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HOW TO MAKE ROOM FOR ALL THE SUBJECTS
WHICH ARE TO BE TAUGHT IN OUR SCHOOLS.

This is a question which is ever being brooded over by the conscientious teacher, and when it is proposed to introduce any change in the school curriculum, no reply comes readier to his lips than the phrase "there's no time to introduce any such change." The plan which the teachers of the Superior Schools of our province have adopted of working on three time-tables during the year has been generally acknowledged to be an excellent one, and the following article by Professor Miall may be of service in showing how the time necessary for legitimate school-work may be economised :—

If the teacher were very teachable, says Mr. Miall, what a time he would have ! No one can write on education without insisting on new subjects, and yet the old claims are not relaxed. We must have natural science in several branches, modern languages (more efficient than heretofore), drawing, and gymnastics. But classics, and mathematics, and divinity, and cricket, and football, must be kept up or even improved.

Increased hours are not to be thought of ; indeed, many people think that the school hours are already too long. Fewer lessons, shorter lessons, and not so much home-work are the cry. More potatoes to carry, and a smaller basket to put them

in. We may well wish the schoolmaster strength to take a line of his own.

I believe that the problem is not an insoluble one after all. All that is essential can, I think, be got into something less than the customary time. But, to manage this, we have to begin gently, and to bring the boy over to our side; that means study of his nature, and adaptation of our methods to his strength and weaknesses.

I will not in this paper propose a single important change which has not been actually tried with good results. It would be pure waste of time to describe methods which have never been put into practice. Nor will I speak of methods which have never been tried on large classes and under school-conditions. Many of the suggestions here made are drawn from the settled practice of foreign schools, and are unfamiliar to English teachers merely because we have so little curiosity about what our neighbours are doing.

Suppose that at eight years of age the boy passes out of the preparatory school and begins book-learning. Take a good look at him before you start and notice his curly head, his "shining morning face," his restless hands and feet. I want you to realize that he is an absolute child still. He has curiosity and activity; he is quick to imitate grown-up people. But he has little perseverance; he cannot sit still long together; he cannot think continuously. Such a child must learn a little at a time. He must learn from spoken words rather than from printed books. He must have plenty of easy, varied, childish occupations, which exercise hand and foot and tongue. Don't forget that he has many things to do besides his lessons. He has to grow, to play, to prosecute a thousand private activities. His imagination is likely to be strong; his notions of accuracy and duty weak.

Watch him at his games. See how ready he is to combine and organize, how quick to imitate real life.

These qualities of the boy are your opportunities or your obstacles, according to the way in which you treat them. Try to screw him down to the Latin grammar. He will resist or evade you. If at last you carry your point, it will only be by weakening his natural force and treating him as a conquered enemy. Try to interest him in a piece of real and necessary work. He is willing but awkward and soon tires. He is good for little as yet—a colt, that will be ruined if you harness him to the cart before he is fit for it. If you are content to work him gently for a time, to begin with the things that he likes

and is curious about, you may do much with him in the end. But, if you are zealous and impatient, you may do him much harm; you cannot possibly do him any good.

There are two or three things which the boy of eight will take to with alacrity. He will gladly learn to draw. Give him paper and pencil and a colour-box and let him copy the shapes of various coloured objects. Among other things let him trace and paint the countries of Europe and the counties of England. Attend carefully to the way in which he does his work and see that he gets hold of the best methods. Teach him to get the shapes true, to lay his colours evenly, to letter neatly. But do not trouble him to learn the names by heart. You will find before long that without a word said he has learned all the names which signify.

Now is the time to teach him the rudiments of a foreign tongue. You will naturally choose a spoken tongue, and French is on many accounts the best for your purpose. You want no books at all in this stage. Begin with the names of the objects about you. Teach your class the French names of the things in the room, the things in their pockets, and so on. You can go a good way with only two verbs, *avoir* and *être*. Let the others slip in one at a time. When you have had your five or ten minutes' conversation, let the boys write down a few simple sentences from dictation.

Stories from English history will be welcome. Tell them in your own words, instead of reading them or hearing them read. Show pictures by the lantern of the boats and houses of the time, photographs of the old castles and abbeys. Draw rough maps on the blackboard and get the children to make better maps for the next lesson. Every story will furnish a short dictation. Story, ten minutes; dictation and correction, ten minutes; questions, ten minutes. Half-an-hour for the whole lesson will be enough at first.

Arithmetic and the simplest methods of geometry will require another daily lesson. Do not make your arithmetic too rational, but bring out its practical uses as much as you can. In the geometry you want to illustrate rather than prove. There need be no demonstrations as yet.

Reading aloud will enter into every day's work. Clear pronunciation is to be attended to from the first, and it costs much trouble to get it. Little pieces of poetry may be learned by heart. It is a good plan to divide a poem into stanzas or short lengths, and let each child read the same portion aloud every day. After four or five days he knows his own portion.

After four or five recitals without book he knows every other boy's portion too.

It is well not to take two sitting lessons in succession. After half-an-hour's French or arithmetic let the children be drilled in the open air, or dance, or practice jumping.

Continue a little longer the various arts already learned in the kindergarten. Compasses and a T-square and an inch measure may be used now and then. Give the class little geometrical problems, such as to describe a circle about a square, to make a parallelogram equal to a given triangle. The hard names need not be shunned, but the spelling of them is rather a bother.

Once or twice a week a letter should be written. It will be done ever so much better if it is to be posted when written and addressed.

There need be no separate lessons in writing, spelling, dictation or grammar. These will enter into every lesson in English history, French, etc.

The geography and English history will gradually become more formal. But I would never use a text-book of geography at all, and I would never give a lesson out of a school history. It can be used now and then as a book of reference. Train the children little by little to turn up in the history the particular facts which are wanted for the class lesson.

At nine or ten the reading of an easy French book may be undertaken. One copy of the book in the teacher's hand is enough. A tale-book is to be preferred, and there is nothing better than a tale by Erckmann-Chatrion. Read a short passage aloud in French. Have it translated clause by clause. Dictate it to the class and correct the dictations on the spot. Give short explanations and frequent questions on points of grammar. Frame sentences in French out of the words contained in the passage just read. Vary these until the idioms have become perfectly familiar. By this time, the regular verbs, and perhaps a few others, will have been learned by heart, bit by bit and in class.

In arithmetic there will now be a short blackboard lesson given every day and half-an-hour's practice on paper or slate.

An object lesson may be usefully given once or twice a week. Drilling or dancing and drawing should be kept up steadily.

The lessons are gradually lengthened to fifty minutes, the last ten minutes of the hour being occupied by changing classrooms and running out in the open air. Three lessons a day are enough for boys of ten, but lighter occupations will fill up

another hour or two of their time. Two lessons requiring close attention should come together as seldom as possible.

At twelve years of age there is still no striking change; there are three regular lessons a day, viz.: English, French and arithmetic with geometry. Two object lessons in natural history and one in experimental science may be given in the course of the week. Map drawing, model drawing, drilling and gymnastics fill up the rest of the school time. No home work is required as yet.

At fourteen, a second language, Latin or German, may be introduced and French will claim less time. If it has been well taught the class will now be able to read, write and speak French with tolerable ease. Continual practice and revision of the grammar are, of course, still required, Natural history may be left to the school club and experimental science may receive more serious attention. There will be four set lessons a day, a number which should not be exceeded without careful consideration. The strain of four good lessons is as much as the schoolboy or the schoolmaster can well bear. Each lesson is, I suppose, strenuous, spirited and lively. There is no saying off things learned by heart, no bookwork. I would have no preparation made by the class. In my own college classes I warn the men not to read in advance, and I should do the same if I were a schoolmaster.

The exercises should be short and *extempore*, given out and corrected in class. It is useless for the boys to write at great length exercises which are not corrected till the next day or the day after. After so long an interval the mistakes have as good a chance of being remembered as anything else.

I should not be inclined to spend too much time upon English grammar. The boy who knows any other grammar need only take up English grammar as a special subject. Treated historically, it can be made very delightful, as may many other special subjects, but we need not put it among the indispensables. Some of the text-books which treat of English grammar and analysis of sentences make me bless my own stupid old school, which never mentioned these things at all. Mastery of English, I would remark, does not come by grammar and analysis, but by observation and practice.

Many people, chiefly schoolmasters and art professors, will object to the introduction of no more than two foreign languages into the school course. And yet any one who collects evidence on the point will soon find out for himself that the average grammar-school boy gets only a miserable smattering of the

Latin, Greek and French which custom requires. When he leaves school he cannot read, write, speak or understand one of them. Now I do know, from actual experience, that an hour a day for five or six years will give a boy or girl command of one foreign language and a useful knowledge of a second. Let us then go for two only, and relinquish without regrets the unattainable third. It is the three languages, never really learned, which overburden the school course. We are like the monkeys which clutch at so many nuts that they carry none off.

No doubt there are boys here and there of exceptional literary gifts who would thrive well enough upon a school education largely made up of Latin and Greek. There are also a very few who would thrive upon mathematics or experimental science. But it is neither just nor sensible to make these early specialists the rule for the multitude. The specialist ought to get through the ordinary course betimes, and work at their own subjects for the three or four years which can be saved between the completion of the ordinary school-course (fifteen or sixteen) and matriculation at the university (nineteen). Even for them, early specialization has many risks.

"It is not what is done at school that is so important," I have more than once heard a schoolmaster say, "but what is done afterwards. We sow the seeds at school which grow up into trees later on. Surely it is a good thing to get through the tiresome rudiments betimes. Grown men and women will not fag at grammar, but they will carry on in after life the studies which they began at school."

There is one thing about this argument which moves me more than it would some other people, and that is the circumstance that I used it myself in all sincerity of conviction a good many years ago. But, unless it is substantiated by facts, there is not much in it, and the facts, when you get at them, tell all the other way, I will ask the reader to apply the following test for himself:—Put down on a sheet of paper the names of all your male relatives, brothers, uncles, cousins, who have grown to be men, and also the languages of which they have practical mastery. If your experience at all resembles that of the people who have made the trial before, you will find hardly a single case in which there is mastery of three languages and few in which there is mastery of two. Some will be found to know one modern language well, mostly because of residence abroad. But the commonest case of all is that in which no foreign language, ancient or modern, is possessed. As things go, it is unusual for the lawyer, or doctor, or clergyman, to have

mastered any one foreign language to the point at which it can be used in conversation or correspondence. I feel persuaded that it would be a real gain to culture if every capable school boy got sound French and no foreign language besides.

I would not in the least press the claims of science upon the schoolmaster. Pleasant talks about natural history and entertaining lessons on the chemistry and physics of every-day life are enough for boys under sixteen. I have found the dreariest stuff taught in schools under the name of science. Chemical analysis, in particular, is nearly always badly done, and even if it is well done, the schoolboy is not ready for it. The professor of chemistry will tell you that his students are seldom better and often worse for the chemistry they did at school.

We want to inoculate the curious schoolboy with scientific ideas, not to put him through a systematic course of science. The systematic course will come fitly when he has passed out of the imitative into the reflective stage. The passage is marked by the discontinuance of the imaginative games in which the boy pretends to be somebody else. Set before your unreflecting schoolboy mechanisms, natural and human contrivances, puzzles and simple problems. Never produce your systems. Take a fresh subject each time. Excite and stimulate his curiosity, for that is the instrument by which you can get the work done. I would have no text-book of science produced in the school, except in the upper classes, and then only for reference.

Young boys should, I think, have no home-work to do. They should have their evenings and holidays free for play, and home reading, and fret-work, and wood carving, and natural history rambles. It is the indolence and selfishness of the parents which makes them cry out for home-lessons to keep the children quiet. After fourteen, a moderate quantity of home-work, say an hour a day, will do no harm. But it should never be set upon the new and hard parts of the subject in hand; the good teacher will save these for the class-lesson and set home-work on the applications of what has been mastered in class. The new bit of translation, the new grammatical construction, the new step in algebra, will be taken in class, but the little historical essay, the illustrative map or the practical problem in geometry will be chosen as an exercise to be done out of school. I would give the home-work as much as possible of a voluntary character; it should never be essential to the progress of the schoolboy.

These recommendations as to home-work are largely based upon what I find to answer with the older boys who come to

college. We do the essential part of our work in the laboratory and class-room, and do it in such a way that no one can by mere thoughtlessness miss the meaning of what is going on. We have few subjects in hand at once. Five is considered too many, especially if one or two are new. The work done out of college (I am speaking here mainly of the biological work) is voluntary and intended to incite interest or insure practical mastery rather than to cover part of the teaching routine.

Why should the half-trained youngster be treated with less consideration than the older student; have his subjects multiplied and the hard parts left to be puzzled out at home?

I would beg the teacher who finds himself unable to cope with a crowded time-table to simplify the business at all hazards. Take up only so many subjects that each may come round pretty nearly every day. Limit the lessons to fifty minutes (less in junior forms) and have ten minutes out of every hour for a scamper out of doors. Let the home-work sink to a subsidiary, and in great part voluntary, occupation for the older and more ambitious boys. Above all, trust to enlightened and animated teaching and not to long hours and the fear of punishment.

Editorial Notes and Comments.

The Committee appointed by the last Convention to take into consideration the question of the training of teachers for our province has had its first meeting, and while nothing very definite was done, there seems to be a brighter prospect opening up for us in this respect through the information laid before the Committee and after its preliminary deliberations over the same. The point to be reached in this movement has already been reached in the other provinces of the Dominion; and only when we of the Province of Quebec can say that all the teachers in all our schools are trained or experienced teachers should we be anything like satisfied with the means we have at our disposal to secure the same. One of our educationists declares that the test of the teacher is efficiency. Not the showing he is able to make in an examination, but the final result he can produce in the character of those who come from under his hand. The efficiency is not the sort that can be counted upon always to work an increase of salary. But to leave a lasting mark on the mind and character of a pupil is the unmistakable sign of the real teacher. And the source of this power lies not in the teacher's acquirements, but deeper in

the very fibre of his character. "Words have weight when there is a man behind them." said the prophet of Concord. It is the man or woman behind the instruction that makes the real teacher a great deal more than a mere instructor. It is doubtful whether the supply of such men and women will ever be equal to the demand, notwithstanding the efforts of our educationists to teach pedagogic perfection and plead for its employment in our schools. What we may expect however, and what our citizens should demand is that no teacher should be employed in our schools without having had some previous training to fit him or her for the work of supervising the education of the generation that is growing up to lay claim to our common citizenship. To reach the desired results there seem to be but two plans the Committee have to select from, namely, the re-organization of the Normal School in such a way as to provide for the training of a larger number of licentiates or the utilizing of two or three academic centres where the future teachers are being prepared to pass the examination of the Central Board.

—The campaign in favour of better English among the pupils of our schools is making favourable progress. Nor should be there any halt in our efforts until a perceptible success has been attained both in the manner of the pupil's speech as well in his manner of writing or composing. The teacher who would succeed in this direction should begin at the beginning. "Can my pupils construct a sentence?" is the first question every teacher has to ask. Let the motto in all our schools be for a month or two the simple statement which has already been put in the mouths of many pupils attending our schools; namely, "If we wish to learn *to think* correctly we must learn *to speak* correctly and *to write* correctly." To emphasize this position, a distinguished reformer has said, "the first speech of children is imitative; we recognize the fact in all our attempts to teach them to talk. Whether we say sentences over to them, or they overhear the speech about them, it is all one; they form their own words and sentences upon the model that is presented. When the child comes to school, we continue the process; we set it examples to copy, we form its oral and written expression upon our own, but we know perfectly well that the child's expression is also formed upon the models which are or are not deliberately placed before it. Every teacher knows that in correcting faulty sentences, mispronunciations, inelegances of words and phrases, she is contending with all the defective speech of the neighborhood.

It is a commonplace of education that nothing more quickly discloses the child's home than its form of speech, and it is the despair of teachers that they are called upon, in the formal, brief lessons of the schoolroom, to overcome the influences which are in the very air the child breathes all the rest of the day."

—It may safely be said of our Superior Schools that there is now singing and physical exercises in all of them; and yet all the teachers may not be convinced of the necessity of having such enforced as school recreations. The question of physical training in the public school is thus discussed by M. V. O'Shea in the last *Atlantic Monthly*. The Delsarte philosophy makes the chest the centre of all being, and its proper development and carriage is the principal object of most of the exercises; but in order that this end shall be secured the whole body must be harmoniously developed. This is one object, of course, in all systems of exercises for training the body; yet in none of them has symmetrical, harmonious, expressive development been emphasized to the extent it has in the Delsartean systems. Most others, ancient and modern, lay great stress upon physical strength; while all Delsarteans seek rather to develop freedom, grace, and poise, believing that health and sufficient strength will necessarily follow. Especially with school-children there is less need to give particular attention to muscular development than to train them to use freely and graciously what bodily powers they become possessed of in their plays; but this does not imply that a system of exercises intended to make free the muscles of the body and to relieve the nervous strain induced by severe mental effort cannot at the same time develop muscular power. Fault is sometimes found with the Delsartean systems because they have apparently failed to recognize this fact; for many see in their exercises only weak attempts at grace and elegance of carriage and manner, qualities usually considered foreign to our sturdy American life. We have been accustomed to think that substantial strength and usefulness cannot go along with grace and harmony of bodily movement; but it is time to consider whether this is not an entirely erroneous view, particularly since such systems of physical culture as the Emerson, the Preece and others have already accomplished so much to prove that it is. It is perhaps true that hurry and struggle are not generally compatible with beauty and grace in form and movement; but this only seems to urge the greater need of inducting the present race of school-children into ways of acting that may be self-poised and

deliberate. The Delsartean exercises constantly favor this by the emphasis which is laid upon many poising movements that require the greatest calmness and steadiness of person in their execution; they favor it, again, by the greater stress which is laid upon the frequent relaxation of the entire body from muscular constraint, thus predisposing the mind to composure and restfulness; they favor it in still another way by the many graceful curved movements, and bending and stretching movements, which are executed with slowness and precision, instead of in a jerky, agitated manner, as in the case with most of the movements to be found in a majority of the schools where physical culture has a place. The exercises are usually accompanied by soothing, restful music, and this is always of marked psychological benefit, producing a peaceful effect as no other agency readily can.

—At this moment, when the question of education by the State is likely to disturb the whole Dominion of Canada, it may be interesting to notice from Miss Tuckwell's book on "The State and its children," how far Plato's notion has expanded. As the editor of the *English Journal of Education* remarks in reviewing this book, to teachers it must be interesting to note the long arm the State is stretching out over children. As early as Magna Charta, the State claimed rights over the young, but only the wealthy and orphaned, laying down rules for the guidance of those having wards under their care. Until a quite recent date, the State has had little concern with any but orphaned children; it is hardly going too far to say that up to the beginning of the nineteenth century children have been the absolute property of their parents; only their life has been protected against parental violence. Our century has seen a rapid and far-reaching change. Factory legislation, compulsory education, the Children's Charter, with the object of preventing cruelty (1889), the extraordinary powers conferred upon sanitary inspectors, who have large authority, to enforce personal cleanliness, etc., are a few instances of the growth of State control. The book just published by Miss Gertrude M. Tuckwell, "The State and its Children," gives further application of the principle that the child is not merely the child of his parents, but the child of the State. The idea is indeed as ancient as Greek civilization, but it is utterly repulsive to the average English mind. Yet, in the usual tentative, halting, compromising, English fashion, we are making a considerable advance in State control of the children, as both politic and practical. In her book, Miss

Tuckwell shows what children, other than orphans and the utterly destitute in the workhouse, are passing under the control of the State. Since Howard made his famous tour of the gaols, about 1792, reformatories have been created to receive youthful offenders; unfortunately, they are only sent to them after a brief term of imprisonment in the common prison. No one is sent after the age of sixteen, and the offence of which he is convicted must be one that in an adult would entail penal servitude. The sentence is from two to six years. The industrial school has followed the reformatory. Children must be under fourteen upon entering it, and must be (a) unmanageable in the workhouse, or (b) have parents undergoing a term of imprisonment, or (c) frequent the company of thieves or prostitutes, or they may be sent as truants, should no available day industrial school exist in their neighbourhood. The cupidity of some parents is well known; they are found constantly interfering in arrangements made for the benefit of their children. They readily abandon them when helpless; they are more than ready to resume control when wage-earning is within sight. The English theory seems to be that parents will choose what is wisest and best for their children; needless to say, it works out badly, and causes despair to those who have at heart the welfare of the children.

Current Events.

The Frontier Association of Teachers has been organized under the presidency of Mr. James MacGregor, Inspector of the Huntingdon district, who in his opening remarks is reported as having said:—The teachers of this district have long felt the necessity of adopting some means of co-operation among themselves in the interests of education. But the matter rested until returning from the Teachers' Convention in Montreal this fall. Whether it was the desire for continued social intercourse, or the inspiration received at the convention that revived the scheme may be questioned; but there is no question as to the fact that the teachers on board the train on their way home consulted together and resolved that every effort should be made to organize an association for this district. Accordingly advantage was taken of the presence of Dr. Harper to obtain the benefit of his counsel and experience in relation to Teachers' Associations. The result of this conference was the formation of this association, now known as "The Frontier Association of Teachers." At a subsequent meeting officers

were elected; the executive council and a committee were appointed; and the secretary instructed to notify all teachers of the district on this side of the River Richelieu. The objects of the association are many-fold; and yet they can all be expressed by one word—improvement. Now as all states and conditions of education, whether pertaining to schools, school houses, school premises, school teaching, school boards, or school inspection, are capable of improvement, it is evident that the objects of the association are almost, if not altogether inexhaustible.

—Though we have received no direct report from the secretary in regard to the proceedings of the first two sessions of this association, we have learned that at the last meeting a paper on French was read by Miss Wills, and on geography by Miss Ruddock. In the afternoon, Miss Graham took up the subject of composition; Miss Brown, home influence in the school room; Miss Watson, from the Kindergarten Training School, Montreal, summarized Froebel's system in a well prepared paper, illustrating the subject of "gifts and occupations," with material kindly lent for the purpose by Mr. Arthy, superintendent, Montreal. Discussion followed the reading of all papers. The evening programme was of a mixed character. Music by Mrs. Gardiner, Misses Ames and McGregor, W. Shanks and the McGill students; original poem by Miss Julia Ames, original composition, written by Academy boys, and read by Rhoddy White; calisthenics by Miss Gordon's class; Kindergarten drill and singing, Miss Watson; reading, Mrs. Dr. Shirriff; paper on mistakes in school management, C. S. Holiday.

—A meeting of the Executive Committee of the Provincial Association of Teachers was held in McGill Normal School on the 2nd of April. The programme for the next Convention, to be held in Sherbrooke in October next, was discussed during the session. The prominent feature of the next Convention will be the practical, as far as can be seen, suggestions having been made in favour of having such questions as agriculture in school, English, physical and vocal culture fully discussed.

—The announcement has been made that the Dominion Teachers' Association will hold its next Convention in Toronto during the coming Easter holidays. The particulars of the programme have not yet been issued, but from all reports the gathering is likely to be largely attended. The Executive Committee of the Teachers' Association of Quebec have decided to ask the Protestant Committee to provide the time for

teachers to attend the meetings at Toronto. The Hon. G. W. Ross, Minister of Education, Toronto, is President of the Dominion Association, and is working indefatigably to make its next meeting a success.

—Though Sir William Dawson is no longer at the head of affairs in McGill University, he is anything but an idle ex-principal. Hardly a week passes during which he is not called upon to fill some public function or other, while it is said that much of his spare moments are still spent in his room in the Redpath Museum. A week or two ago, he delivered the first of the Somerville Lectures in the Natural History Society's Hall, Montreal, his subject being, "The General Geographical Relations of Canada," and in course of the evening he noticed the natural division of Canada into great geographical regions, the varieties of climate, conditions, and resources in each, and the consequent great future capabilities of the Dominion in this respect, and with reference to internal trade; showing that we have within ourselves nearly all the resources necessary for civilized men, and that they are so disposed as to be available for foreign trade, and to promote internal exchange of commodities, the facilities for which it is in the highest degree our interest to develop as much as possible. The greatest and most important product of the mineral resources of Canada was undoubtedly fuel. In this respect the coal-producing areas of the country were estimated at 97,000 square miles, though the annual output had not exceeded 4,000,000 tons, an amount which the collieries of Cape Breton could alone produce for an indefinite number of years. The mineral fuel was also well distributed. One part on the Atlantic coast and at the entrance of the Gulf of St. Lawrence, another on the Pacific coast, and a third in the great interior plains and in the Rocky Mountains.

—In speaking of the resources of Canada, Sir William said that, measured by the extent of land to be cultivated in comparison with the number of hands to cultivate it, agriculture in Canada, however, must still be in its infancy, and this conclusion was confirmed by the remarkable developments which had taken place within the past few years under the influence of thought and enterprise. The forests of Canada were, no doubt, in a critical condition, but Canada still had more timber than any other country. The present annual export of twenty-six millions of dollars' worth represented only the natural increase in the forests of the country. Of the native animals a considerable decrease had taken place within

the past few years, but many still remained to be cared for. The fisheries of Canada were the most extensive in the world, yielding an annual revenue of more than \$20,000,000. The Government was doing all in its power to provide for their preservation and improvement. "We are, however," said the lecturer, "entitled to have our shore fisheries for ourselves, and I regard foreign poaching on these as quite as criminal as inroads upon our cultivated fields would be. To round out our fishing resources and enable us to protect them as we should, Newfoundland should join us, and France should be removed from her shores, and from these little islands which by their smuggling proclivities are killing and demoralizing our people on the shores of the Lower St. Lawrence. It would also be an advantage to us if we could induce our generous neighbors on the south to hand over to us their not very profitable territory of Alaska, with those island dependencies which their benevolent regard for the fur seal makes so costly to them. We could probably protect the seals at less expense and more effectually."

—The idea of our Young Men's Christian Associations teaching some of their members the use of their hands in a manual training department attached to the Association Building seems to have met with very general approval. The proposal involves an experiment which, if tried, will result in the establishment of workshops in every city in the land, under the auspices of the local associations, where competent teachers will instruct hundreds and thousands of young men in other callings than those of commercial and professional life. In these manual training will be given to the pupils. "Already" says one of our dailies, "the Montreal Y.M.C.A. has received a \$10,000 lot for the proposed school, and is now proceeding to establish it. There is no doubt that the arena of commerce is, to some extent, crowded. The professions are simply becoming unemployed mobs, often compelled, notably in the legal profession, to have recourse to means of gaining a livelihood not over creditable. The idea of the Montreal Y.M.C.A. is a good one. Schools of technical training are supposed to already exist in certain quarters. It remains to be seen whether the proposed institution will, when in working order, accomplish better results."

—The school authorities of Ontario, in addition to the usual preparatory work, require that the following selections be memorized before admission to the high schools: "The Bells of Shandon," "To Mary in Heaven," "Ring out, Wild Bells,"

"Lady Clare," "Lead, Kindly Light," "Before Sedan," "The Forsaken Merman," "The Three Fishers," "To a Skylark," "Elegy in a Country Church-yard." "Think of it," says a school journal of the neighbouring republic, "in these days of much teaching and, some say, little learning—that so many good things should be so securely lodged in the memory of all pupils promoted to a high school." What is the matter with our friend? Do they study no literature in the schools across the border?

—The trouble in the Toronto University arises, it seems, from lack of etiquette somewhere. The students are surely not so misguided as to think that a University can be conducted on the republican plan, even though there be a literary organ somewhere in the vicinity to speak back to the powers that be. The University authorities seem to have focused their indignation upon the head of the editor of the said organ, and in doing so we think they have done next to a very foolish thing. The editor of course is recalcitrant, and consequently the excitement has continued. A little common sense goes a long way in such cases on either side.

—A conference of educational workers lately busied itself mainly with the question of art decoration in the schoolroom. The president said that the idea of art in the public schools was to educate the child to a love of beauty and truth. The object was to be promoted by means of reproductions of pictures and statuary whose originals were acknowledged standards of beauty. In the same spirit spoke the chairman of the committee:—"The purpose of schoolroom decoration is to surround the child with objects of beauty, and to fill him with appreciation simply from absorption." Stress was laid on the necessity of care in making fit selection; and we would add a suggestion that some expert in decorative effects should be consulted. It is not given to every young enthusiast to arrange maps, chromolithographs, and plaster casts into a harmonious whole. But the idea is sound. Why should we not demand of our schoolrooms what Mr. Ruskin requires of the works of architecture, that they shall be such that the sight of them may contribute to our mental health, power, and pleasure?

—The Prussian Minister of Education, in acknowledging a copy of "Pestalozzi in Prussia," by Pastor Seyffarth, of Liegnitz, has expressed his opinion of the great Swiss reformer. We give a translation of his letter, which has attracted great attention and called forth a variety of comment in educational circles:—"Karlsbad, 30th July, 1894. Reverend Sir,—Receive

my heartiest thanks for your gift, a new and beautiful product of your unwearying industry. I need hardly tell you what lively interest I take in your Pestalozzi works. Pestalozzi opened a road for others to tread; it is he who to this day shows us the right path. Most of our teachers are, in some measure, aware of that fact. Our task now is to secure to them at least the bare sustenance of life. It is a consoling thought that there is among our people so large a capital of genuine, indestructible idealism. But even the largest capital is endangered if wild inroads be made upon it by those who cannot see and will not hear. This is why I am so grateful to you for assisting to preserve our treasure of idealism by religious, moral, and pedagogic effort, and by more substantial means.—I am, with much respect, yours, BOSSE." Pastor Seyffarth is, we need hardly add, the editor of the edition of Pestalozzi in eighteen volumes (1870-73) and the author of the "Pädagogische Reisebriefe." Of Pestalozzi Dr. Bosse plainly thinks that he did not fail at Yverdon.

—THE STUDY OF MANNERS.—A new course of study has been introduced in the curriculum of the Elmira Female College, being a systematic study of manners. The Council of Etiquette formed in the college is made up of representatives from all the college classes, and to this council disputed points are submitted. It looks up authorities, considers weight of evidence pro and con, and finally decides according to the best standards. Once every fortnight a member of the council presents an original paper to be read in the college chapel to the rest of the students. Some of the subjects thus presented have been "Manners in Public Places," "Letters and Letter Writing," "Chaperones and Their Uses," and others. The broad question of manners cannot be too much studied or too well understood. When it is brought down to finical questions of etiquette, which can never be decided for all time in all places, too much considering of them is both tiresome and harmful. the kind thing is usually the right thing. It is while one is hesitating over what Mrs. Grundy has decided to be the right thing that the opportunity to do the kind thing passes.

—SCHOLARLY SPANISH GIRLS.—For the second time in its history, writes Mrs. Rebecca Foslin from San Sebastian, Spain, to a friend in this city, the Government of Spain has conferred its scholastic diploma of the Institute of Spain upon some girls, and Protestants at that! These girls, taught at the Gulick School here, were awarded these diplomas last June for great excellence in their study: One for psychology, one for

Latin, one for Spanish literature. On the day of the opening of the Institute of San Sebastian (where boys are taught), the diplomas were presented by the Director. The professors sat in state on the platform in gorgeous attire, black robes with capes of blue satin, and caps with blue puffs; one professor shining in red instead of blue. The Queen's chaplain was presented in his clerical dress of his order. Two years ago, when the diplomas were given the first time, the boys cheered the boys and hissed the girls. The institute to-day ordered no noise of any kind, but the boys were but barely suppressed. It was a gain, however, and they find they have to work not to be left way behind by the girls. These girls are now preparing to enter the university. When fitted they go to Madrid (or the other university) for examinations.

—The Butterworth school case in Cape Colony shows that there is no exemptions from the ills that the teacher is heir to, even within the shadow of the Table Mountain. The case illustrates the schoolmaster's grievances everywhere. Briefly, the facts are these: For some time there had been friction between the board of managers and the master of the school. At last the board dismissed the master. The guarantors, who would naturally have most at stake, protested and appealed to Dr. Muir, who refused approval of the dismissal. Upon this the board expunged its former resolution, and the master remains in office. The shortcomings charged against the latter are, that he is a weak disciplinarian, that he taught the children false pronunciations, that his methods of teaching Latin are bad, that he threatened—against the rules—to cane the son of one member of the board, and that he did not get the boys of another on. All which may or may not be. We are not in a position to pronounce any judgment on the merits of the case. But was the tribunal a competent one? Is the theory sound that every one who has been to school is an expert in education. Opinions differ as to discipline, and, indeed, as to pronunciation. Much has been written on the teaching of Latin; more, we warrant, than the Butterworth critics have read; and parents have before now been wrongly dissatisfied with the treatment of their children. It would seem a safe rule that, where professional incapacity is alleged, the verdict should lie with the authorities of the profession concerned. We should hardly leave a parson to be tried for heresy by a jury of chimney sweeps.

· A Professor of Surgery, speaking upon the teacher's detection of disease in the pupil, observed that one child in a thousand

was born blind. His own experience, combined with the experience of others, led him to think that not less than fifteen or twenty per cent. of school-children had defective hearing, while, perhaps, a somewhat larger percentage had defects of vision of one kind or another, such defects of vision being particularly noticeable in the fifth and sixth grades. Both the sight and hearing of a child should be tested when it entered the school, a watch being used to discover defects in hearing, printers' type as a test for the eyes.

—A brainless frog was exhibited before the American Anatomists' Association last week. Dr. Burt G. Wilder, of Cornell University, said that some time before when he turned on his ankle, he concluded that the reason his ankles was not as strong as a horse's, was that his ancestors lived in trees and did not use their ankles to the extent we do. He then brought out a frog without a brain; a scar where the brain had been taken out was behind the left ear. The frog gave no sign when a motion was made before his eyes—showing he had not brains enough to receive a visual impression. On touching his back he wiggled and acted as though he would like to get away, but had not will power to do it. When put on a cylinder he made efforts to keep from slipping off, showing mental ability resided somewhere yet. And when put in water he struck out as any frog would, showing that all movements do not come from the brain. Food pushed into his mouth, when it choked him, was swallowed—showing that action was reflected from the spinal cord.

—School libraries are now to be found in nearly every town, though it is still necessary to urge the teachers to give more attention to the subject. Wherever the plan has been only partially successful fault seems to be attributable to those in charge of the schools. One form of complaint is that they do not properly look after the care of the books. These are needlessly torn and defaced because children are not instructed regarding ways of using and caring for them. They are wet, torn, smutched and otherwise injured by little folks who do not receive either at home or in the school the instruction which enables them to be intelligently careful of the books. Every teacher should make this a subject of instruction as part of the work of fitting the child for modern life. Some teachers do not help the children to select books and to get out of them the interest and help they may afford. Something is certainly lacking in a teacher who fails to appreciate the importance of such work.

Literature, Historical Notes, etc.

What is the greatest of all epic poems? Considered historically, in the light of its place in the literature of the most polished nations, it is—in the opinion of most people—the *Iliad* of Homer. Some there may be who will say the *Mahabharata*, the great classic of the Hindus. Some say the *Aeneid* of Virgil. But the almost universal voice of criticism will be in favor of the ancient Greek bard. Resting the case simply upon the merits of the poem, apart from its historical prestige among scholars, there is room for much diversity of opinion. There will be advocates of the *Paradise Lost* of Milton, the *Lusiad* of Camoens, the *Shah-nameh* of Firdausi, *Nibelungenlied* of the Germanic peoples.

The *Nibelungenlied*, the *Iliad* of the Northern nations, would seem to possess elements of superiority to all the others. The grandest moral lesson runs through it all. The combats which it describes are sublime. Strength and beauty are combined in its pictures of life. Might and terror have new meanings as the mighty and terrific forces contend in the poem, both in outward, bodily form, and subjectively in the strongest passions of the human soul.

Our Northern race, considered by the Southern nations of Europe as semibarbarous, had yet in its keeping, for centuries, a mightier song of the soul than Roman or Greek possessed. Yet it seemed unconscious of it. The youths of Northern Europe studied the pages of Homer and Virgil without realizing the inherent power of the *Iliad* and *Aeneid* that slumbered amid dust and cobwebs in old, deserted chambers of German houses.

For more than a century the critics have been busy upon the *Nibelungenlied*. It is now fully time that their work be popularized among all the nations of the Teutonic stock. No representative English form of the poem has been produced until now. Where was there to be found a man who could render our *Iliad* in a form to be read by the English and American branches of the old German stock? Our language has so parted from the parent German tongue in the long separation of these kindreds from the mainland of Northern Europe, that we, Americans and English, have changed the forms of our words derived from the mother speech, and have added to them, moreover, a vast number of words derived from Southern Europe. Who was there who could take the Germanic words of our language, and with them reconstruct

the Iliad of Northern Europe, so as to present it in a form—still Germanic in its elements—suited to the men and women of the United Kingdom and the United States?

The man has been found. He is William Morris—perhaps the greatest living poet. He wields the Saxon elements of our language with singular grace and power. Under his hand our Iliad is restored to us, as it was restored to Germany a century ago.

James Baldwin has related to children the plot of the *Nibelungenlied*, in his *Story of Siegfried*. He writes in almost poetic prose. His rendering of the story should be in every library for children.

William Morris has chosen the more Northern form of the poem for his version. The South German form is given in Forestier's *Echoes from Mistland*, a very readable book, which deserves a wide popularity. Probably it has been regretted by some that Morris did not make use of the same form of the poem. The regret, however, will vanish when the reader follows out the rendering of the great English poet of to-day. Less familiar than the South German version, it contains, if possible, elements of even greater power.

The antiquity of the story, and its relation to the great Persian epic, the *Shah-nameh*, is shown in its resemblance to the latter. In the Mardi Gras celebration of New Orleans, last year, the *Shah-nameh* was depicted in the floats. In one of these, the hero was represented as riding through the wall of fire. Neither poem borrowed this feature from the other. Both inherited it from a common ancestry in the remote past.

The *Nibelungenlied* impresses its moral in a somewhat unusual form. The working of the injury to others has been preached against with all the power of the Christian pulpit from the beginning—the danger of yielding to the temptations of ambition, selfishness, or malice, to the injury of our fellows.

Such is the moral of *Macbeth*, of *Faust*, of *Richard the Third*. But have we sufficiently considered the danger of one who receives unmerited injury? Kriemhild is the opposite to Lady Macbeth. She is not the aggressor. She is the innocent victim of repeated wrong, until her soul, long wrought upon by fearful injustice and a sense of moral injury, becomes changed to a demoniac nature.

No one proposes to abolish the *Iliad* of Homer in classical education—though there is little likelihood that it will ever again hold its old place in the education of English and American colleges. But why should not even a *general*

education among Germanic peoples—English and American, as well as German, Dutch, and Scandinavian—include an acquaintance with the Iliad of the great Northern peoples, the Iliad of moral power, the Iliad of verbal strength, the *Nibelungenlied*?

Goethe has been called the "sad Shakespeare of our later world." The Shakespearian characteristic of *Faust* is its universality. In the temptation which came to Faust is mirrored the desire which comes to all who have passed the bounds of youth, and long to live again in its delights. A touch of the same universality is seen in Hawthorne's exquisite sketch entitled *Dr. Heidegger's Experiment*.

The tempter Faust is not the devil of old days. He is the Devil of knowledge, not of ignorance. He is the Denier, not the asserter. He is the cold scoffer, not the warm advocate. Clearly Goethe saw and faithfully he depicted the curse of the Adversary of souls in our own day.—*H. M. Skinner*.

The proposed Monument to Montgomery at Quebec, and the Committee's justification of the honour thus to be conferred on a rebel and invader of Canada's soil. The following, says the *Witness*, is the report that has been unanimously adopted, and has been presented to and accepted by the City Council of Quebec by the Special Committee appointed a short time since to consider the application made to that body by certain American citizens for permission to erect a suitable monument to General Montgomery at the spot where the American invader fell in his abortive attempt to capture the city in 1775. What think we all of it?

Your Committee has taken into consideration the letter referred to it from some American citizens, asking permission to erect in the city of Quebec a monument to the memory of General Montgomery on the spot where he met his death. It is true that General Montgomery took up arms against the government of his country, and that to a certain extent he may be termed a rebel. But it is equally true that Montgomery fell, sword in hand, like a soldier and a brave man, while leading the troops of the Continental Congress under his command on the night of the 31st Dec., 1775, to the 1st Jan., 1776. On the part of the Americans, the erection of a monument to commemorate that event is but a homage paid to the bravery of one of their own people, who fought for the independence of his country and believed that he was serving our cause as well.

The Americans are too patriotic themselves not to appreciate the feelings which prevent us from taking an active part in this

movement. But this committee advises that they be generously allowed to carry out their object. Moreover, the companions and friends of Montgomery, men like Washington, Franklin, Jefferson, and Carroll, although rebels in the same degree, are none the less exalted to-day by both the New and the Old Worlds as the founders and leaders of a great nation. Should Montgomery be held despicable because he was less successful than they were? All the historians agree in saying that Montgomery was a man of distinction, and of great courage, and that his conduct while in Canada was marked by a great deal of moderation and humanity. Even the historian Smith, the son of an American loyalist, who fled to Canada, says, in speaking of Montgomery: "His general conduct to the inhabitants was highly decent and proper." At the time of his death, too, although public feeling ran high against the leader of the invaders of Canadian soil, the English governor of Canada, Guy Carleton, who commanded in this city, gave him decent burial with all military honors, and the chaplain of the garrison of Quebec, the Rev. Mr. De Montmollin, also attended to recite prayers over his grave. Some days after Montgomery's death, a number of the leading English merchants of Quebec also applied for and obtained permission from Governor Carleton to show some marks of kindness, in the shape of New Year presents, to Montgomery's companions who had been made prisoners, and they were given a ration of beer, which they had not tasted for a long time. In 1791, when the bill which granted us a constitution was under discussion in the English House of Commons, the spectacle was further witnessed of Fox reminding Burke that during the American war of Independence they had both rejoiced over the success of Washington, and that they had given way to tears over the death of Montgomery. Your committee, supported by the example of these kindly proceedings, and desiring also to manifest courtesy to our neighbors of the United States, who annually visit this city in such large numbers, therefore suggests that, in so far as we can do so, the application be graciously granted, always, however, on the condition that the choice of the site, the plans of the monument and, above all the inscription, be submitted for the approval of this Council.

THE PARTICULAR SERVICE OF OLIVER WENDELL HOLMES.—Whittier did much more than Holmes to soften Puritan theology, but Holmes did vastly more than Whittier to soften the Puritan temper of the community. And here was his most characteristic work. He was neither stoic nor ascetic;

neither indifferent to life's sweet and pleasant things, nor, while hankering for their possession, did he repress his noble rage and freeze the genial currents of his soul. His was "an undisguised enjoyment of earthly comforts"; a happy confidence in the excellence and glory of our present life; a persuasion, as one has said, that "if God made us, then he also meant us," and he held to these things so earnestly, so pleasantly, so cheerily, that he could not help communicating them to everything he wrote. They pervade his books and poems like a most subtle essence, and his readers took them in with every breath. Many entered into his labors, and some no doubt, did more than he to save what was best in the Puritan conscience while softening what was worst in the Puritan temper and what was most terrible in the Puritan theology. But it does not appear that any one else did so much as Dr. Holmes to change the social temper of New England, to make it less harsh and joyless, and to make easy for his fellow-countrymen the transition from the old thing to the new. And it may be that there was the secret, in good part, of that great and steadily increasing affection which went out to him in the later lustrums of his life. It was recognized, or felt with dim half-consciousness, that here was one who had made life better worth the living, who removed the interdict on simple happiness and pure delight, who had taken an intolerable burden from the heart and bade it swell with gladness in the good world and the good God. Whatever the secret, it is certain that no man among us was more widely loved, or will be more sincerely mourned.

STANDARD YARD AND POUND.—Sealed in the walls of Parliament and opened every 20 years.—The originals of our yard measure and pound weight—otherwise the British standard of weights and measures—are sealed or walled up in the House of Parliament at London. The cavity in which these precious standards are preserved somewhat resembles a tomb, and can be opened only by tearing away the wall. The two articles which are therein so safely cased are both of metal. The yard measure is of bronze, in the shape of a bar, 38 inches in length, 36 sections, or one yard, having been marked off upon it with some finely scaled instrument. The weight standard is a cube of platinum, weighing exactly 16 ounces. Weighty as it is, it is scarcely more than an inch in extent on either side, and, if sold for the metal there is in it, would bring nearly \$200.

Once every twenty years the walls inclosing these standards are torn away for the purpose of removing the two pieces of

metal and comparing their length and weight with the official standards in use by the Bureau of Weights and Measures. These comparisons are made under the supervision of the president of the London Board of Trade, and several other officials appointed by the different branches of the Queen's Government.

Extremely delicate and elaborate apparatus for making these comparisons are used, and if the units in use by the bureau referred to have been changed, or deviate in the least from the standards with which they were compared twenty years before, they are immediately changed, so as to conform with the original bronze and platinum types. The ceremony of "comparing the standards" was last made in April, 1892. After the comparisons had been made and no variations detected they were again walled up with the understanding that they would not again be disturbed until April, 1912.

—Pestalozzi is no doubt the most important figure in the history of elementary education, and it is fitting that his personality, his aims and ideas, his work and influence should be closely studied. He could truly say to himself that he "turned the car of education quite around." The world owes him a great debt. The charming Prussian queen Louise was among the first to see this. She said (in 1808): "I am just reading Pestalozzi's 'Lienhard and Gertrude.' I feel happy in the midst of this Swiss village. If I could do as I should like to, I would order my carriage and drive to Switzerland and to Pestalozzi, in order to warmly press the hand of that noble man and to thank him with tears in my eyes. How well he means it with mankind! Yes, in the name of mankind I thank him." She was a mother and knew the true worth of the educator.

Professor (describing ancient Greek theatre)—And it had no roof.

Junior (sure he had caught the Professor in a mistake)—What did they do, sir, when it rained?

Professor (taking off his glasses and pausing a moment)—They got wet, sir.

FIFTY YEARS OF WORK.—A man fifty years old has, according to a French statistician, worked 6,500 days, slept 6,000, amused himself 4,000, walked 12,000 miles, been ill 500 days, has partaken of 36,000 meals, eaten 16,000 pounds of meat and 4,000 pounds of fish, eggs and vegetables, and drank 7,000 gallons of fluid, which would make a lake of 800 feet surface of three feet deep.

A FORCE OF NATURE.—The teacher had up the class in primer of natural philosophy, and she had told the youngsters the story of Newton and the apple.

"Now," she inquired, "what makes the apple fall to the ground?"

Not a hand went up for some moments, and then a dirty one belonging to a small boy slowly arose.

"I know," he said.

"Well," smiled the teacher approvingly "tell the class."

"Cause it's rotten."—*Detroit Free Press.*

Practical Hints and Examination Papers.

METHOD OF TEACHING GRAMMAR.—The following hints and suggestions as to method of teaching grammar are given by Dr. Hinsdale :

1. Formal or technical grammar is an abstract metaphysical study, and the pupil should not enter upon it at too early an age. If he does, the time so spent is wholly or mainly lost, and future interest is impaired or altogether killed. Language exercises should form a regular approach to grammar.

2. The two main elements of the sentence may be taught in the sixth school year. That is, the child should be taught that every sentence has such elements, that they perform such and such functions, that there can be no sentences without them, that they form its framework or skeleton; and in addition he should be taught to point out the subject and the predicate as the two things that are essential to the expression of thought, is an important step in education.

3. In the sixth year also the larger features of the doctrine of modifiers may be taught and illustrated; also the principal parts of speech—the noun, the verb, the pronoun, the adjective, and the adverb, and the pupil be required to practise upon suitable examples. No book should be used, nothing need be said about grammar, and the work should be affiliated with the language lessons.

4. Formal grammar with a text-book should begin with the seventh year. Etymology should first be taken up, if the sentence has been previously taught as recommended; if no attention has been given to the sentence, grammatically considered, then the work should begin with analysis as before, but should proceed much more rapidly. Emphasize etymology in the seventh year, syntax in the eighth.

5. For a time parsing and analysis should conform to definite models. This will ensure regularity and thorough treatment.

Afterwards the two processes may be carried on more rapidly, dwelling on only the more difficult points. When a certain stage has been reached, it is sheer waste of time to require a pupil to parse articles, to compare adjectives, to decline pronouns, and wearisomely to go through a prescribed formula even in handling the important etymological elements. The same may be said about analysis. In the high school, especially, a few questions skilfully directed will often lay open the whole structure of a sentence, and thus enable the class to move on.

To guard against possible misapprehension it may be well to say explicitly that parsing has educational value. Pupils should be taught the facts and regulations that are expressed by inflections and by position, and the best way to do it is to require them to describe the words, telling what they are and naming their properties, for that is what parsing is. Observation and reflection are also cultivated.

4. Some pupils tend to think that the world of grammar is an unreal world, invented by authors and teachers to confuse and distract them. Hence it is important, as Professor Laurie says, that the method shall be as real as possible. Emphasize the fact that grammar deals with real things and properly taught is not artificial. Definitions and rules, if good ones, express facts just as much as the definitions and rules of mathematics; and to teach grammar is to teach these facts. Nowhere is it more important than here to prevent the pupil from filling his mind with merely verbal knowledge. Verbal knowledge about material facts is bad enough; verbal knowledge about words and sentences is even worse. Stress must be laid upon the principle that use, sense, or meaning is the basis of the grammatical classification of words.

7. In teaching grammar to elementary pupils no time should be given to controverted points, or really difficult points; the discussion of idiomatic construction is wholly out of place; instruction should deal only with what is plain and simple, or at least relatively so. In the high school, of course, more difficult work may be entered upon; but even here it will be waste of time to crack the hard grammatical nuts that so much delight the experts. Such work as this belongs to a more mature state of mental development.

Correspondence, etc.

To the Editor of the EDUCATIONAL RECORD :

DEAR SIR,—The name of Prof. Collar is very familiar in our Province, and when we think what an emphasis was placed on the necessity for an improved Latin pronunciation a little while ago, during one of our teachers' conventions, it is gratifying to learn that the standard-bearer of the fad is not without some proper views on

the study of Latin after all. Would that they were more common among those of our pedagogues who are anxious to have "the boys" think in Latin as well as write in it as a composition exercise. At a convention lately held in New England, Prof. Collar is reported to have said: "I felt last evening as I heard President Hyde's extravagant claims for Latin, that almost precisely the same claims that he made for the study of Latin now as a necessity, might have been made two hundred years ago, but that they were not all appropriate now. Those claims ignore all that has been done in the study of Latin in two hundred years. Practically his remarks amount to this: If you want to know about Roman antiquities you must grope for your knowledge in Latin texts. If you want to know Roman history you must go to the original sources. But I think you will do better to go to Smith's dictionaries for the former, and to Ihne, Mommsen, and Gibbon for the latter. If you want to understand classical allusions, there are shorter and better ways than to rummage a great body of Latin literature.

"I suppose President Hyde would say: you ought to study Latin to get at the literature. Well, how many have got at Roman literature through Latin? Very few persons, indeed; there are most excellent translations of everything in Latin; and Latin literature is open to everybody who does not know a word of Latin. Certainly all knowledge can be translated; all ideas can be translated. What then would you lose in regard to Latin literature if you should get it in the best translations instead of in the original? Something is lost. But it would be difficult for all but a few, and those superior scholars, to say what. Now, we had better clear our minds of cant. Latin is useful to be studied for many reasons, and I myself don't see how a person can have a thoroughly inner knowledge of English without the study of Latin; but let us not study Latin because there are remains of Roman roads and bridges, nor to understand classical allusions, nor for a knowledge of Roman antiquities. Let us study Latin for good reasons, but not for the reasons urged. It is not necessary to set up any extraordinary claims for Latin."

And what is going to be said about the extraordinary claims that the University School Examiners of our Province are making for Latin? What about this folly of asking our boys and girls to read Latin at sight? Emerson has somewhere said that after he came to manhood's estate he never read a foreign book in the original if he could find an acceptable English translation. With Emerson and Collar on our side, we teachers of Quebec may surely demand that the study of Latin for its own sake should be abandoned in our province.

ACADEMICUS.

[We are very anxious that our teachers should take advantage of our Correspondence Department, and in preference to a repetition of what has already been said on this score, it may be well to quote the

advice of the Editor of our contemporary, the *Educational Journal*, of Toronto. We would like, on the plea that in a multitude of counsellors there is safety, says the Editor of that periodical, to draw out the ideas of our teachers to a much greater extent than we have hitherto succeeded in doing, on Educational questions. The discussion on the question of age, mental and moral qualification, and just remuneration of teachers, which has been going on in our columns, and which is not yet concluded, for we have more letters to publish, will, we believe, result in good. We may not, for various reasons, be able to publish all the letters sent us, but we like to receive them, and to print as many as possible. Editors are of necessity compelled to be somewhat arbitrary in such matters. No disrespect to the Department is involved in proper criticism of its methods. On the contrary, we dare say that the responsible authorities are glad—and if they are not they ought to be—to have such subjects discussed. No government in a free country can legislate far in advance of professional public opinion. Those who help to form such opinion along right lines are benefactors. Nor is it against the interests of young candidates for certificates to advocate the elevating of the standard, for whatever raises the level of the profession to a higher plane confers a real benefit upon all who purpose to engage in it. The indirect but sure effect of such raising of the standard must be to increase salaries and improve the position of the teacher in every respect. And to all of this the Editor of the *Educational Record* says Amen.]

To the Editor of the School Journal :

DEAR SIR.—Finding that my geography class was not particularly interested in latitude and longitude and did not understand it very well, I tried the following and was successful :

Arthur, tell me where on this apple do I place this pin? Yes, on the side nearest to me, but now, when I turn the apple, where is it? Cannot tell? So you see it is difficult to locate anything on a moving ball. Now I will tell you a story. Will you try to imagine it as I tell it to you?

There was once an old man who owned a large round farm, very large. 360 measures around, made up, as farms are, of plains, hills, and valleys, also *this* farm was more than half water, remember that. This circle will represent the farm, draw one on your slates, with chalk if you like.

The old man of course had a great many men to work on his farm. and as he sat at home and they came to him for directions he sometimes found it hard to make them understand just where he wanted them to go to work. *He* knew all about it, but they were sometimes new hands and made very bad and ridiculous mistakes, going to his orchards to cut timber, drawing off his fish ponds, and turning aside his trout streams.

Now, Thomas, you are a practical farmer and own a yoke of oxen. What would you do in such a case? "Divide the farm off with fences." That's a good idea, but how? Explain. "Across and across, making square lots and number the lots." A very good idea. The old man bettered it though. Can you tell me how, George? "Yes, he put fences around and around, a *measure* apart, but first he placed a large stake in the center, like this, make it on your slates, and make circles for the fences. Then he ran fences from the road which bounded his farm all around, and made them a measure apart, and brought them to a centre at the great post in the middle. So you see there were 360 of them and the lots could be located. Put lines on your diagram for the north and south fences too. He began at his house right here where he had a high tower and numbered the fences from 1 to 180, then on the other side from 1 to 180. Then he numbered the round fences from 1 to 90. Now you see he could send his men to fence No. 45 north of the road, to fence No. 70 west of the house to cut ice, others to 77 west and 43 north to gather hay, and others to 120 west to bring fruit or dig gold, and they could find their way by the numbered fences. Now I will rest and you may ask questions.

"Was the old man's name Uncle Sam?" I think it was John something who first adopted the plan, but Uncle Sam who owns the same kind of a farm on the other side of the road, soon began to count from his house at Washington, so now there are two ways of locating ships and cities. You will see the number of the fences on your maps at top and bottom. Yes, I mean the world of course. Right, Mary, the stake is the North Pole. So you have found the map of the northern hemisphere and think it resembles your diagram. Certainly I know you cannot make 360 marks for fences, but you can make 36, that will make them 10 what apart—"10 measures?" Yes, the measures mean degrees and every degree is you know 69.25 of our common miles."

Now if you knew that a city was in 74 west and that another was in 88 west, how would you tell the distance in miles between them? Yes, multiply, their differences in number by 69.25. But if one place is east and one west then multiply the sum of their numbered fences by 69.25. You know ships could not sail without fear of losing their way on the great ocean if they could not calculate with a wonderful instrument just how far they are from the equator, which is our imaginary "road," and what number of our fences they are near.

Now shut your eyes and imagine you see a great ball marked off in squares with two poles sticking out and a belt of fire around the middle, with our two farms fenced off and numbered. That is one world. Our side of the fence is called north latitude, the other south. From the first high tower to the left is called east longitude, to the right west longitude. The fiery belt or road is a great circle

because it cuts the earth into two equal parts, and the meridians are great circles for the same reason, and the all-round fence which run in the same direction with the equator are called parallels.

By the way, here are some hard words to spell and define. Spell and define for your afternoon spelling lesson, equator, longitude, latitude, parallel, meridian, observatory.

FRANCES M. HAYNES.

Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to Dr. J. M. Harper, Box 305, Quebec, P.Q.]

The article in the *Atlantic Monthly* for February of especial interest educationally is that on "Physical training in the Public Schools," by M. V. O'Shea. In it is described what the author believes to be the best system of physical exercise for schools. In "The Subtle Art of Speech-reading," Mrs. Alexander Graham Bell gives her experience in learning to read the lips after she had lost her hearing, and "A Voyage in the Dark," by Rowland E. Robinson is the experience of one deprived of his sight. Mrs. Ward's novel, "A Singular Life," gains in interest, and two articles on Russia are well worth reading. The *Atlantic* reviews are always good. In the February number are a criticism of three English novelists, Meredith, Caine and Du Maurier, and an article on "Recent Translations from the Classics." The *Atlantic Monthly* is published by Messrs. Houghton, Mifflin & Co., Boston.

The University Extension World, published by the University of Chicago, should be read by all interested in the university extension movement. The January number contains some very interesting articles, among which are "University Extension and University Degrees," and an illustrated description of Professor Geddes' University Hall, Edinburgh.

LESSONS IN THE NEW GEOGRAPHY, by Spence Trotter, M.D., and published by D. C. Heath & Co., Boston, U.S.A. The author believes that Geography is something more than the learning of names of places, that it holds an important position in the knowledge required in every-day life. The lessons are thoroughly descriptive—of men and manners, of plant and animal life, of physical features, as they are found in the various countries of the world, and treat generally of geography in its relations to life. The book is prepared for both pupil and teacher.

STORIES OF OLD GREECE, by Emma M. Frith, and published by Messrs. D. C. Heath & Co., Boston, U.S.A. We are glad to recognize in the simply told stories of this little book our old friends, the gods and heroes, Apollo, Daphne, Orpheus, Prometheus, Epimetheus and Pandora, and the others. We are sure that all children will listen with interest to these old stories and take in, as well, the simpler

truths conveyed in them. The stories are well gotten up and nicely illustrated.

THE DE BRISAY ANALYTICAL LATIN METHOD, PART I., by C. T. De Brisay, B.A., and published by Ellis & Co., Toronto. The study of languages is a most important factor of all education, and it would seem as though Latin, having survived the period of unpopularity through which it has recently had to pass, were returning to favor again. It is still required for higher diploma and matriculation examinations, and intending candidates will be glad to know that its mysteries can be mastered in six weeks. One thing is certain, that the analytical method is by far the more natural, as a careful examination of even the first part of Mr. De Brisay's system will show. The course consists of four parts or sixteen lessons, and, in the case of those who become pupils, special instruction is given by mail, exercises sent in being examined personally by the author. This is found to be a great help to students. We are sorry that lack of space prevents our giving a detailed review of Mr. De Brisay's book, but we would recommend those interested in it to obtain from the publishers the first part, in which intending students will find all information concerning the full course.

Official Department.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, under date December 1st, 1894, to appoint two school commissioners for the municipality of La Côte St. Léonard, county Hochelaga; two for the municipality of Ste. Cécile de Milton, county Shefford; and one school commissioner for the municipality of Ste. Félicité, county Matane; also to appoint a school trustee for the municipality of St. Andrews, county Bagot.

5th Dec.—To appoint a school commissioner for the Town of Chicoutimi.

14th Dec.—To appoint a school commissioner for the municipality of St. Adolphe d'Howard, county Argenteuil.

31st Dec.—To appoint a school commissioner for the municipality of St. Alexis, county Maskinongé.

8th Jan. (1895). By order in council to detach from the municipality of Coffin's Island, county of Gaspé, lots Nos. 37, 38, 39, 40, 41, 42, 44 and 45, and annex them, for school purposes, to the municipality of "Grosse Ile," in the same county.

This annexation to take effect only on the 1st of July next (1895).

10th Jan.—To appoint Mr. Thos. H. Belton, school commissioner for the municipality of the village of Melbourne, county of Richmond, to replace Mr. Robert Dunbar, deceased.