of instruction. It has been with us, however, of little account, except to make acquirements.

The growth in crime has not come from a want of personal sympathy; every teacher wants his pupils to turn out well. But may the teacher rightly expect to have an ethical foundation by this personal sympathy? Must there not be determinations? How are determinations reached? These are fundamental questions, and well worth pondering upon.—*School Journal, N.Y.*

Heaven will not be pure stagnation, not idleness, not any more luxurious dreaming over the spiritual repose that has been and safely and forever won; but active, tireless, earnest work.

—*Phillips Brooks.*

THE OUTSIDE INFLUENCE.

THE teacher enters his school-room to find a company of boys and girls apparently ready to be molded to his will. They appear to be ready to be influenced to choose right courses of conduct; they appear to have been influenced to act according to settled principles. He dismisses them at night often in the full belief that he has accomplished something that very day that will make them proof against temptation, active in ethical ways, and only needing more of his teaching to bring them to a full manhood of earnest endeavor.

But he has an outside influence to contend with that is mightier than he. The water between New York and Brooklyn seems peaceful and harmless, but the ferry-boat that launches into it feels a mighty current that grasps it as with giant arms; and though it combats the water's force with intense effort it is often swayed far out of its intended course. And so the pupil who leaves the class-room for the street or the home encounters influences that set at naught the teachings of the day.

In the early days of this country the pupil found in the home or the street the same urgent pressure towards a virtuous life that he experienced in a school-room; but a momentous change has taken place, and the teacher now feels very doubtful as to his influence over the lives of his pupils. A gradual deterioration in public morals has been going on for a quarter of a century; though all that time the expen-

diture for public schools has increased, fine buildings have been erected, and a more philosophical course of procedure is pursued; yet from various causes the pupil is met on the outside of the school-room by adverse influences that nullify what has been done for him within its walls.

At the meeting of the National Educational Association, at Buffalo, last summer, it was noticeable that little knots of men and women would be found in parlors of hotels, and the topic of conversation would not be what had been said in an address but the disorganized and unbalanced public sentiment. One lady told of hearing several of her young women pupils debating whether it were not better to commit suicide than constantly to be made to do disagreeable things. A gentleman who had been long in the field declared that the antagonism to the influence of the school-room often kept him from sleeping at night.

The papers of this city lately contained an account of a girl fifteen years of age who, not allowed to go back to her boarding school but instead kept at home to work, undertook to commit suicide. The Indiana papers contained an account of an eleven-year-old girl of Anderson, who, upon being rebuked for truancy, bought a box of rat-poison and swallowed it.

There have been thoughtless people who charge this attitude of youth towards morality upon the schools; but these girls got their notions of suicide from newspapers or from their companions. It is the universal testimony of those who have looked into the work of the school-room of the past twenty-five years that it is far higher in character, that it reaches deeper, or is calculated to reach deeper, into the life of the pupil than ever before. The fault assuredly is not with the teachers. This period might be called the normal school period, so rapidly has this class of school been developed; so that the kind of teaching is of a more professional character; and this again proves that the influences inside of the school-room have increased in power and adaptation.

The outside influence has come at last to be an opposing factor of threatening magnitude. There are few groups of teachers in the cities that do not refer to it; they speak of it as something in the air. Boards of education refer to it. The interest in schools they see is unabated, but they see an unwillingness in the older classes to yield to the restraints that must be imposed. The college faculties are not wholly agreed on declaring there is a disorganized public sentiment; they admit that the foot-ball game has introduced experiences that are decidedly opposed to the welfare of the students.

This is not the place to discuss the causes of the demoralization. We must recognize the existence of what will be a fatal disease if not checked and apply all energies to get on a healthful basis. The teacher ought to be a religious man and to do all he can to promote religion among the community. The community, it will be plainly seen from what is said, needs his influence; he must do more than his work in the school-room. As the Christian ministers have felt it necessary to form Endeavor and Epworth societies, so the teacher must go out into his community, form associations, and construct rightly and solidly this disorganized public sentiment.—*School Journal.*

No man can be really safe, really secure that the world shall not harm him, unless there is going out from him a living and life giving influence to other men. And no man is really helping other men unless there is true life in his own soul.

—*Phillips Brooks.*

It's wiser being good than bad;
It's safer being meek than fierce;
It's fitter being sane than mad,
My own hope is, a sun will pierce
The thickest cloud earth ever stretched;
That, after Last, returns the First,
Though a wide compass round be fetched;
That what began best, can't end worst,
Nor what God blessed once, prove accurst.
—ROBERT BROWNING.

EDITORIAL NOTES.

WILLIAM Drysdale & Co., publishers etc., Montreal, have arranged for an excellent picture, chromo-litho., of Her Majesty the Queen, nicely colored, which they expect to furnish to schools, framed, at $1.50. The supply is limited. Orders will be filled in the order in which they are received. Application to be made direct to Messrs. Wm. Drysdale & Co., Montreal.

As we informed our readers last month, every effort is being put forth to extend the usefulness of our journal among subscribers, contributors, and advertisers, and the spirit of co-operation that has already been exhibited in favor of our enterprise encourages us to make a direct request to our present subscribers, which will only cost them the price of a postal card to comply with. We want each of our present subscribers to send in to our central publishers, William Drysdale & Co., Montreal, three or more names of possible subscribers with their addresses and the address of the reader who sends them. This is no empty request, having for its sole object an increase in the number of subscribers, but is made with the object of arriving at a mutual benefit. To all who send us the names of three or more possible subscribers, we will give special terms of subscription, and we will likewise enroll them as participators in the benefits of our Mutual Benefit Bureau for promotion in the service of teaching. All subscribers who send immediately to William Drysdale & Co., their subscription of One Dollar will also have their names entered upon the lists of our Mutual Benefit Bureau. Of course, very many of our subscribers will have no wish to be enrolled on these lists, their positions being permanent; but to the young teachers who are anxious to rise to the more responsible positions in the profession, the organization of our Mutual Benefit Bureau will no doubt be recognized as a means to assist them in their laudable ambitions. See advertisement elsewhere.

From latest reports from Montreal it is learned that the usual anxiety has been witnessed in certain quarters as to the personality of "A Montreal Teacher." Our correspondent hinted that such would be the case when he sent in his last communication, and spoke of the men "who are more concerned about who writes a

thing that what one writes." The critic who troubles himself in this way is a man of a very weak turn of mind, who usually rounds off his criticisms with "I'm sure he didn't write it himself anyway," or "any one can see that the fellow cannot write decent English," or some nonsense of a kindred character. But our correspondents may rest assured that the reader, who has no self-folly to fear in connection with a discussion, looks more carefully at the facts than the manner of putting them. And of another thing our correspondents may also rest assured, namely, if it be in the public interest that they write to the CANADA EDUCATIONAL MONTHLY under a *nom de plume*, no person connected with the issue of that journal need be asked to reveal the personality of such writers. An attempt has already been made to find out who "A Montreal Teacher" is, but the attempt has been altogether unsuccessful, and so we will no doubt hear further from that gentleman in future issues and from numbers of other correspondents when they learn that their personality be held inviolate as far as the management of this paper is concerned. The anonymous correspondent is often a necessity when a reform is urgent, and the "powers that be" are vindictive.

Those who have read the Hon. G. W. Ross' speech delivered in the Ontario Legislative Assembly on the 4th of March last, and who missed hearing it *viva voce*, must feel that they missed a treat, while those who heard it will hardly fail to read it. The government have done well in having it printed, if it really be at the expense of the government that it has been published. When it is said that the Minister of Education and the CANADA EDUCATIONAL MONTHLY are at one in the matter of the examination idea, there is no great exaggeration in the estimate of our relative positions, though further explanations may be necessary to make the most of the estimate. But should it be said that every Ontarian is not gratified with the report of progress which the Minister of Education has been able to make in regard to the later educational progress in Ontario, then it may also be said that there are some Ontarians very difficult to satisfy. Naturally enough, there is an aggressive tone about many of the Minister's sentences which we must lay at the door of the politician; but there is also a wholesomely honest tone about every statement he made, which brings the more interesting portions of his able speech at once within the region of fact to those who take no side in politics. The misfortune of the Minister is perhaps that there are too many politicians in the Province over which he educationally presides.

The lesson of loyalty is one that is being learned by the pupils in all the schools of the Dominion, though we still are told pupils near the border-line who are able to give glibly enough the name of the President of the United States but stammer reluctantly over the name of the Governor of their own Province. The approaching Diamond Jubilee of Queen Victoria is, we are glad to learn, not to be a mere *feu de joie*; and we trust that as the plans of the various celebration committees become matured, there will be something of a permanent character arranged for as a legacy in each community. The streak of common sense in the cry of one of our Lord's disciples, "Could not this have been sold and given to the poor?" would possibly have been less decried but for the after circumstances of the betrayal. One of our correspondents has written on this subject of loyalty and the flag, and we trust that his influence in the re-

mote district where he teaches will be followed by every country teacher at this Jubilee season, when it is perhaps well for the youngest and even the oldest of us to be told that our Province is the greatest of the Provinces, that the Dominion itself is the largest and most progressive of Britain's colonies, and that Britain is the greatest nation in the world, even if the figures of exaggeration employed have afterwards to be modified a little, when the Jubilee season is over. Nor is the query of the betrayer likely to be repeated very often as the celebration festivities proceed, even should the Federal authorities spend two hundred thousand dollars on the Canadian army that is to be sent across the ocean, or give the premier *carte blanche* during his mission to the old country; for is he not to be sent there to emphasize our loyalty towards Britain and Britain's Queen, and are they not to accompany him to give *éclat* to his mission?

The Hon. Sydney Fisher, Minister of Agriculture, in emulating the excellent example set by the Protestant Committee of the Council of Public Instruction of Quebec, who have taken practical steps to improve the school grounds, lately advocated the planting of kitchen gardens near every school-house in the country, though he failed to say for whose benefit they were to be planted or who were to tend them during the long summer holidays. A good deal of the "earnestness" in favor of introducing agriculture as an element on the school course of study, is founded upon a like uncertanty in regard to the "professional properties." In this connection we cannot forbear from making a quotation from the much-talked-of speech of the Minister of Education for Ontario: "But it is said that the Course of Study should have an Agricultural trend, and it is the want of this that works so much mischief. In reply, allow me to say that the farmers of Ontario above all things want their children to have as good an education as the children of any other class of the community. A knowledge of the three R's, with such related subjects as constitute any well accredited school curriculum, is the foundation of all education, without which neither Agriculture nor any other specialty can be effectively taught. As a matter of fact, therefore, during the limited school course, if these subjects are well taught, all is done that most teachers can do with a proper regard to efficiency. To attempt less would be to weaken the educational value of our Course of Study. To attempt more is not without danger to the success of all. In order, however, to give elasticity to our Course of Study, provisions were made in the Regulations of 1891 that Agriculture should be taught in any Rural School when so directed by the trustees, and although five years have elapsed since that Regulation was approved, so far as I know, not a single Rural School has availed itself of the privilege thus afforded. For over ten years High School trustees had the privilege of ordering that Agricultural Chemistry should be taught in the High Schools, and so far as I know, not a single Board of High School Trustees has directed instruction to be given on that subject. If these two circumstances are indications of public opinion with regard to the study of Agriculture, then there is but little demand for its introduction either into Public or High Schools."

Apropos of the above view of a question, this month's *Journal of Education* in referring to Prof. Lloyd's pamphlet on "Technical Education," comes to us with the following: "To the farmer education

means—though, doubtless, he would not so express himself—training of the memory by the study of books. He has not found his old school days any practical help to him in farming. But if he can be convinced that education means—as it assuredly ought to do—the training and development of all faculties, then he will cease to scoff or hold aloof. He will not be convinced by "donnish" graduates, who have no experience of their subject beyond their books, and no sympathy with their audience. There is need of thoroughly capable lecturers, who know how to combine theoretical knowledge with practical skill, and who realize that each is the complement of the other, and that each without the other is doomed to failure. The mere student fails to convince."

It is more than likely that the preparations for the Queen's Jubilee celebration will throw into the shade the Arbor Day programme; yet in view of its approval, we quote the following advice from a practical teacher: "Upon the teacher, however, will rest the burden of the work of improving our school grounds. The teacher should arouse interest in the pupils in behalf of this movement. The benefits and pleasures derived from shelter in winter and shade in summer, together with the satisfaction which will come from having in their district a school-house and school grounds which bear evidence that the people believe in education in the broadest sense, should be impressed. As for the kind of trees to plant, it may be said that no one kind should be used exclusively. There should be a variety if possible. School grounds which have evergreens on the rear and sides of the yard and elm on the front present a very attractive appearance. The evergreen is a hardy tree if well planted and guarded the first few years. The elm will grow in most of the Provinces and is almost sure to live if well planted. Care should be taken in the arrangement of the trees about the yard. Nor should the ornamentation be confined to trees. Flowering shrubs such as the lilac would add greatly to the beauty of the grounds. A corner of the yard could be reserved for a flower bed. Through any public spirited citizen of the district, teachers could secure packages of choice flower seed free. This flower culture would afford excellent material for language and observation lessons. Why should not the school be the garden spot of the whole district while school is in session? And why should it not present an attractive appearance at other times as well? If there is any one period in life that should fill the soul with delight it is the period of school days. Yet thousands of children while away the hours in and about school-houses open to the blasts of winter and the withering sun in summer. It is a blight on child life and should not longer be endured. 'The effects of beautiful and improved grounds will be far reaching. The pupils will learn the lesson of order and system. There will be a reaction upon the home life. More interest will be taken in trees and flowers at home. And how many rural homes need culture of this sort. 'To him who in the love of Nature holds communion with her *visible* forms she speaks a *various* language.' I wonder what kind of language Nature speaks when the 'forms' are not 'visible'! The language of monotony and melancholy, most generally. Let there be an awakening along the line until the treeless school lots are 'made to bud and blossom as the rose.'"

Labor shall refresh itself with hope.

Hope V., ii. 2

CURRENT EVENTS AND COMMENTS.

THE settlement of the Manitoba School Question is again near at hand, though the announcement has been made in a somewhat indirect manner—so indirect indeed that many people are slow to believe that the much-desired for result of peace and co-operation has been reached at last. The whole question, it is to be hoped, will now resolve itself into a matter of good or bad administration, and, as in the case of Nova Scotia and the other Maritime Provinces, the parties who thought themselves at first aggrieved because they could not get what they wanted, will be more than gratified in time to come to find that they have more than they could have got in 1896, had they then obtained from the Federal Government all that they craved for. There will be no Separate Schools in Manitoba, as there perhaps ought never to have been in Ontario; but there will be good Public Schools with which every Protestant and Roman Catholic in the province will be satisfied.

In connection with the spring-hatching of medical men in our colleges, a correspondent to one of the papers has the following: "McGill sent forth the other day seventy-five fine young fellows armed with the degree of M.D. and C.M. She does this every year. There are probably, in all our medical schools, about three hundred doctors turned out every year in this country. Only a small proportion of the whole can hope to make a living in Canada. The ranks of the medical profession are overcrowded. We furnish the best education at a cheap rate; we turn out clever young fellows, trained in the latest scientific methods of healing, and, having done so, we lose them. The majority of them go to the United States, where Canadian physicians, and particularly McGill men, are warmly welcomed for the reason that doctors are made there by a patent process which guarantees rapidity at the expense of efficiency.

"This serious evil remains to be remedied—different licenses are required for different portions of the British Empire. We have not even attained to interprovincial reciprocity, although the examinations required in any province outside Quebec are mere formalities; but there must be fresh studies, there must be additional examinations in Great Britain itself before a Canadian physician can practise there. This should be remedied as speedily as possible. It is a blot upon a liberal profession. Sir Donald Smith said he would work hand in hand with the college authorities to bring about the uniform law which would apply to all British subjects in any portion of the broad dominion of Her Majesty the Queen. Let there be united effort to attain this end."

In the recent School Board elections in Great Britain the proceedings, it is reported, have been characterized in most places by a marked apathy. In Edinburgh there has been very free criticism of the finance of the last Board, and in Aberdeen the Westfield school case (to which reference has been made here) has caused considerable heat; and in various quarters there have been ineffectual protests against the running of church candidates; but, on the whole, the election campaigns have been conducted with decorum and dulness. The Health Committee of Glasgow corporation would like the School Board to equip the playgrounds with

gymnasia, and otherwise make them more serviceable as areas for recreation for the children of the city.

Lord Balfour, of Burleigh, did not speak soft words to the deputation that waited on him in behalf of Gaelic. He takes the common-sense view that the Highland children should not be encouraged to cling to Gaelic at the expense of English, since that means shutting them out from a wider area of employment than their native glens can offer.

At the last regular monthly meeting of the Protestant Board of School Commissioners, this morning, a memorial was presented from the Christian Endeavor Union of the city, asking for permission to introduce into the schools a set of temperance pledge blanks which the pupils might take home and sign if their parents were willing that they should do so. Two or three members of the Board strongly objected to the proposal, with the result that the matter was referred back to the committee for reconsideration. The Board as a whole was unanimous with regard to the desirability of inculcating principles of temperance and morality into the minds of the pupils, but the members were divided as to the advisability of accomplishing such by means of pledges.

The number of conventions which a teacher takes an interest in during the year always includes the provincial convention, and the great national convention held in the United States. Our own national convention of teachers does not seem to have the necessary life about it, and some means will have to be adopted to make it more of an active, assimilating power in the land, if it is to receive the attention from our teachers it deserves. There is to be a convention of teachers in Montreal this summer, but we have not been taken into the confidence of its promoters, nor do we know why those, who were once so active in the organization of our Dominion Association but are now not even lukewarm towards its perpetuation, have come to invite this association to Canada. Attention begins to be turned toward the annual meeting of the National Educational Association, Milwaukee. Literature on it begins to circulate. A list of side-trips has just been issued showing of how much that is interesting Milwaukee is the centre. The officers of the association are apprehensive lest the recent dissolution of the Railroad Traffic Association may spoil the arrangements as to rates which had just been consummated when the decision of the Supreme Court was announced. But the indications are that new combinations, or organizations, or understandings, will soon be arranged between the roads which will practically be an equivalent in many ways for the dissolved organizations. It is to be hoped that the N.E.A. officers will yet succeed in eliminating the 50 cents from the rate now fixed, which the railroad associations demanded to pay the expenses of a joint agent at Milwaukee to take care of the tickets. How the local executive committee is going to succeed in its work it is too early to judge. We have been informed from New York that Dr. J. M. Harper, of Quebec, has been reappointed as one of the managers for Canada, a position which he held last year. The bulletins for the year have not yet been issued.

The convention of the Provincial Association of Ontario has been held this year, as last, during the Easter recess, and elsewhere the reader will find a synopsis of its proceedings. The conventions of the Provincial Associations of Nova Scotia, New

Brunswick and Prince Edward are held during the midsummer recess, of which due notice will be given. The convention of the Protestant teachers of Quebec will take place during the latter part of October, and it is said that the executive are already busy preparing the programme, with the object in view of making it a representative gathering. The annual meeting of the Dominion Association of Teachers is to be held in 1898, with the meeting place of Halifax, Nova Scotia. Dr. Mackay, Superintendent of Schools of that province, is the president.

The news from the universities and colleges includes an announcement that Bishop's College, of Lennoxville, intends to seek affiliation with Oxford and Cambridge, though it is said that they are unwilling to have a common matriculation with the other colleges of the Province of Quebec. The three colleges in the Province of Quebec that take the matriculation papers prepared by the McGill authorities are Morin College, Quebec; St. Francis' College, Richmond, and The Wesleyan College, Stanstead. McGill University is thus the strongest of the educational institutions of the province, though the university of Bishop's College is perhaps the most ambitious. The latter institution has had a very successful year if one is to judge from the numbers in attendance.

The withdrawal of the Rev. Dr. Barbour from the principalship of the Montreal Congregational College is a serious loss to that institution, and is thus spoken of by a student at the late convocation:

"But here let me reverently pause. Why should I speak further? Is it not true that this year the valedictory is not to be spoken by the student, but by the master? Yes, the real farewell this night must come from the lips of him who for the last ten years has been at once the head and heart of this college. In his presence I would feign be humbly silent. But should I not speak, my fellow-graduates would cry out and demand that somebody should try to express, even though feebly, those sentiments which we all so deeply feel. Throughout our Canadian churches this night, among all those who are interested in the college, there is a feeling of sincere regret. But no one can grieve as we grieve, for no one has lived so near to him. It is for us that he has lived and learned and labored. To-night we cannot express our feelings. We stand near him even as little children gathering around the bedside of a beloved mother soon to leave them. They do not know what a loss they are about to suffer. They cannot understand now, but in the days of sorrow and loneliness that are to come they will feel a great emptiness in their lives and an aching void in their bereft hearts. And yet must we be hopeful. We would not hinder his rest. Long and faithfully has he toiled for the benefit of others. If we were to say to him—'No, you must not leave us, we cannot spare you, you must toil on for us, there is no rest'—if, addressing him thus, we endeavored to rob him of his rest, verily, I believe there would come a mighty voice of protest from Yale and Andover and Oberlin—'Hold! Hold! Enough! Enough! Let that veteran lay aside his armor; let that venerable student put down his pen; let that honored servant of God enter into his rest.'"

At the late convocation of the Presbyterian College of Montreal, the Rev. Dr. McVicar, as a last word of advice to the graduating class of that institution, made use of the following language, which would almost be

appropriate if it were addressed to our teachers: "Finally, your ministerial success will be greatly helped or marred by the life you live among the people. There is mighty potency in personal character and conduct. It tells for good or evil upon the godly and the ungodly. Both classes will look for harmony between your doctrine and your conduct, and the lack of it will be most detrimental. What I mean is this: You will preach regeneration. Then convince your people by holy living that you speak from experience, that you testify what you know from your own hearts, and not merely what you have learned as a theological dogma. You will preach faith as the root of all our Christian virtues. See, then, that you show your own faith by your works—a faith that worketh by love and purifieth the heart. 'By their fruits ye shall know them,' said the Saviour. You will preach self-denial and self-control. Then beware lest by self-indulgence in any form, or by the exhibition of ungovernable temper, you neutralize your own sermons. Remember that the very presence of the man of God in the parish should be a sermon and a benediction."

The report of the Superintendent of Education in Prince Edward Island must be gratifying reading to the dwellers by the sea, for it says, among other enconiums, that the "general results of educational work during the past year have been satisfactory. The attendance was larger and much more regular. The character of the instruction was better. In comparison with former years, a larger number of schools were in operation; a greater number of teachers with higher qualifications were employed. There was a marked and very general increase in the number of pupils receiving instruction in the several subjects on the School Course, and an increased attendance at the Provincial College and Normal School. There was a larger outlay by the people for school purposes, and an increased demand for good and experienced teachers. All these attest more loudly than words, the high estimate put upon our Public Schools and the work they are doing, by the people of the province."

Dr. W. H. Drummond had an important word to say to the members of his classes when the Dental College of Montreal was having its "closing exercises." "In your intercourse," said he, "with brother physicians, be careful to observe, and carry out faithfully, every detail of professional etiquette. Remember that even physicians are not infallible; that they have their failures as well as their triumphs, and, whenever you may succeed where others have failed, be modest, and do not boast of your success for you never know when your own turn may come to be corrected in diagnosis by another. And bear in mind that 'whatsoever a man shall sow that shall he also reap.' In a word, be gentlemen, and then you will always be ethical."

Dr. Yule Mackay, Professor of Anatomy in Dundee University College, has been selected for the post of Principal in the College, in succession to Principal Peterson, who was appointed Principal of McGill College, Montreal, some eighteen months ago. The post was left vacant owing to the litigation between Dundee and St. Andrew's, and has now been filled, the Privy Council having declared the union between the two institutions to be valid.

At the Baptist Ministers' Conference, John D. Rockefeller's proposed gift of $250,000 to the Baptist ministry was the subject which consumed

the greater portion of the morning. Mr. Rockefeller will make the donation for the purpose of liquidating the large indebtedness of the Foreign and Home Missionary Societies, with the provision that the Baptist ministry raise $236,000, the amount he requires raised to meet his proposition. This amount will be gathered among the Baptists in the various cities of the United States. Chicago's apportionment is $10,000, $1,000 of which was pledged at the conference by the ministers. The latter will request their congregations to contribute the remainder.

In the report lately made by the Hon. Col. James Baker, Minister of Education for British Columbia, the following is said in behalf of the high schools of that province: "The many benefits conferred by our four high schools are fully proved by the work accomplished since the establishment of each, and by the high esteem in which each is held. These schools not only afford to all children who pass the standard required for admission the opportunity of obtaining a knowledge of the advanced subjects of study essential to a higher education, but they elevate the character of the lower grades and perfect and diffuse all the most valuable points of our school system. The scholarship demanded for entrance to a high school is certainly equal to, if not higher, than that required in the other provinces. The necessity of this arises from the fact that with us these schools form the apex of our system, while in the other provinces, in addition to high schools, we find collegiate institutes, normal schools, colleges and universities. Our high schools have, therefore, to afford to our children, as far as possible, all the benefits accruing from these other higher institutions of learning—the university excepted."

As we said last month, the principle of payment by results was about to be put in practice, and Dr. Inch's last announcement shows that we were not far wrong. The following regulation bears witness to the fact: "In order to be entitled to Grammar School Provincial grant, after the close of the present school year, grammar schools in towns must have enrolled not less than fifteen pupils who shall have passed the High School Entrance Examinations, and grammar schools in villages must have enrolled not less than ten pupils who shall have passed the High School Entrance Examinations. In order to be entitled to Superior School Provincial grant, after the close of the present term, schools must have at least two graded departments, and must have enrolled not less than ten competent pupils above grade VII."

THE EDUCATIONAL ASSOCIATION.—We are glad to see the Ontario Educational Association holding its annual meeting again in Toronto, and showing signs of increased vigor in its handling of school affairs. Of these signs the most striking and gratifying is the freedom with which its members criticize the course of the department on various points. Anyone who follows the proceedings will detect a new temper in the teaching profession. The programme marks a departure, as the following items of it indicate: "Effects of High School Regulations on the Qualification of Public School Teachers," "Public School Leaving Examinations," "The Educational Council," "Overcrowding of Subjects," "Obstacles to Public School Education from the Nature and Range of Subjects," "School Law Changes," "The New Regulations," "What Can be Done by Means of Our School System to Advance Agri-

culture?" In the Public and High School Trustees' Section the following are some of the subjects to be discussed: "The System of Departmental Examinations," "Too Many Examinations, Costing Too Much in Fees," "Formation of the Educational Council," "Literary Qualifications for High School Trustees." These topics, all but the last of them, arise out of our educational administration. The names of them on the programme are for the most part labels of grievances and blunders from which our school system is suffering. That they are serious evils is recognized even by the apologists of the department. A few weeks ago the Toronto *Globe* drew a gloomy picture of the state to which the profession is being brought by the tidal wave of third-class teachers that strikes it every year, displacing or swamping the men of experience and ability. Our contemporary showed that this was a bad thing for education, and suggested as a means of escape from it more fees—tuition fees at the normal schools and college. But the teachers who are injuring the profession and education do not go to the provincial training schools, at least not before they have done the mischief. To remedy the evil of which they are the cause it will be necessary to remove the cause of which they are the effect. The examination system is the head and front of the educationists' grievance. To it everything else has been shaped —the teaching, the curriculum, the regulations, the recent changes in the law. It is the cause of the overloading of the course of study, the cramming of pupils, the overcrowding of the teaching profession, the decline of that profession, the poorer results in our public schools, the general dissatisfaction with the system, and the desire for a change. The latest aggravation of the evils is the October batch of regulations for high schools. How these operate to increase the output of third-class teachers and the train of disturbances which follow was well shown in the paper read by Mr. Strang. They are very fully discussed, also, in the latter part of the excellent paper read by Mr. Wetherell. He pronounces them objectionable from many points of view. They prescribe 22 to 24 different subjects, on all of which the third-class candidate must write. The candidate can scarcely be expected to be well grounded in any of them. If he takes all these subjects in one year he will have to undergo two examinations in seven of them. Thus the examinations have been increased, and have been made most burdensome on the youngest pupils of the high schools. As Mr. Wetherell says, "the number of examinations has been nominally diminished by one, while the number of examination papers for each poor primary candidate has been actually multiplied by two." The effects the arrangement is certain to produce are shown by Mr. Wetherell to be numerous and serious, among them being this one —a great diminution of first and second-class teachers, owing to the increased manufacture of third-class teachers. From the reception Mr. Wetherell's paper met, and the outspoken condemnation of many who took part in the discussion, it may be safely taken as a temperate expression of the sense of the high school teachers. It is a healthy sign, however, that the teachers are asserting their independence.

This meeting of the association was the best attended meeting in the history of the association, over 500 delegates from every part of the province having taken part in its deliberations. The importance of such a large representation cannot be overestimated. It means that in every

school district in Ontario at least one teacher will resume his or her duties —next week—with a deeper knowledge than ever of the responsibilities of the profession. It means also that the earnest teachers who have just started their life's work will apply to their work practices which clear-headed men and women, of great experience, have found to be of incalculable benefit in the training of the young. Although the papers read, and discussions held, covered a wide range of subjects, all had one end in view—the advancement of education. A noticeable feature was the attention paid to the pupils. In years gone by the tendency was to study and legislate for the teacher. To-day the pupils are receiving an amount of consideration which teachers and parents alike of by-gone generations would have characterized as ridiculous, but which is now recognized as being absolutely essential. One section of the association devoted its time to the subject "Child Study," and in every other section this, the most important of questions, was dealt with. Glancing over some of the papers that were read, it is easily seen what a prominent place this subject holds. "School-room Fatigue; Its Prevention and Remedy," "Manual Training," "Moral Training," "Is Our Educational System the Best Fitted to Prepare Young Men and Women for the Practical Duties of Life?" "The Practical Results of Child Study," "Practical Games" (in kindergartens), "The Public School Course as a Preparation for the Duties and Responsibilities of Life," these were the titles of papers read and considered by thoughtful men and women on whom Ontario places the larger share of the responsibility for the proper training of its future citizens. In the address of the retiring president, Mr. John Dearness, of London, lengthy reference was also made to the sanitation, light, and temperature of our schools, and here it was shown that Ontario has much to learn. On the whole it appears that while in many respects Ontario's school system is equal to that of any other in the world, it is wofully lacking in many respects. Reforms that long ago should have been put into operation are knocking imperatively at the doors, and to quote the effect of the language used in many of the papers, "it is time the doors were opened wide."

Referring particularly to the delegates, it is worthy of note that they were unusually outspoken in regard to their views on many matters. Without any desire to reflect on past meetings in this respect, it may be said that in the one just closed there was an entire absence of a cut-and-dried mode of procedure. While, of course, obeying the rules laid down in the constitution and by-laws, the delegates gave expression to their views in a fearless manner, believing that only in this way could they convey to the public a fair impression of the disadvantages under which the system labors. For they know that unless the public thoroughly understand these questions not only will the dawn of reform be retarded, but the difficulties of the profession—too often increased, though not wilfully, by parents and guardians—will become unendurable. One question which, in so far as it affects the teacher, was perhaps transcendent, was that of the new regulations. The manner in which this was dealt with proved that the delegates possessed a goodly amount of tact. The regulations were discussed calmly, and no heated language was used. A few of the delegates, perhaps, comforted themselves with the reflection that, as in the past, they would try and conform, but the majority were emphatically of the opinion that the regulations could

not be put into operation satisfactorily. Many of the majority went further, stating that they would inevitably lead to serious mischief.

The above report we have condensed from the report of the *Mail and Empire*. Anyone who attended the association meeting of April, 1897, and went from one room to another, taking part occasionally in the discussions, as we did, will, we venture to think, say that the above report is a fair one. If anything it rather under than over estimates the intensity of the feeling *re* examinations in our schools. The opinion is very common and pronounced, that, if secondary education in Ontario is to be an education worthy of the name, and aid, as it should, to develop the life of the country, there must be a radical change.

HIGH SCHOOL ENTRANCE.

The report of a committee on high school entrance examinations was presented by Mr. Chancellor Burwash, Victoria University. It recommended the division of the high schools into two distinct classes, the one literary and classical, preparing for university and higher professional courses; the other English and scientific, preparing for agricultural and other industrial pursuits.

2. That the entrance to the first division should be such as to enable pupils to enter not later than 12 years of age, so that they may advantageously begin their language studies; while the entrance to the second division might be placed at a more advanced stage of the public school programme, and thus tend to raise the character of the public schools.

3. That in the selection of examiners for entrance to the schools of the first division representatives of high schools of this class, or of the universities, should have a controlling place. For entrance to those of the first division representatives of the public schools, and of the second division of the high schools, should have prominence.

THE ANNUAL MEETING OF THE NATURAL SCIENCE ASSOCIATION.

SCIENCE EDITOR, J. B. TURNER, B.A.

The meeting of this Association, which closed on the afternoon of Thursday, April 22nd, was a most successful one. The attendance was large, the subjects discussed varied and interesting, and the enthusiasm of the members all that could be desired. All the papers that were on the programme were presented. The president's address was a comparison of the state of science teaching in different countries, and showed that while we have made good progress in this respect there is yet much remaining to be done. Abstracts of all the papers will appear in the Proceedings of the General Association and will amply repay a careful perusal by all interested in educational work. The address by the Honorary President, Mr. E. C. Jeffrey, B.A., was a carefully worked out treatment of evolution in plant life. The address was illustrated with photomicrographs and showed conclusively that there is an evolution in plant life quite as pronounced as that which has been shown to exist in animal life. The conference of the section with the public school section on Nature Study in the public schools was particularly opportune at this time of the year, when the material necessary for carrying on this work is so abundant.

NATURE STUDY.

The first essential to successful work in Nature Study is to bring the student into contact with the actual objects. It is not sufficient that the teacher have a specimen to show to

the class, but every member of the class should have a specimen of his own. No one, even after long experience, can observe all the peculiarities of any object when he is at a considerable distance from it, hence the necessity for providing each pupil with a specimen of his own. Unless this point is observed no successful work in Nature Study can be done. The great obstacle in the way of undertaking this work in our schools is the want of time. Already the programme is so crowded that, it is claimed, the best work cannot be done. It is not proposed by anyone that Nature Study be introduced as a separate study, much less one for examination, but rather as aid in lightening work that is now found so onerous. One of its most obvious advantages is that it affords relief from the extreme pressure due to steady application to the usual routine of school work. It interests the children by furnishing an outlet to their restless activities, the desire of a child to be *doing* something. It aids the teacher in the ordinary work of the school. In illustration of this statement its use in the teaching of composition may be mentioned. The greatest obstacle to be overcome by pupils in the study of composition is apparently a lack of words with which to express themselves. The difficulty lies deeper than that, however, and is, as a matter of fact, a want of thoughts and ideas; once these are provided the supply of words adequate to the expression of them will soon be found. Nature Study will furnish abundant material for supplying the ideas which are to find expression in the composition. Its advantage as an aid to the teaching of geography needs only to be mentioned to be at once appreciated, and its applications to the teaching of other subjects will readily suggest themselves to the thoughtful teacher. The season of the year is at hand when material is most abundant and the interest of the child in nature the greatest. Let every teacher take advantage of this happy conjuncture of circumstances, and the results will doubtless be a great surprise to those who have never undertaken such work.

EDUCATION IN ONTARIO.

From the annual report of the Minister of Education we learn: The total number of pupils registered in the common schools of the Province, up to the 31st December, was 484,551, and the average attendance was 271,549. Of these 482,616 were between the ages of 5 and 21; 1,545 were under 5 years, and 390 were over 21. The number of kindergartens was increased to 95, with 201 teachers and an attendance of 5,901 pupils, under six years of age. The number of night schools was 31, with 56 teachers and 2,130 pupils. The number of public school teachers was 8,913, including 2,843 male and 6,070 female teachers. The highest salary paid is $1,500; the average salary of male teachers is $408, and of female teachers, $298. The total receipts of the public schools were $4,868,315,of which $3,332,995 came from municipal taxation; $298,419, legislative grant, and $1,236,901, clergy reserve fund and other special sources. The number of pupils in attendance at the 334 Roman Catholic separate schools was 39,773. The number of teachers was 755, the total receipts $331,561, and the total expenditures $296,655. The Protestant separate schools in L'Orignal and other French districts number 10, are attended by 492 pupils, and cost $6,183 for maintenance. The number of collegiate institutes and high schools is 129, employing 570 teachers, having 24,662 pupils in attendance. The total

receipts were $746,727, of which $114,862 was contributed in pupils' fees. The total expenditure was $720,583, of which $526,274 was paid teachers. At the entrance examinations for 1896, the candidates examined numbered 16,696, of whom 10,240 passed.

CORRESPONDENCE.

On the Teaching of Morality in Schools.

To the Editor of The Journal of Education:

Sir,—As your correspondent "A Veteran Teacher" touches on that most important of all subjects, the teaching of morality in our upper or so-called public schools, may I ask for space to say a few words? These schools train our statesmen, law-givers, members of Parliament, civil servants, etc., and, in fact, all who make our country what she is. Why is it that every right-minded mother who sends her young boys to these schools does so in fear and trembling, well knowing that the chances are that they will come back less pure and innocent than when they left home? Surely it is a blot upon our boasted civilization that this should be the case, and I cannot help thinking that if parents were to ask the following questions before sending their children to school it might be different: How are the men chosen who are put in authority over the boys? Are they the men of the highest moral character and intellectual abilities, or are they chosen because they can run the fastest, play the best games, and pledge themselves to teach certain antiquated doctrines, whether they believe them or not? How is religion taught in these schools? Why, *real* religion is not taught at all! Long chapters out of the Old Testament have to be learnt by heart. Chapters out of the same book are read to them, in which certain sins are spoken of as the natural conditions of life! What wonder, then, that there is need of a White Cross Society to help to cleanse our streets of a foul pollution? The public has kept silence too long, and ignored stern facts which stare them in the face. Surely, as evolution teaches that like produces like, it is all-important that the young should be trained in their moral as in their physical natures, that they may transmit high and noble feelings to their posterity. All social reforms work from the higher to the lower classes of society, so that the responsibility of the former is double. By all means let games and sports of all kinds be encouraged—they are a safeguard; but do not let the men of schools and colleges be brought up to think they are of supreme importance! There is a confusion in the minds of men as to the meaning of the words religion and morality. They see as in a glass dimly, and so long as denominationalism represents the former and the Old Testament the latter, in the teaching of the young, there is not likely to be more light.

I am, yours faithfully,
VERITAS.

History Teaching.

To the Editor of The Canada Educational Monthly:

Sir,—I think the enclosed is excellent advice to the teacher of history, and will come to many of our teachers as a revelation. In our schools we force our pupils to memorize facts, but too often forget to draw the lesson

these facts are competent to formulate. As the paper from which I quote says: "Most of the subjects in our school's curriculum are valuable chiefly for their disciplinary importance, and are sometimes wrongly called not practical because the information they afford is very small. History, however, is to a very important extent an information study, and the information it affords has both a special and a general value. In its special value it is a preparatory study for other studies, as arithmetic is for algebra. To the student of law it is as important as physiology is to the medical student. To the journalist it is not much less essential. Its general value is for the average citizen, by whom its information is needed, that he may interpret literature, that he may read the daily papers, even, with understanding. How often Demosthenes, Alexander, Hannibal, Cicero, and the long line of great men of long ago appear before us on the printed page to illuminate the present by an appropriate reference to the past.. Poetry and prose alike abound in these references.

"The problems of history are in kind just the problems of everyday life with all their complexity and intricacy. Why did the Roman republic lose its vigor? Was Pericles justified in spending upon Athens the moneys of the Delian confederacy? Was Washington right or wrong in his refusal to give to France that aid against England which France had so recently given to the United States? Was Champlain right or wrong when he took up arms against the enemies of his friends the Hurons? These are questions which contain all the elements of the problems which will so often confront every one of us, and repeated enquiry into such as these tends to develop the judgment. History deals with men and women, with motives of human action, with natural forces that influence life now as they always have. No other studies tend so much to give training in estimating men, their characters, their powers, their probable courses of action, as does the study of history in the knowledge of mankind, and the acquaintance with men's motives which it may be made to give. This is what Cicero meant when he said, 'History is the witness of times, the light of truth, the mistress of life.' And how few of life's problems do not have to do with men and women?"

Yours
Sincerely,
SELECTER.

OUR SCHOOLS AND THE DIAMOND JUBILEE.

To the Editor of THE CANADA EDUCATIONAL MONTHLY:

SIR,—A people is unworthy the name of a nation unless there is a strong national spirit, and a citizen usurps his citizenship unless he be a patriot. Patriotism is not always hereditary, for were it so there would be less of mobocracy to mar the pages of history.

Federated Canada is a young country, and as such is somewhat defective in national sentiment. A Nova Scotian is too much a foreigner in British Columbia and *vice versa.*

Each Province has a thoroughly provincial sentiment, but the complete and harmonious unification of these for all Canada has yet to be accomplished. It has begun to grow, but as yet it is insufficiently mature.

Not for a moment would we infer the disloyalty of Canada or of any integral portion thereof, for the generosity of our people lately evinced toward their fellows in India would immediately prove the inference without foundation.

The aim of all our statesmen should be to effect the speedy establishment

of a national sentiment more thoroughly national than anything at present existing; and Canada has never had an opportunity whereby she could create and foster the growth of such a spirit more favorably than the one to be presented to her in June—the Diamond Jubilee.

This event should arouse in the minds of the inert the significance of their opportunities, and the flagrancy of the crime of inactivity. It should engender such an overwhelming flood of loyalty as to drown for ever all poltroonery and indifference. It should kill the annexationist, and should weld into one the political parties of this vast colony toward the speedy advancement of that high and loyal ideal—the advancement of the Empire.

Nothing is more praiseworthy and noble in any character than true patriotism, but for the perpetuation of this cardinal virtue we must trust in and look to the younger element, the rising generation, the children of our country. Hence, should this celebration appeal most strongly to every child throughout the length and breadth of Canada—of what nationality soever. To them it should be an object lesson in patriotism.

We should so emphatically impress upon the mind of every child a truthful and fully realized conception of the present greatness and glorious victories of the empire in which he dwells, as to mature within him a thoroughly vigorous patriotic spirit, an exultant joy in present triumphs, and a never-dying love for the Union Jack.

There are probably hundreds of Canadian children who have never seen the British Flag, and the "jubilee" should be a means of exhibiting it from corner to corner of the Dominion.

Loyalty to one's country and the flag can be taught to a great extent at home, but the most prolific germ has its beginning in the little "red schoolhouse," where the teacher recounts to the many eager listeners interesting stories of history, and where are learned—sometimes—the national songs.

Every one of these institutions which appear so unimportant—but which, when properly superintended, are the base and foundation of every nation—should not only possess but should fly the Union Jack as well as our own Dominion ensign, which, we are sorry to remark, is foreign in appearance to many Canadians—and thus will the children become acquainted with its appearance, learn its significance, and of what it is a symbol, make its glory their glory, and as a consequence would love, revere and if necessity demanded would give their lives for that empire of which Canada is a gem, and whose flag and noble institutions they have learned to love.

What a glorious and memorable event it would be to see every school from the Atlantic to the Pacific celebrate Queen Victoria's Diamond Jubilee by at least hoisting the Union Jack and heartily singing "God Save the Queen!" And when the flag is once up do not take it down, but let it float with every breeze, and thus our children will learn to ever respect and guard it.

FREDERICK VAUGHAN.

Montreal, April, 1897.

Do not draw back from any way because you never have passed there before.

The truth, the task, the joy, the suffering on whose border you are standing, O my friend, to-day, go into it without a fear, only go into it with God, the God who has been always with you.

—*Phillips Brooks.*

SCHOOL WORK.

PUBLIC SCHOOL LEAVING ARITHMETIC.

BY P. S. HEAD MASTER.

1. A man invests the present worth of $2,662.40, due 8 months hence at 6 per cent. per annum, in bank stock at 95½ (brokerage ½) paying 4½ per cent. yearly dividends. Find the yearly income.

ANS $120.

2. I sell out $6,000 stock in the 6 per cent at 108, and invest the proceeds in 4½ per cent. stock at 72. Do I change my income, and how much?

ANS. Increase it $45.

3. I invest $10,175 in Bank of Montreal stock at 203, brokerage ½, paying 8 per cent. yearly dividends, and $4,950 in Bank of Toronto stock at 197½, brokerage ½, paying 7½ per cent. yearly dividends. Find my total income.

ANS. $587.50.

4. A and B invest capital in the proportion of 5 to 9. At the end of 5 months A withdraws 25 per cent. of his capital, and at the end of 6 months B withdraws 33⅓ per cent. of his. If their profits for the year are $3,051, divide it fairly between them.

ANS. A, $1,107; B, $1,944.

5. $159 due in nine months, when money is worth 8 per cent. per annum, is invested in Ontario Bank stock at 85, paying 4 per cent. per annum. Find the yearly income.

ANS. 7 1-17.

6. A man derives an income of $350 from an investment in the 3½ per cent. stock at 88; how much stock does he own, and how much is it worth?

ANS. $10,000 stock; value $8,800.

7. Find the change in income made by transferring

(1) $5 000 from the 4 per cents. at 84 to the 3½ per cents. at 70.

ANS. $10 gain.

(2) $12,750 from the 5 per cents. at 80 to the 5⅔ per cents. at 85.

ANS. $42.50 gain.

(3) $4,275 from the 4 per cents. at 80 to the 5½ per cents. at 99.

ANS. $19 gain.

(4) $2,500 from the 5 1-5 per cents. at 114⅛ to the 5 per cents. at 94⅞; brokerage ⅛ each way.

ANS. $20 gain.

(5) $3,600 from the 4 per cents. at 85 to the 5 per cents. at 102.

ANS. $6 gain.

8. A man has left to him $2,500. He invests one-fourth of it in the 6 per cents. at 112½, one-third of it in the 4½ per cents. at 80, and the remainder in the 3 per cents. at 75. Find his income.

ANS. $121.87½.

9. I invest $27,225 in the 3 per cents. at 90⅝, and when they have risen to 91⅛ I sell out and invest in the 3½ per cents. at 97⅜. What is the change in my income (brokerage ⅛)?

ANS. $80 increase.

10. I invest $25,500 in the 4 per cents. at 85, and when they have risen to 90 sell out and invest the proceeds in the 4½ per cents. at 108; find the change in my income.

ANS. $75 loss.

ENTRANCE ARITHMETIC.

1. Forty pounds of tea and sixty pounds of coffee cost $43; a pound of coffee costing twenty cents less than

a pound of tea ; find the price of a pound of each.

ANS. Tea, 55 cents ; coffee, 35 cents.

2. A farmer sold 3,240 pounds of wheat and 952 pounds of oats for $54.40 ; the wheat is worth 40 cents a bushel more than the oats ; find the value of each per bushel.

ANS. Wheat, 80 cents ; oats, 40 cents.

3. A man buys land at $64 50 an acre. If he sells ¼ of it to A at $65 an acre, 1-5 of the remainder to B at $48 for ¾ of an acre, and the remainder which is 108 acres to C at the rate of $36 for 4-7 of an acre, find his gain or loss.

ANS. Loss $153.

4. A man buys land at $80 an acre. If he sells ¼ of it to A at $60 an acre, ¼ of the remainder to B at $25 for 1-5 of an acre, and the rest to C, which is 144 acres at $50 for 2 5 of an acre, what is his gain or loss ?

ANS. Loss $7,360.

5. If 4 men or 5 boys can do ¾ of a piece of work in 24 days, in what time can 3 men and 15 boys do the rest ?

ANS. 2 2-15 days.

6. 7 men or 9 boys can do a piece of work in 21⅔ hours, in what time would 9 men and 7 boys do the remainder ?

ANS. 10½ hours.

7. A train running 40 miles an hour takes 18 seconds to cross a bridge 64 yards long ; what is the length of the train ?

ANS. 256 yards.

8. If a train running at the rate of 30 miles an hour crosses a bridge 150 yards long in 24 seconds, find the length of the train ?

ANS. 202 yards.

9. A train 20 rods long overtakes a man walking at the rate of 4 miles an hour and passes him in 10 seconds, how many miles an hour is the train running ?

ANS. 26½ miles.

10. A train 220 yards long overtakes a man walking at the rate of 3 miles an hour and passes him in 15 seconds, find the number of miles per hour the train is running.

ANS. 33 miles.

11. Twelve months' wages are $380 and a watch, at the same rate 10 months' wages are $310 and a watch, find the value of the watch.

ANS. $40.

12. A servant agrees to work a year for $128 and a suit of clothes, but leaving at the end of nine months he gets $92 and the suit ; what was the value of the suit ?

ANS. $16.

13. A grocer mixes two kinds of tea, worth respectively 45 and 55 cts., per lb., in the proportion of 3 lbs. of the cheaper to 2 lbs. of the dearer, and sells the mixture at 56 cts. a lb. ; find his gain per cent.

ANS. 14 2-7 per cent.

14. 5 gallons of wine worth $3.20 a gallon are mixed with 3 gallons at $4.80 a gallon, and the mixture is sold at $4.75 a gallon ; find the gain per cent.

ANS. 25 per cent.

15. A plate of copper 2 ft. 3 in. long, 8 in. wide and ⅔ of an in. thick, is rolled into a sheet 2 ft. 8 in. long, and 6 in. wide ; find its thickness.

ANS. ¾ inch.

16. A cube of gold, 2 inches to the side, is rolled into a sheet 3 ft. 4 in. long and 3 in. wide ; how thick is it ?

ANS. 1-15 inch.

17. Trees are planted 10 ft. apart around the sides of a rectangular field

80 rods long, containing 10 acres; find the number of trees.

ANS. 330.

18. A rectangular garden containing 24 square rods is 99 ft. long; how often can a boy measure the distance around it with a six foot pole?

ANS. 55 times.

19. I buy 60 gallons of syrup at $1.25 a gallon, pay $1.50 for carriage and $4 50 for duties; if ten per cent. of it be lost by leakage, at what price per gallon must the remainder be sold to gain by the whole tranaction $9?

ANS. $1.66⅔.

20. Bought 200 gallons of wine at $3.00 per gallon; paid for carriage $20 60, for duties $9 40. If ten per cent of the wine be lost by leakage, at what price per gallon must the remainder be sold to gain by the whole transportation $18?

ANS. $3.60.

21. A tree 91 ft. in length broke in falling into two parts, such that 5-12 of the longer piece was equal to ⅔ of the shorter; find the length of each piece.

ANS. Longer, 56; shorter, 35.

22. Three-quarters of John's money is double that of James's, and the two together have $55 44; how much has each?

ANS. James, $15.12; John, $40 32.

23. Find the cost of the lumber at $16 00 per M. that will be needed for a sidewalk three-quarters of a mile long, 4 feet wide and 2 inches thick.

ANS. $506.88.

24. What will the lumber cost at $18 per M. that will be required to build a sidewalk a quarter of a mile and 6 feet wide, the plank being 2½ inches thick?

ANS $356.40.

25. Find the L.C.M. of 45 cents, 60 cents, $2, $5, $9, $8.40, $12, $14, $21, and $28.

ANS. $12.60.

FOR ENTRANCE.

ANALYSIS OF SIMPLE SENTENCES.

BY P. S. HEAD MASTER.

A.

1. The noble mansions of the rich and the lowly cottages of the poor added their respective features to the landscape.

2. In another moment the livid lips and sunken eye of the clay-cold corpse recall our thoughts to earth, and to ourselves again.

3. Amid the solemn stillness of the chambers of death, imagination hears heavenly hymns chanted by the spirits of just men made perfect.

4. The beautiful river and the busy town of Marquette perpetuate the honored memory of the discoverer of the Great West.

5. The lives of these early Canadian Jesuits clearly indicate the earnestness of their faith and the intensity of their zeal.

6. By her writings and by her own personal example, Hannah More drew the sympathy of England to the poverty and crime of the agricultural laborer.

7. The cautious, old gentleman knit his brows tenfold more closely after this explanation, being sorely puzzled by the reason given.

8. Mr. Carlyle visited the leading battlefields of the Seven Years' War, while collecting material for the concluding volumes of his history.

9. The Latter-Day pamphlets assailed, with most galling invective and contemptuous ridicule, the leading politicians and institutions of the country.

10. He tells with great pathos the domestic tragedy of poor old Farmer George, third of the name; closing the sorrowful story with a possage in his own peculiar vein, full of mournful beauty and deep feeling.

B.

1 Sullen and silent, and like couchant lions,
Their cannon through the night,
Holding their breath, had watched in grim defiance
The sea-coast opposite.

2 Him shall no sunshine from the fields of azure,
No drum beat from the wall,
No morning-gun from the black fort's embrasure
Awaken with their call.

3 High o'er the sea-surge and the sands,
Like a great galleon wrecked and cast
Ashore by storms, thy castle stands,
A mouldering landmark of the Past.

4 Bear through sorrow, wrong and ruth
In thy heart the dew of youth,
On thy lips the smile of truth.

5 Then, with nostrils wide distended,
Breaking from his iron chain,
And unfolding far his pinions
To those stars he soared again.

6 Steadfast, serene, immovable, the same,
Year after year, through all the silent night,
Burns on for evermore that quenchless flame,
Shines on that unextinguishable light!

7 The sea-bird wheeling round it, with the din
Of wings and winds and solitary cries,
Blinded and maddened by the light within,
Dashes himself against the glare, and dies.

8 From each projecting cape
And perilous reef along the ocean's verge,
Starts into life a dim, gigantic shape,
Holding its lantern o'er the restless surge.

9 Encamped beside Life's rushing stream,
In Fancy's misty light,
Gigantic shapes and shadows gleam
Portentous through the night.

10 Stripped of his proud and martial dress,
Uncurbed, unreined and riderless,
With darting eye, and nostril spread,
And heavy and impatient tread,
He came.

CONTEMPORARY LITERATURE.

In the interesting department, Men and Letters, of the *Atlantic Monthly* for April, Mary Hartwell Catherwood has a charming short writing on "The Book That Is Not Written." In her case it is the book of a mother. For felicity of language and tenderness of thought it would be hard to surpass in its own line this little fragment. "The Story of an Untold Love," which seems to bind its narrator in a net of inactivity, is continued. Amongst other literary and critical articles may be mentioned one on "Mark Twain as an Interpreter of American Character."

Again, in the April *Century* Mary Hartwell Catherwood has attained a singular success with her story of

"Jeanne D'Arc." There is a sympathy in sentiment and a moderation in expression that wins for this study of the maid's character an involuntary approval. Here is no pinchbeck glitter, but a refreshing nearness to the life of the soil. "Hugh Wynne, Quaker," is a novel of the Revolution, of which, at last, Americans may well be proud. In the poetry must be mentioned "Easter Flowers," by Clarence Urmy, and by itself for those who are interested in the great novelist, "Thackeray, in Weimar," with illustrations taken from unpublished drawings of his own.

"Our Gentlemanly Failures," an article on men trained by sports and in no other particular way, is reproduced from the *Fortnightly Review* in the "Littell's Living Age" for April 17th.

In the *Ladies' Home Journal* for April is published a hymn entitled "The Beautiful Hills," by Ira D. Sankey, with words by J. H. Yates. C. W. Gibson's illustration of "People of Dickens," in this number, is "Tom Pinch and his Sister." It is always a pleasure to look at Gibson's drawing, but these are not our old friends. "The Burglar Who Moved Paradise" still continues to amuse.

The April *Review of Reviews* contains a valuable article by President Thwing, of the Western Reserve University, at Cleveland, on "How to Choose a College." The question of cost is fully gone into. In "Cleaning Streets by Contract," by George E. Hooker, we learn that New York and Toronto are the two cleanest cities on the continent.

In the May *Quiver* is a complete story by David Lyall, the latest of Dr. Robertson Nichol's literary discoveries, although one takes a risk in saying "latest," they succeed each other so rapidly. There is also an account of the ragged schools, and letters for the children, by Canon Shore.

"The Practical Mental Arithmetic," illustrating contractions in multiplication and abbreviated methods of calculation, by C. E. Lund, D.L.S. J. & A. McMillan, St. John, N. B. A useful text-book for teachers, giving assistance in class work and containing a number of examples for exercise.

We have also received from Messrs. Moffat & Paige "Brush Drawing," by J. Vaughan, Art Master and Organizing Teacher, of Manual Training School Board for London.

"Vittorino Da Feltre, and other Humanist Educators," by Wm. H. Woodward. At the University Press, Cambridge. The author tells us that this volume is intended as an introduction to the study of the education of the first period of Renaissance. To achieve this purpose, the book is divided into three sections; the first of which treats in a highly interesting manner of the life of the Humanist Vittorino Da Feltre, termed "The First Modern School Master"; the second is composed of translations of four treatises on education produced during his period, and containing principles and deductions which are often considered peculiarly of to-day; the third and last is devoted to a general review of education as conceived by humanist scholars. The work is characterized by the thorough scholarship and penetrating conception of life and thought in which alone a student can find satisfaction.

"Chapters on the Aims and Practice of Teaching," edited by Frederic Spencer. At the University Press, Cambridge. These chapters are written by well-known educators of England and Wales, and treat of the importance of teaching and the methods that may be employed in teaching

such subjects as Greek, Latin, French, German, English, History, Geography, Algebra, Geometry, Physical Science, Chemistry, Botany and Physiology. They deal with questions vitally important to Canadian teachers, and in so dealing do not lose sight of the fact that "the true worth of instruction—that is to say its vitalizing influence on the scholar's mind—depends less than is commonly supposed upon the particular subject through which the mind is approached, and more upon the stimulative method by which the mind is roused."

An "Experiment in Education," by Mary R. Alling Aber. Harper & Bros., New York. This is an account of an endeavor to reach a more satisfactory arrangement of studies in our schools—a subject which is arousing great interest in the minds of those concerned with education just now. In the present instance the author considers herself justified in teaching children to read and write in connection with the study of the natural and physical sciences, mathematics, literature and history.

There has also been received from Messrs. Harper & Bros. an edition of Dr. William Smith's "Smaller History of Greece," revised, enlarged and in part re-written by E. L. Brownson, instructor in Greek in Yale University.

"Theory of Physics," by Joseph S. Ames, Ph. D. Harper & Bros., New York. This is an extended and advanced text-book which aims at giving a concise statement of the experimental facts on which the science of physics is based, and to present with these statements the accepted theories which explain them. An endeavor has been made to emphasize the theory of the experiments in terms of more fundamental principles—from this has been taken the name, Theory of Physics.

"Experimental Physics," by W.A. Stone. Ginn & Co., Boston. Not so elaborate a text-book as the one mentioned above, but specially intended for use in the laboratory, giving details of instruction, etc.

THE CANADA EDUCATIONAL MONTHLY.

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

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

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

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

The third section, when fully organized, will refer to all matters connected with a proposed BUREAU for the purpose of finding situations for teachers or promotion in the service. Every subscriber will have the privilege of inscribing his or her name on the lists about to be opened for those who wish to have their names thus enrolled. As an experiment we hope many of our teachers will find this section of great service to them.

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

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

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

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