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THE  
EDUCATIONAL RECORD  
OF THE  
PROVINCE OF QUEBEC.

THE MEDIUM THROUGH WHICH THE PROTESTANT COMMITTEE OF THE COUNCIL  
OF PUBLIC INSTRUCTION COMMUNICATES ITS PROCEEDINGS  
AND OFFICIAL ANNOUNCEMENTS.

VOL. XII.  
JANUARY TO DECEMBER,  
1892.

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THE  
EDUCATIONAL RECORD

OF THE  
PROVINCE OF QUEBEC.

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No. 1.

JANUARY, 1892.

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**Articles : Original and Selected.**

PHYSICAL EDUCATION IN SCHOOLS.

BY W. A. KNEELAND, B.C.L.

Physical Education is receiving more attention from educationists now than it formerly did, and before many years I trust that it will occupy a prominent place in our public school system.

Having studied several so-called "systems," I believe that the Swedish, promulgated by Ling, is one of the best, as it depends little upon appliances, but endeavors to apply the means contained within the body for sustaining and increasing its health. A body under the entire control of the will is the idea.

In order to ascertain the true place of Physical Education, we ask, What is the object of School Education? It is to fit the pupil for a life of usefulness and honor, that he may leave the world better than he found it, and to glorify the Maker of these bodies of ours. Whose duty is it to fit the child for such a life? The parents', no doubt; but inasmuch as by law and custom their powers and privileges, to a large extent, are delegated to the teacher, I hold it to be her duty. Is it all of life to live, or is that only the small part of the life of one who is gifted with reason and the higher powers? I fear me that many a shipwrecked mariner of life's journey owes his failure to the lack of that supreme personal interest in him which would have enabled the teacher to make any sacrifice, to overcome any obstacle in

order that her pupil might enter upon life's duties and struggles—a man in every sense of the word. I hold that the careful and successful teaching of the mental work laid down is not enough, that the teacher has utterly and miserably failed who has only accomplished that. Every boy and girl must know that in his teacher he finds his best friend next to his parents, and in too many cases, before even them. Let our educators strive to make their institutions known for the nobility of character of their graduates, for the thorough training of the mental, moral, and physical sides of their natures.

It is my firm conviction that the teacher is directly responsible for the ungraceful bearing and physical weakness of nine-tenths of her pupils who are thus afflicted, not primarily so, perhaps, but as the lawyers would say, she is "an accessory after the fact," and sometimes even before it.

How is it to be supposed that parents who cannot read shall instruct their offspring in the use of the mother tongue? All will grant that this is the province of the teacher. How, also, are parents whose minds are more fully occupied in the mathematical problem of how to feed, clothe, church and school half a dozen or more children on a dollar a day, as many do; how, I say, are they to put them through such a course of physical exercises as shall leave its mark for good upon the grown man and woman?

Many of my hearers, who teach in farming communities, will smile at the idea that their Toms and Jacks, their Bills, Hanks and Joes, require exercise in school to make them perfect in body. To all such I will say, *I have lived there*, both as pupil and teacher, and my experience is that country children, even more than city ones, need that very thing; for everyone recognizes in the bent and stooping, though muscular figure, the result of the kind of the exercises they have gone through, in picking up stones and carrying in wood, until the shoulders lose almost all resemblance to nature. And the girls are too often their twin sisters in this respect. It is a shame to see these young and sprightly lads and lassies come into our schools erect and noble in all the dignity of their five or six years, and leave us with their mental nature vastly improved and trained, even "culchahed" in some cases, but the sprightliness and beauty of physique gone, and sometimes gone forever.

Though never an athlete in any of the many branches of outdoor sports, I have always had an admiration for physical perfection in others, and it is my increasing conviction that the duty of starting the young upon the right track to enable them

to help themselves in this respect is as much the ideal work of the teacher as is the cramming of a certain number of dates into their heads.

"This is all right in theory, but I don't just see where we are to get the time for such things in practice," says an objector. Then make it, I reply. If you desire the time, you will find it.

Where we fail is in making our school work too huddrum. Life in the class-room, if of the right kind, is worth any amount of mere order. What has been accomplished in my school during the past year is quite within the reach of every teacher who will give thought and enthusiasm to it. Many of my pupils will forego any pleasure which can be offered them in order to be present at our cadet drills. A girl now leaving us refused to be comforted when her father told her that they were going back to live in a certain town in Ontario where she had lived most of her life, saying that "there would be no cadets nor anything nice there."

A few words as to the object to be attained and how to attain it. Calisthenics, if conducted with cheerfulness, thoroughness, discretion and vigor, tend to bind teacher and class together. Few soldiers but dislike a fretful leader, most admire and love the bright and cheerful disciplinarian. The bitterness in some minds consequent upon punishment may be driven away by the brisk and stirring "class, stand up! Position, 4 & 1 & 2 & 3 & 4." Happy the teacher who learns such a secret.

Self-control is indispensable to a good character. One object of physical training is to teach self-control as a habit. This has a direct bearing upon the discipline of the school, prompt and cheerful obedience being a prime essential. The exercises are loved because they are not machine-like but forever changing; requiring thought, exactness and skill. Every movement has a name and a purpose which they may understand. Even the very expression and tone of the voice are modified by the use of gymnastics, producing more snap and enthusiasm. Thoroughness is as essential here as in arithmetic. We desire to interest the children in their own bodies; to make them ashamed of white cheeks and loose-jointed motions in so far as these can be overcome by the exercise of diligence on their part; to give them instructions in the rules of health and to teach them how to put them into practice; to develop every part of the body simultaneously and symmetrically. Hence no advantage is gained by exercises carried on in a careless manner. In practising, cause your class to stand erect, bearing the weight upon the ball of the foot, shoulders and hips drawn back, heels



together and toes turned out. Practice deep and regular breathing from the diaphragm, so that the lower part of the lungs may be extended, hence the dress must allow of absolute freedom of movement. The exercise should so effect every joint and muscle of the body that if any lameness be felt at first the whole body shall be lame alike. "We must not have legs like a piano, hard and knotted with muscles, and arms like pipe stems, nor arms and chest like a pugilist and legs like a crane." This equal development we get by a series of exercises, following, in our school, the weekly prayer meeting in which we endeavor to point the soul heavenward, and which is an exceedingly interesting half-hour. We take the time for special drills outside school hours altogether, though we have regular and systematic drill in marching, etc., between lessons during each day. Schools with only one teacher have an advantage over ours in that all classes are dismissed at the same time, while ours are not. From the simplest motions we go on to those in which even seniors may be ambitious to excel. We have a piano in the class-room usually occupied for drill, but we are in no way dependent upon it, as we more frequently do without it, keeping time by count. We introduce wand drill to children of all ages, and it enables us to vary the exercises and render benefit at the same time. At a concert which we gave last winter we cleared over \$60, after paying nearly \$20 for expenses.

Walking is one of the best of exercises, but attention must be given to time and rythm or the tendency will be to demoralize rather than discipline the class. Then when closing time comes one may say, "Well, boys, who's for a walk to-night, and let's see who will find the oddest bit of stone. We won't keep ourselves in to-night but will freshen ourselves up a bit and at it again in the evening, and try to do better to-morrow." You think the boys will not care to go? Won't they! If their teacher isn't in their eyes the best man or woman to be found anywhere—"a regular brick," in schoolboy phrase—after such a walk, then shame on the teacher, she has lost a great opportunity. In rambles like these I have made friends who are friends to-day, though immersed in their own business cares, and who call to see me whenever near and who love to talk over these old times. I have during a country ramble secured an influence which has stood the test when these very pupils have been brought before me as culprits. No, it doesn't make them perfect, but it makes them human and susceptible to kind words when they are in trouble.

Now a word about uniform. Get one made and don't worry about the rest. I never ask them to get them. We use a polo cap of scarlet flannel with rows of black ribbon and a tassel. A blouse of the same color made in sailor pattern with collar and cuffs in black. The skirt of black comes to within about seven or eight inches from the floor. No corsets are allowed during practice, and I fear or hope that many of our cadets will permanently discard these straight-jackets for some of the many health waists which can so well take their place.

In conclusion. Light gymnastics in school meet a craving for action in the child's physical nature, brighten and freshen his mind, are a sure and pleasant means of discipline, produce an easy and graceful manner and carriage, an erect and healthy body, and not least, inspire in him a relish for school and its accompaniments, by creating a healthy and vigorous mind in a sound and vigorous body. He is laying the foundation of a splendid manhood at the same time that he is gaining grace and skill. He is laying up for himself a store of health that he can draw upon when the days for free gymnastics are over. And the teacher is sowing the seed of a future reward in the knowledge that she has the love and veneration which the healthy man or woman always feels towards the careful and loving trainer of his youth.

## THE POSITION OF THE PRACTICAL EDUCATIONISTS WHO ADVOCATE THE INTRODUCTION OF A NEW BRANCH OF STUDY.

It would be difficult to find a clearer enunciation of the position of those who would change the school curriculum here and elsewhere in a practical direction, as they call it, than in the following which appears in the last issue of the *Teacher* under the heading "The Significance of a new Branch"; and since, as we have already said, there can be no healthful discussion of the educational problem in our province unless all the facts of the case are brought up for review, we give the article in its original form. It reads as follows:—

"In the average public school," said Sergeant Dunn a few days ago, "not one pupil in ten thousand can tell why we have an easterly or a southerly, or a northerly, or a westerly wind. Not one in ten thousand can tell why we have a high barometer or can tell what a high barometer is or can tell what a low pressure is. They don't know when a storm develops or how

it moves across the country." All this is perfectly true, and the ignorance is by no means confined to the children in the public schools. Few of the teachers are any wiser; and as for outsiders, the statement is just as true of them. A proposition has been made to remedy this condition of things. The teachers are to be instructed in the use of weather maps, after which they will be expected to teach their pupils—not scientifically, in one sense of the word, as that would require too much time and study, but in a way to give the pupils of the higher schools such a knowledge of the topography of the atmosphere that upon examination of a weather map they may have at least a rough idea of what weather may be expected in the vicinity.

Whatever may be thought of the practicability of this new scheme, whatever complaint may be heard—as there will be undoubtedly—about the introduction of any additional subject into school courses already overcrowded, there is a significance in this movement which does not lie upon the surface and may therefore easily be overlooked. It is in the line of recognition of the truth of Herbert Spencer's definition of education—"that which teaches men how to live." It is customary in certain quarters to lament over the "practical tendencies of the age," and deplore any concession in educational fields to the popular demand for practical instruction. The only objection ever yet made to the introduction of manual training was that it looked like a movement to teach children how to earn their living! Education, according to these objections, is a very different affair: it is growth, evolution, development, intellectual unfolding; it has reference only to the brain and the spirit; to the acquisition of mental treasures; to acquaintance with the grandest utterances of poetry and philosophy, particularly those of ancient time; it is familiarity with the history of the world and its wars through all the ages. Education, they declare, is his only, and the moment the bread and butter question is introduced into our schools, the minute that public instruction is based upon an idea of fitting a child for his future in the sense of making him better able to earn money,—then education is degraded, all its high ideals are sacrificed, and man is allowed to remain upon a low and debasing plane. But of what use is growth, evolution intellectual unfolding, if it cannot be made to serve for the proper preservation and maintenance of the physical as well as of the mental man; for the family as well as for the individual; for the state as well as for the family? And is not all healthy, wholesome, human life based first upon physical knowledge and its correct application? Is not the mental life

largely an affair of favorable physical conditions? The usefulness and happiness of every individual is largely determined by the clothes he wears, the food he eats, the house which shelters him. These are material considerations, but they are necessary ones. Without proper food, good drainage, good ventilation, and suitable clothing, there will be no bodies able to contain the brain and soul which is to be "educated." Our world is what it is to-day because of the labors of our practical men and our scientists, not because of the poetry of Homer or of Shakespeare. We want the poetry, but we also want, and must have, the practicality. Men must be taught how to make a living as well as how to enjoy life intellectually. The man who must pawn his Iliad for the price of a pair of shoes, or go barefoot for the sake of keeping it, is an example of the "educated" man who has not been taught the practical side of education. The world has already many such, so large a number, in fact, that thoughtful men stand appalled at the extent of the evil and terrified at the prospect of its increase. Here is the opportunity of the practical educator for the man who sees all sides of the question, not only the classical but the bread and butter aspect of the matter.

Poems are good; so are potatoes, and if we must choose between them it must be potatoes. The man who discovers and applies a remedy for potato rot is as great a benefactor to the human race as he who translates the *Antigone* of Sophocles.

It is this stupendous truth which the educational world has been so slow to recognize and which it tries so strenuously, even now, to ignore. It is this spirit which will battle most vigorously against the introduction into our schools of so practical a matter as the weather problem,—not because it is any disgrace to understand the weather or the charts upon which it is indicated, but because such knowledge has a definite money value. A man with even a little of such knowledge may be able to save a crop of hay—and thereby the money it represents. Is, therefore, such knowledge "sordid," "degrading," unworthy of our schools, unworthy of our society which is bowed to the earth with a load of paupers and criminals largely made so from ignorance of how to make an ordinary living?

It is a cause for rejoicing that education is so largely becoming a matter of teaching men and women "how to live," for not until they can satisfactorily solve that first of all problems, and on its physical foundation, can they successfully cultivate or enjoy the intellectual or spiritual life.

### Editorial Notes and Comments.

Our contemporary, *L'Enseignement Primaire*, in sending greetings to its readers during the holiday season, gives a short history of the struggling enterprise which, twelve years ago, led to its recognition by the government. The editor of that journal, Professor J. B. Cloutier, late of the Laval Normal School, Quebec, deserves much credit for the manner in which he has conducted the enterprise, and, now that he proposes to devote more attention to making the journal all that he would like it to be, we have no doubt a larger measure of success is in store for this excellent little periodical in the future, even than in the past. Under his new relationship with the government, he recounts his experience with some of the secretary-treasurers who have refused to accept his journal gratuitously. "We would like to inform our readers," he says, "that according to an order of the government we send *L'Enseignement Primaire* gratis to the members of the Legislative Assembly and Legislative Council, to the members of the Council of Public Instruction, to school inspectors, and to secretary-treasurers. Many of the secretary-treasurers do not give themselves the trouble of opening the paper but return it marked *refusé*. It may be understood that we take no account of such, but will continue to follow the orders we have received." There is in the above an excellent example of the steed that won't drink even when the water is brought to him, if it be not an additional evidence of the truth in the adage that there is nothing so readily despised as that which costs nothing. It has been said that the people have to be educated in such a way that they may discern for themselves the principles of a true education as distinguished from one that is superficial; though from the above it may be readily understood, how difficult the process of educating the people in this direction is likely to be. It would be worth while finding out the reasons which some of the above mentioned secretary-treasurers had for returning a journal sent on such liberal terms.

—An outspoken teacher in New Brunswick, who has lately given in his resignation, has written to the papers giving his reasons for resigning, and they are these:

1st. There is no co-operation on the part of the trustees.

2nd. There is no interest displayed on the part of the parents. During a term's service there was not a visit to the school made by a trustee or citizen, save a short business visit by the secretary.

3rd. That the indifference of parents and school officers has a natural effect upon the attendance and punctuality of pupils. Sometimes the attendance of the morning is double that of the afternoon, and many of the latter pupils bring excuses to leave at recess. Eight hundred and ninety-four of these excuses were the legacy of his predecessor.

4th. That the school is utterly destitute of apparatus, with the exception of a small map of the Dominion of Canada.

5th. That the outlook for an ambitious teacher is very dismal, taking into consideration, in addition to the reasons given, the fact that in seventeen years but one pupil has been fitted by the school for the Normal School, and her education was not wholly acquired in the district.

After reading the above, some of our own teachers may see portrayed an experience of their own which they have not cared to make so public. And, what is more, they will be all the less inclined to think that their experience in the province of Quebec would be an impossibility, even were certain reforms to be inaugurated. The school system of New Brunswick is one of the best in the provinces of the Dominion of Canada, and yet, with all its safeguards, it is not able to bring all communities into line with the general enthusiasm in favor of good schools that prevails in the Maritime Provinces. The *Educational Review*, in commenting upon the above, says: "This is rather a strong arraignment against a community like Grand Falls, and shows that the benefits of our school law have not yet become apparent to its people. The teacher suggests that a little, judicious pressure be exercised by the inspector, and we think the suggestion a good one, as without such lever, many districts, quite as pretentious as Grand Falls, would be in a similar state. For these, courses of instruction and apparatus are prescribed in vain unless backed up by mild compulsion, such, for instance, as withholding the county fund. Any neglect or lack of interest on the part of trustees begets an indifference on the part of parents, which soon infects the pupils. No teacher can have any heart for his work when brought face to face with such neglect and indifference as seems to exist at Grand Falls."

Our readers, in examining the above case, will easily perceive how much more difficult it would be to apply a remedy in the above case, if the fund to be withheld were as small as the grant given to some of our school municipalities in Quebec.

—The University Extension movement has come to succeed the Reading Circle, which in itself is an excellent institution

in behalf of those who find in co-operation a safe-guard against the *laissez faire* habit. As Professor E. J. James, the President of the American Society for the Extension of University Teaching, says, the use of the University Extension is to make self-culture the serious business of life and the most efficient means of securing the intellectual progress of the people. Its aim is not to make scholars, but to arouse interest, to start currents of thought, and to give a permanent bent in the line of the mental activity of its students. There can be no doubt of the beneficial effects produced by such scholarly instruction as this society gives. But we must remember that the most learned lecture fails to produce permanent results, unless it is followed by patient study along the lines of thought it suggests. It is not hearing alone that educates, but hearing and thinking combined. The latest periodical issued in behalf of this movement passes under the title of the movement, and we have selected from its pages a sensible article which discusses the question in a way that cannot fail to make the purpose of the movement all the clearer to the public in whose behalf it has been inaugurated. American education, says this article, like American life, is obliged to contend against the superficial and the counterfeit.

The newness and the swiftness of American life and of American education are opposed to the thoroughness. "Short cuts" in education are common. University Extension as a movement in American life already meets with the temptation of the superficial and of the sham. Each one interested in this movement is also interested in lessening or doing away with this evil allurements.

In the removal of this temptation toward the counterfeit in University Extension it would be of advantage: First, to choose instructors who are conspicuous themselves for thoroughness in method and worth in achievement. There are instructors who are conspicuous for thoroughness, and there are also instructors who are conspicuous for the rapidity of their work and for the extent of the ground of each subject which they cover. In instructors who are eminent for thoroughness, a peculiar quality of good teaching is prominent; it is the quality of explaining. It is the function of the teacher to explain. Among instructors who are eminent for rapidity of progress in the study of a subject, the element that makes the orator is conspicuous—inspiration. The orator is fitted to inspire. He may or may not represent a higher order of merit than that embodied in the teacher, but the element that makes the orator

is not an element favorable to thoroughness of scholarly worth. Classes of such a teacher may be larger, the enthusiasm he inspires greater, elements which are of great worth, but these elements are so accompanied by the peril of extreme superficiality that in University Extension they should be, I shall not say eliminated, but accompanied by corrective principles.

The genuine in University Extension is also promoted by encouraging those students to enrol themselves who have a natural aptitude for thorough work. Such students give tone to a class. Even a single student of large ability will become of great worth to a class of a score of persons. Such a student of thoroughness will help to do away with the impression prevailing in some popular methods of education that this method gives as "good an education as a regular college course." One is chagrined by hearing a third-rate man or woman who has had a fourth-rate education through one of these popular methods affirm, "Yes, I have not been to college, but I have got what is just as good as a college course." The willingness to make such an affirmation proves that one has no proper conception of what a college course is. University Extension and every method for making higher education available to the people has its value, but its value does not approach the value of four years spent in a worthy college.

Again, the real in University Extension is promoted by encouraging students to do the severer work of each course and also to elect the severer courses. It is evident enough that certain courses represent harder work than other courses; the courses in constitutional history are more difficult than those in ordinary political history. It is also evident that certain phases of study are easier than certain other phases. A student may be content with the picturesque features; such contentment has its value. But such contentment is not of value so great as that which is found in the mastery of principles and the understanding of the worth of these principles as they are applied. Let each student be encouraged to do the severer work. For this purpose let him be encouraged to read well upon the subject he studies, and also to submit himself to all examinations. He is, of course, his own master in a degree which the ordinary college student cannot enjoy. Let him be to himself a master more severe, stricter than a college professor feels he ought to be a student.

The fourth suggestion which I would make for the promotion of the real and for the elimination of the sham in University Extension is careful discrimination as to the giving of certifi-



ates. Let the certificates be exact in their statement, indicating precisely what the student has done, no more, no less; and also, so far as possible, the method by which he has received this training be made known. Let the certificate be absolutely truthful. Furthermore, let the certificate be of a character in size and printing suggestive that it is not a diploma. Some of those who take courses in University Extension will be inclined to think that a certificate having the same number of square inches as a college sheepskin is as precious. Let us give no ground for such a false judgment. Let those who are responsible for the preparation and presentation of such certificates be more eager to encourage the students receiving these certifies to do further advanced work than to be content with work already done.

### Current Events.

—A Magdeburg teacher, who is also superintendent of the city botanical gardens and provides the schools with specimens for the study of Botany, has been sued for defrauding the government. He had raised a few tobacco plants, perhaps, more than was necessary, and the officials claimed that he ought to have paid internal revenue. The city council bravely defended the teacher.

—The last report of the great Roman Catholic teaching order, the Christian Brothers, reveals two very curious facts. First is the remarkable news that Brother Augustine, of the college of the Order at Tooting, is the solitary English *confrère* out of twenty thousand scattered over the world: and the even more remarkable circumstance is disclosed that, although the Institute was founded in France, and confined to that country until fifty years ago, the Irish members of the Order vastly outnumber those of any other nationality, exceeding even the French Brothers themselves by half a hundred.

—The *Deutsche Blätter* publish an account of a visit of the students of the normal school of Weimer to Prince Bismarck at Friedrichsruhe. The visitors were received in his park, and, after some choral singing, the Prince addressed them in a speech, of which the following was the peroration:—"Always remember these words from Scripture, 'Spare young Absalom.' Neither forget the fable of Phœbus and Boreas, who made a wager as to who should soonest lift the mantle from the shoulder of the traveller. Not violence, but gentleness, wins in the long run." The roar of the lion, after a period of confinement, often changes to gentle purring.

—The Prussian Government is beginning to take steps to remedy the evil effects upon elementary education arising from the insufficiency of the salaries of the teachers. A recent circular of the Minister of Public Instruction to the governors of the different provinces recommends that at the local autumn conferences new schemes be drawn up for a scale of salaries.

—In Berlin 1,900 pupils of the public elementary schools were in 1891 definitely excused from school at the close of the seventh year (at 13 years of age) owing to the poverty of the parents who needed their children's aid. In 50 families it was conclusively shown the misery was so great that the children had to be excused at 12 years. The compulsory attendance law leaves such cases to be decided by the supervisory authority, to whom is given a wide margin of discretion.

—At a meeting of the Hailsham School Board the vicar suggested that it would be well if the master and the school children could do as they did in the North of England, go round and sing at Christmas time. That was a nice old custom. Another member was not quite so sure of the niceness, and asked the vicar if he considered the proposal a good thing for the teachers. Christmas carols would not seem to be popular in Hailsham as a whole, for the master declared that some persons already had laid on the water pipes for the "waits."

—"The Empress of Japan," says *Woman*, "takes a keen interest in female education and devotes all her 'savings' to this object. Every month she visits the school for peeresses at Tokio, and personally interviews each student, inquiring after her progress and well-being. The Japanese girl students, while eager to embrace our learning, have not copied our costumes and habits, and remain still the quaint, gentle, picturesque *musmees* of Japan, clad in many-coloured and flowing *kimono* and gorgeous *obi*."

—Mr. John T. Prince, in the *Educational Review*, New York, has printed his impressions of German schools in an article in which he says some things which may be taken to heart by our educationists. He is much impressed, for instance, with the superior position taken by the school teacher in Germany to that which he occupies in the United States. The three things which most impressed him in the schools were:—First, the general practice of leading the children to think for themselves, especially by the use of objects and pictures. Secondly, a careful preparation of each day's work by the teacher—both in planning how to present the various subjects and in storing the mind with much information about them. Thirdly, a vigorous,

watchful interest by the teacher in the subjects presented and in the pupils taught. "I would not have our teachers adopt the same vigorous means of securing exactness as are sometimes employed by German teachers, but I wish they could have some of their enthusiasm in the school-room." The defects of the schools are, firstly, that they have too few text-books; secondly, the cultivation of will is sadly neglected; thirdly, self-control is lost sight of in discipline, and obedience is exacted by the severest means. There are far more good schools in Germany than in America, but the best that there are in America are better for Americans than the best which exist in Germany.

—A new school law has gone into effect this year in Texas. Several radical changes were made, the most important being those relating to teachers' examinations and certificates. All teachers, except those holding certificates from the Sam Houston Normal School, or the Nashville Peabody Normal, will have to be re-examined in order to teach in the county schools. Superintendents of city schools are not subject to examination. City boards may extend old city certificates one, two, or three years. A certificate from a summer normal is valid anywhere in the two years. If an average of 70 per cent. is made and not less than 60 per cent. on any one study, the certificate is good for five years; 90 per cent. average with some other conditions renders certificates good ten years. Graduates at first class colleges, who, have taught five years in Texas, are entitled to a life certificate. The one restricting condition of this clause requiring the services to have been rendered in Texas alone, will shut out many good teachers of other states from its benefits. The advantages of summer normal certificates will cause the normals to be well attended. The variation in the manner of obtaining certificates goes even beyond what we have here in Quebec. When is our unification to be brought about?

—The advocates of calisthenics for our girls, not to mention the sword and gun exercise indulged in lately by the fair maidens of Quebec, may find some advice in the words of Sir Douglas Galton, who has taken occasion to deprecate the excessively violent forms of physical exercise which are erroneously supposed to constitute suitable gymnastics for growing girls. Rather than semi-weekly high jumps, or fortnightly tugs of war, he urged, with an authority and right to speak which cannot be gainsaid, the advisability of gentler and more regular exercise, pointing out that boys have solved the problem more rationally for themselves by being able to play without invariably exerting

their muscles to the uttermost. From the ladylike walk-out in couples, and the mild efforts of the dancing class, some teachers seemed to have rushed to the other extreme, and regard no game too rough or fatigue too exhausting for the undeveloped muscles of young girls during the most critical years of their life.

—M. Jules Simon has inaugurated a novel and interesting exhibition in Paris, organised by the Hygienic Society for Children, a body established four years ago for promoting the health and welfare of the young. The exhibits consist of various kinds of hygienic, orthopedic, and surgical appliances, clothing, toys, industrial products, and other articles intended for the use of children in health or in sickness. The most remarkable feature of the exhibition is a very curious and complete collection of quaint cradles, chairs, and go-carts, dating, some of them, from extremely remote periods. One of the go-carts affords most curious illustrations of primitive ingenuity, having been made by hollowing out the stump of a tree. There are also specimens of baskets and bags used by miners' wives for hanging up their babies while at work, and a wooden "crèche," used for the reception of foundlings at Lille during the middle ages.

—Dr. Henry Coit, of St. Paul's School, Concord, has sketched for the readers of the *Forum* an ideal American boy's school. Dr. Coit pronounces for cricket as better than most other past-times in promoting manliness, and American boys appear to take kindly to this English game. Pocket money and sweets also evoke those touches of schoolboy nature which make the old and new schoolboy world kin. Dr. Coit, however, has a word of complaint to make of those mothers and fathers too, who appear to think that parental love is best shown by feeding their sons with taffee and like "gratifications of the palate," while they line their pockets with dollars and half-dollars. Much mischief is, we are warned, done in this way. Regarding the school curriculum, Dr. Coit is of opinion that the danger at present arises from an over estimate of the youthful capacity, and a consequent multiplication of the subjects of study. We cannot (as he says) make the exceptionally able teacher and the exceptionally bright and recipient scholar our standards of comparison, any more than we can exact from our serviceable carriage horse the time and action of a famous racer.

—The Isle of Man has its own legislature, and we notice that the Manx Free Education Bill came before the Manx Legislative Council lately, for second reading. In the course of a heated debate the Clerk of the Rolls severely criticised the

action of the Governor in advocating the measure in speeches outside the Legislature, and opposed the whole principle and policy of the Bill, which, he argued, had been based in England on political grounds, and imposed on taxpayers a burden which parents should bear. He also contended that the circumstances of the island did not require it, and that the finances were already overburdened with improving harbours and highways. Other speakers favoured delay, to see the results of the working of the measure. The Bishop of Sodor and Man supported the proposal, on the ground that it conferred a boon on a struggling class, and the Archdeacon regarded free education as a necessary corollary to compulsory education. The Governor replied to the strictures of the Clerk of the Rolls, and, after defending the Bill on general grounds, pledged himself to find finances without oppressive taxation. The second reading was carried on the casting vote of the Governor.

—Mr. J. R. Diggle, Chairman of the London School Board, delivered an address not long ago on "The recent tendency towards relaxing the responsibilities of parents in connection with the education of their children, and its reflex influence upon the nature of the education obtained in the schools." Mr. Diggle said there was a tendency in recent times amongst all grades of society for parents, if he might put it bluntly, to "get rid" of their children by sending them to school. He condemned the home neglect of children in even some fashionable circles, and urged that the more parents could be made to feel responsibility for the upbringing of their children the better it would be for the family, and what was best for the family in the long run was supremely best for the State. He pleaded against the abnegation of parental responsibility in the training of the faculties and character of children. The State now looked to the schoolmaster to do much that the parents ought to do at home; but the more the State put upon the schoolmaster the duty of doing what properly belonged to the parents, the more would the idea that education should be carried on at home become weakened. But, if the State did take the responsibility off parents in the education of a child, it was to be hoped that parents would so influence the State that it should educate, not only a part, but the whole of the child.

—Before the time of Pestalozzi the general education of Germany, as that of France and of England, was at the lowest ebb, excluding Scotland, which at that time deserved, however it might deserve it now, the reputation of being the best educated nation in Europe. German historians admitted that

their village schools were conducted by cripples—bodily and mental, serving men out of place, soldiers who had lost their limbs, and ministers who had lost their reputations, and generally by any one who could not otherwise make a living, and who, rather than starve, would submit to the degradation of thanklessly driving with birch rods or otherwise a Heidelberg catechism which they little understood into poor children's heads, which nobody thought it necessary they should understand at all. From the diary of a school-master of that time it appeared that that task was not accomplished without laborious efforts. This school-master had taught for about fifty years, and during that period he had given 911,527 canings, 124,010 whippings, 10,235 boxes on ear, 1,115,800 thumps on head, 777 times made boys kneel on triangular stick, 5,001 times had made scholars wear fool's cap, 1,707 times had made scholars hold a stick in the air, and used something like 3,000 words of abuse. Wherever primary education was organised and intelligently conducted there the name of Pestalozzi was revered as the father of the system, and as the pattern and the spirit of love which should reign throughout. But greater than all he accomplished was the high purpose he set before himself, his ardour to regenerate humanity through instruction. But Pestalozzi did not know the greatness of the work he accomplished. Were it nothing else, he accomplished what was given to few men—to win the love and admiration of every generation and of all friends of education, and he was justly regarded as the greatest, the most suggestive, and the most stimulating of educators.

—The secretary of the New Decimal Association writes: A communication has been received from the British consulate at St. Petersburg, to the effect that in Finland the use of metric weights and measures will be compulsory shortly. For some time past there has been a decimal coinage, and the metric weights and measures have been obligatory for the custom house, the state railways, the post office and pharmaceutical chemists; but, after 31st December next, the old system of weights and measures will no longer be permitted in any public or private establishment. The measurement of public roads has already been changed from versts to kilometres.

—A Texas paper says:—"There is unusual and unprecedented activity in the educational industry. Renewed energy and interest are everywhere noted throughout the State, and the spirit of improvement and progress is marked as marvellous and phenomenal. Every department and every agency is keenly alive to the vigorous advance along the lines, and from the

university down to the most unpretentious rural school district the interest is buoyant and the prospect encouraging. Country towns and districts are taking charge of their school affairs and voting supplemental funds for longer terms and better teachers. The cities and school districts already in charge of their school affairs are increasing their school taxes, securing the best talent, paying better salaries, and getting ready for higher achievement. Notwithstanding over 12,000 certificates have been given out, there is still constant inquiry for teachers of the higher grades and established merit. The normals the present year were better attended and results were more satisfactory than ever before, while a large number of certificates were awarded normal applicants by the State Board of Examiners."

—Several able and interesting papers have appeared in *The Times* on the Commonwealth of Australia by an Australian. On the subject of education he observes that the Australians pride themselves upon their educational provision. From the primary school, with its several grades, through the intermediate college up to the University, there is a completeness which should satisfy the most exacting of theorists. The state expenditure in 1889 was \$9,315,000 on primary schools alone. This sum was wholly taken out of the ordinary revenue of the seven colonies. No social stigma attaches to the State school. A man might as reasonably blush to drive his buggy through a free street as to send his child to a free school. The word free is only a convenient term; he is taxed for both. Education is compulsory in all the colonies except Queensland. It is free in Victoria, Queensland and New Zealand, and the fees in New South Wales and the other colonies are not much more than nominal; it is also in a broad sense secular, the State leaving to the churches the responsibility of imparting religious instruction. A good deal of intermediate education is undertaken by the State, especially in New Zealand and New South Wales, and much splendid work of this kind is done by the churches.

### **Literature, Historical Notes, etc.**

It is impossible to understand any author well without also acquiring some knowledge of the age in which he lives, and of his personal environment.

It is equally impossible to understand an age without some acquaintance with the great men that move in it and make it noteworthy. Great men are guided by and guide the movements

of each epoch. We may, therefore, emphasize the study of the age and make the author subordinate. The former constitutes the historical study of literature; the latter, the literary study of history. The best modern histories and literatures recognize this vital fact. Witness the popularity of Queen, a literary history, and of Taine, a historical literature. Yet teachers often represent the two subjects as running along on parallel lines. These lines, however, are found to meet and intertwine just as soon as the pupil leaves school or college and begins to read or think for himself. If he is studying history his attention is constantly directed to its ivy-like associate literature; if literature, to history.

Our second method of studying English literature—the nucleus method, illustrates this idea, and differs from the critical study of an author only in degree. Here the author is made less exclusively important, and less attention is paid to minutiae of style and individual characteristics, more stress being laid upon the impress he has made upon his age. English literature lends itself most readily to this method of study, for with the exception of the fifteenth century and our own era, every age affords convenient nuclei. In the fourteenth it is Chaucer; in the first part of the sixteenth, Wyatt and Surrey; in the second, and in the first half of the seventeenth, Shakespeare and the Drama; in the second half, Milton on the Puritan side, with Dryden as the Cavalier alternation; in the early eighteenth, Pope; in the latter, Johnson or Burke—the former, if the reader wishes to confine himself exclusively to England; the latter, if he wishes to mingle in the vortex of continental politics. Our own era is diffusive that no man dominates to any considerable extent the thought of his age. This is especially true of prose. In poetry the trend of modern poetic thought may be successively traced in the works of Keats, Wordsworth, Tennyson, and Longfellow. These are the representative poets, others may be equal or possibly greater, but their genius is more isolated.

But in the nineteenth century authors represent schools more than eras, hence to illustrate our second method we turn our attention to some other era, and naturally to the one nearest our own—the latter half of the eighteenth century.

Whether we look at this great era from a literary, religious, political, or social point of view, we find it crowded with events of the deepest import and most absorbing interest:—the splendid development of prose in Johnson and Burke, the style of the one, according to Professor Earle, being the recognized



type upon which our varied nineteenth century prose is all based; the style of the other, "saturated with ideas," being a specimen of our best rhetorical prose; the dawn of the Romantic movement in the genuine fervour of Cowper and the spontaneous lyrics of Burns; the Seven Years' War, the American Revolution, the French Revolution, bringing emancipation to Prussia, America, and France; the conquest of India, the brief but stormy independence of Ireland; and the enormous growth of manufactures in England.

What man touches the age in more vital parts than Burke? Ranging in the width of his comprehensive genius over two hemispheres—now commemorating in words of blazing eloquence the woes of the Princesses of Oude or of Marie Antoinette, now speaking a word for oppressed Catholic Ireland, or pointing out the source of "Present Discontents" in England, or raising his voice in defence of American liberties, or turning aside from his own exculpation for a touching Eulogy on John Howard, the prince of philanthropists, or pointing with prophetic finger to the impending doom of maddened France, furiously engaged in the work of destruction and reconstruction—the figure of the greatest orator since Cicero looms up into majestic prominence and forms a most striking centre around which the age may be conceived to revolve.

If we look away from Burke the Patriot to the less dazzling but equally interesting spectacle of Burke, the Man of Letters, we are in the charming Literary Club, there to chat pleasantly with Sir Joshua Reynolds, to listen with surprise to the dogmatic inanities of the inimitable author of "The Vicar of Wakefield," or to receive perchance a vigorous, sledge-hammer blow from the autocrat of the brilliant circle, sturdy Scotch-hater and great lexicographer, Dr. Samuel Johnson.

—Pretty "Maimie" Dickens was already considered by those who knew Charles Dickens best to be the novelist's favourite daughter. To none of his children, perhaps, was Dickens more affectionately attached, and the "pet daughter" saw much of her father under all circumstances. When even the dogs were chased out of the novelist's study, Maimie was allowed to stay. The daughter is now a full grown woman, living quietly just outside of London. For the first time since her father's death Miss Dickens has been persuaded to write of him whom she knew so well. During 1892 there will be published in *The Ladies' Home Journal*, of Philadelphia, a series of articles by Miss Dickens under the attractive title of "My Father as I Recall Him." Fortunately for the thousands who will read

what she writes in this series, Miss Dickens has a retentive memory, and she made copious notes during her father's lifetime. She will tell in this series everything she remembers of her father; how he educated his children; his family life and his personal habits; how he wrote his famous books; his love of flowers and animals; how Christmas was spent in the Dickens household: how the novelist romped with his children; the famous people who came to the Dickens' home, and his last years and closing days. No articles ever published have in them so much promise of telling the world things which it has never known of Dickens, and Miss Dickens' story of her father's life will be eagerly looked for in thousands of homes where the name of Dickens is like a household word.

—"After seeing Chillon I returned to the Pension Kelterer to call on Theodore Parker. He was at home and gave me a very kind reception, and of course we talked of many subjects. Speaking of Buckle's 'History of Civilization,' Mr. Parker said: 'In my opinion there have been five great books written in England. The first was Bacon's "Novum Organum," the second was Newton's "Principia," the third was Locke's "Essay on the Understanding," the fourth was Adam Smith's "Wealth of Nations," and the fifth is Buckle's "History of Civilization," of course,' he continued, 'this is giving it great praise, and there are one or two things I don't agree with. I am sorry for his depreciation of moral culture. But yet I admire the book greatly. I wrote a review of it in one of our periodicals, the *Christian Examiner*, and sent it to Mr. Buckle with whom I had a very pleasant correspondence in consequence.'

"Speaking of the 'revival' in America—I had asked him if it still continued—he said it had a good deal subsided though great attempts were made to keep it up. He regretted their existence and said: 'Some people think that piety is like an inundation—it must always be kept at a flood, or what we call in America a freshet, and consequently they do a great deal of damage to everything they come near. But these revivals, like the floods, are periodical; they die out and revive from time to time. The Nile has an inundation once a year, but it cannot keep up an inundation once a month.'

"Speaking of Washington Irving—whom I asked him if he knew—he said he was not acquainted with him and did not think he had done himself much credit by the 'Life of Washington' now in course of publication. It was not equal to his former writings. 'Washington,' he said, 'was a peculiarly high moral character, but intellectually was not great; he was

not a man of the first order except morally. But his true, honest morality carried him through. I have read through all his despatches and he never once uses the word glory. Now that is a striking difference between this character and such men as the Napoleons. Napoleon III. begins his proclamation to the army after the battle of Solferino: "Soldiers, you have covered yourselves with glory." Washington, addressing his army after they had retreated before a superior enemy, shoeless and in the depth of winter, bleeding at every step, said: "Soldiers, you have had a hard time of it, but you have done your duty." So, Nelson addressed his men not "Soldiers, England expects you to cover yourselves with glory," but "England expects every man to do his duty." I said it was a pity that the life of such a man as Washington should be done in an unsatisfactory way: I regretted that Carlyle, who had done such justice to Oliver Cromwell, had not taken it up. 'Ah,' he said, 'I respect Carlyle greatly for what he is, but he cannot understand such a nature as Washington's. Carlyle is a giant himself and he can appreciate only giants. Cromwell and Frederick the Great were giants and therefore Carlyle appreciates them. But Frederick the Great lied through thick and thin. I think Cromwell would have told a lie; Washington never did or would have told one.'

—In the early part of the present century, when dueling was common in Ireland, there was a judge in that country by the name of Johnson, who had a man before him on trial for killing a friend in a duel. Charging the Jury, Mr. Justice Johnson said: "Gentlemen of the jury, the Attorney General desires me to instruct you that the killing of one man by another in a duel is murder; and that is the law; but at the same time, gentlemen, allow me to remark that a fairer duel than this I never heard of in the whole course of my life." The prisoner was acquitted. It is interesting proof of the re-incarnation doctrine taught by theosophists that the soul of Mr. Justice Johnson of Ireland appears to be re-incarnated in Mr. Justice Thomas of South Dakota. Charging the grand jury lately, he told them that it was their duty to indict the saloon keepers of Deadwood for violating the prohibitory liquor law. "But at the same time, gentlemen," said Mr. Justice Thomas, "allow me to remark, that I do not believe in this prohibitory law. I do not believe in taking a man by the nape of the neck and the seat of his trousers and throwing him over the ramparts into heaven." The humor in both judges is of the same quality. Throwing a man, in spite of him, over the ramparts into heaven, as an effort

of religious enthusiasm is comparatively harmless. The zeal that prompts it becomes mischievous only when the zealots, in their holy anger, throw a man over the ramparts into the other place, because he chooses to seek heaven in his own way. The evil comes when persuasion changes its form to punishment.

—Mr. William Phillips, the member of the London Council who has done so much for Londoners in the way of providing open spaces and public music, is the discoverer of Janet Hamilton's remarkable works, which were buried in the wilds of Scotland until he happened by accident to find them in an inn. Born in 1795, Janet Hamilton was married at 13, never went to school and was unable to write until she was fifty, dictating her poems to her husband and sons. But although poor and hard-working, she absorbed the contents of all the libraries for miles around her humble home. English poets from Shakespeare to Cowper were her daily inspiration, and she was wonderfully familiar with European politics, so much so, says a recent interviewer, that many of her writings now read like fulfilled prophecy. Through the efforts of Mr. Phillips and Tom Taylor, late editor of *Punch*, a handsome red granite drinking fountain has been put up in front of Janet's cottage at Saugloan, and 30,000 people gathered from all parts of Scotland to do her honor on the day it was unveiled. A memorial volume of her selected works has been issued by a firm of Glasgow publishers, to perpetuate the history of this peasant poet, essayist, and apostle of temperance; for one of the most remarkable things in her career was her success in dealing with drunkards, and her strong words on temperance.

—Once upon a time, a minister of the gospel in San Francisco was preaching the funeral sermon of a boy member of his congregation; and after praising the bright and shining virtues of the deceased, he said: "Mourning friends, I can hardly realise this bereavement; it has come so sudden and unexpected. It was only last Tuesday that I saw this blessed bud of promise, out on Sacramento Street, a-heaving rocks at a Chinaman." I was reminded of this, when reading in this morning's paper that a girl 14 years old was locked up at the Des Plaines Street station on a charge of malicious mischief. "It is claimed," says the paper, "that she playfully tried to snowball a Chinaman, but her aim was bad, and the missile broke a pane of glass at 57 South Halsted Street." Her crime was missing the Chinaman and hitting a window. Had she missed the window and hit the Chinaman, all would have been well. Pelted the Chinaman was "playfully" done, but her bad aim converted the sport into

"malicious mischief." It is announced that a convention of all religions will assemble in Chicago in 1893, and surely such a conference is needed here, when a girl 14 years old can be degraded by imprisonment in a convict cell, for accidentally breaking a pane of glass at 57 South Halsted Street.

"Alas, for the rarity, of Christian charity,  
Under the sun."

—The world's greatest cataract it seems is in Labrador. The interior of Labrador undoubtedly is the largest unexplored area on this continent. Up the Grand river, which empties into the Atlantic ocean at Hamilton inlet, are the Grand Falls, which, if everything is true about them that is reported, are the most stupendous falls in the world. They are only about 160 miles up the river, but only two white men have ever seen them. Mr. R. F. Holme, three years ago, went from England to visit the Grand Falls. He organized a little party to accompany him inland, and arrived within about fifty miles of the falls, when he was compelled to return on account of the failure of his provisions. The Labrador Indians say these falls are haunted, and they carefully avoid them, believing that they will die if they look upon them. The two white men who have seen them are Mr. Maclean who, as he was ascending the river in 1839, was stopped by the falls, and Mr. Kennedy, who over thirty years ago had charge of Hudson Bay post in Labrador. Mr. Holme says the height of the falls is not certainly known, but in some respects there is little doubt that they are the greatest in the world. Though inner Labrador is so inadequately known, we are aware that it is a vast tableland whose limits are quite clearly defined. In the south-east the descent from the tableland is quite sudden, and almost immediately after leaving the plateau a level is reached that is very little above that of the sea. The Grand Falls are the place where the Grand river tumbles over the edge of this tableland, and almost the whole of the great drop is affected in this one descent. Professor Hind gives the height of this plateau as 2,240 feet. It has been estimated that the region at the foot of the falls is only 200 feet above sea level, and that therefore the waters of Grand river have a perpendicular descent of about 2,000 feet.

### **Practical Hints and Examination Papers.**

—Miss Mabel Ewing, of the Lowell Training School, gives the following hints about teaching writing in the elementary grades:—The materials are long, sharp pencils, and well ruled slates. When the child has gained sufficient control of his hand, let him use paper.

Rule the slate on one side for writing, by scratching firm, exact lines across the slate. Leave alternately one-half and one-quarter inch spaces. Write in the smaller spaces. Discard a slate that is not properly and clearly ruled. Before the children begin technical writing, teach the correct position and always require it. The child sits back in the seat and bends slightly forward to bring the eyes at the right distance. He does not turn in his seat, as this strains and tires the right side. The forearms rest on the desk to the muscle prominent on the under side. The elbows do not touch the desk. The feet are together and flat on the floor. The slate is laid flat and about in the centre of the desk. It is turned so the sides are parallel to the diagonal drawn from the upper left hand corner. It is moved, when necessary, to the right or left, up or down, by the left hand which rests lightly on the frame. Before the lesson, give exercises to gain freedom of motion, of which the following are examples:—Let the children take pencils, and move either with the teacher, or at her dictation. Hold the arm in front of the body, horizontally, and move from the shoulder. Make large circles in the air, calling them wagon wheels, hoops, etc. Make smaller circles, calling them rings, nests, etc. Place the upper arm against the side, and the forearm horizontally in front of the body. Give movements in this position from elbow, then from wrist. Vertical, horizontal, and oblique lines may also be traced. Give these either sitting or standing. The teacher has previously written a copy on the board, as nearly perfect as possible, between lines ruled like those on slates. Discuss the letter to be taken, having a detailed word-description given by the children. Give any terms the children will need in the description. Include name of letter, height, slant, and parts. This helps the observation and allows an additional form of expression. Have the letter traced in the air and on the slate, before writing it. Tell the class when to begin and when to write each succeeding letter. The work at first is almost wholly individual. The teacher watches the child, guides his hand when necessary, and encourages any effort on his part, even if the result is imperfect. In no lesson does she need more faith and patience. Begin with the simplest principles, their combinations, and finally the letters based on these principles. Take another principle and the letters based on that. Follow the order given in a recognized system of penmanship. Review much, proceed slowly, and encourage often.

—“As a man thinketh so is he.” What is the sum of a teacher’s thoughts? If he is anything he is a leader, a source of knowledge and inspiration; but there are thousands who do not enlarge the scope of knowledge; who do not lead; who do not inspire. They are not teachers; they are but cobblers. The teacher’s thoughts must run out from the realities into the infinites. He is in a plain, often a most unattractive, building—with walls scarred and defaced, with grimy floors, with blackboards so whitened that it is misnaming them to call them such; with a rusty stove, minus a leg, a door that lacks

a knob, windows without curtains, no door-step, no board walk, no fence—in fact, almost every convenience is wanting. His pupils are often poorly clad, unattractive in person and manners, ignorant, and not desirous of acquiring knowledge; wholly unable to appreciate the tastes, purposes and efforts of the teacher. There must rise above the teacher a conception of the ideal child, of the ideal school. He must believe that these rough stones can by right means be ground into brilliant and beautiful diamonds. He must have obtained a glimpse at least of the means by which human beings are led from the lower to the higher. He can find innumerable instances, if he desires, of what has been accomplished by persons of feeble presence in elevating an entire community; indeed, the best reading in this world is regarding the work of such peoples. In early American history what stands out higher than the self-sacrificing efforts of the Jesuit father?—*Iowa Teacher.*

—The Hon. W. G. Ross, Minister of Education, Ontario, thus speaks of the teacher in a late address:—"The teacher who shuts himself up in his lodgings after school hours and during holidays rarely excels in his profession. While it is necessary that a reasonable portion of his time should be given to the preparation of his work and to the acquisition of additional stores of knowledge, it is of equal importance that he should cultivate that sympathy with society and with popular modes of thought which cannot be obtained by the recluse. His pupils come from the homes of business and professional men, where the surroundings are such as to habituate them to mental vivacity, ease of manner, and a cheerfulness which their daily associations naturally develop. The transfer of pupils from such associations to a school-room where the teacher's manner is cold and stiff, where his address is stilted and mechanical, where his want of sympathy precludes all friendly intercourse with him, have a tendency to stunt the growth of those generous impulses which are so natural to children during school age. The most successful teacher, other things being equal, is the man of a buoyant temperament, with an exuberance of spirits and with a certain rush of boyhood in his manner; who knows how far a child's disposition to enjoy himself should be subordinated to the duties of the school-room, and who is capable of looking upon the miniature world over which he exercises control as a world of pleasure as well as activity.

—I learned, by practical experience, that two factors go to the formation of a teacher. In regard to knowledge, he must, of course, be master of his work. But knowledge is not all. There may be knowledge without power—the ability to inform without the ability to stimulate. Both go together in the true teacher. A power of character must underlie and enforce the work of the intellect. There are men who can so rouse and energize their pupils, so call forth their strength and the pleasure of its exercise, as to make the hardest work agreeable.—*Prof. Tyndall.*

**Correspondence, etc.**

*To the Editor of the EDUCATIONAL RECORD :*

SIR,—I see by an occasional article or letter in various exchanges that the Course of Study is receiving considerable ventilation from a number of those who, I presume, are better qualified to judge of what should be taught in Government Schools, than those who have made the subject of what it is absolutely necessary that every citizen should know a life study.

Now I should wish to suggest that instead of talking of reducing or increasing this list of subjects, let us all see that we know what these subjects are, what it includes to know them, and how many of them might be omitted with advantage to the pupil.

Arithmetic, we all know, is a most important branch. The knowledge of Arithmetic includes many things. There should be a clear idea of number, and a clear idea of various operations which may be performed on a number. The ability to perform the process of adding, subtracting, multiplying or dividing readily, numbers less than twelve, ought to be acquired before the pupil enters the Third Book of Reading Lessons. In order that a teacher should be able to assist a pupil to attain this with readiness, we require a large black-board, and an unlimited supply of chalk. I need not speak of the unlimited supply of patience required by the teacher. We all know that a "teacher is for the school, not the school for the teacher."

I wish to emphasize one point: we need lots of black-board and chalk. What pupil cannot recall going to the board and doing a sum there, and giving a reason for every step taken in the solution of a problem. Doing an example on the board is one of the surest methods of impressing the reasoning of said example on the mind of a pupil. I have taught for a period of ten years, and have always found a capacious black-board a most desirable aid to education.

In learning to read and spell, as well as in Arithmetic, the board is a great assistance. A nicely written column of words for the pupils to copy is a lesson in neatness, promptitude, writing and spelling. How often in schools blessed with a large board have I had the columns of little words, names of familiar objects, etc., on the board before 9 a.m., ready for my bright-eyed youngsters, who were ready to note if my letters varied in shape from one day to another. Those columns I would change at noon. Those pupils never had to wait for a spelling lesson to be written during the time which they had for learning it. What a difference to the school in which the black-board is small or unfit for use, as has been the case in some schools in which I have had the honor to teach.

I need not mention Geography or History; we cannot give these up; nor can we give up Physiology and Hygiene; nor the talks on animals, plants, minerals, etc.; and, although I am no musician, no, nor a pillar in the church, yet I would never vote to have Scripture History and Music banished from our Government Schools.



The Course of Study has only recently been introduced into our schools, and I would like to see it receive a fair trial at the hands of teachers who have been trained to teach, and realize the responsibilities of their high and holy calling; also I should wish it judged by the results as seen in a more intelligent, better balanced class of men and women than has ever been the controlling power in any country. We need men and women who can reason quickly and surely, who can express themselves readily, who can see at a glance the best means to an end, who can judge truly of the results of their own actions, and I am persuaded that if the Course of Study we have now was faithfully followed by both teacher and pupil, it would be found an important factor in reaching the above results.

Questions of morals must be dealt with by the teacher, and the Bible rules of right and wrong, in their various aspects, must be inculcated. Woe to the moral development of the pupils in a school where the teacher is a believer in what is sometimes called "the Gospel of gush," and where the threatenings of punishment for sin is passed over as if God had made a mistake in inserting them in the Bible. Every pupil ought to be taught that the "way of transgressors is hard," that "the wages of sin is death," that God keeps a record, and that all of us "will receive the due reward of our deeds." Any intelligent child of eight years ought to be able to realize what moral responsibility means, and recognize the cowardice and meanness of a lie. I would recommend that those parents who find their children unreliable in little things, should take pattern by Mrs. Susannah Wesley, who made her children realize the responsibility of crying loudly before they reached the mature age of two years.

But I must close, hoping that others, better qualified than I am, may take up this very important subject.

Jan. 5, 1892.

I am, Yours truly, SARA F. SIMPSON.

QUEBEC, Jan. 4th, 1892.

*To the Editor of the EDUCATIONAL RECORD:*

DEAR SIR,—The question of inefficiency in the ordinary branches does not seem to be confined to our own province. As a teacher from Ontario said in my hearing not long ago, such an outcry has its seasons like the measles: we had it at its loudest some years ago, and now you, the teachers of Quebec, are having your turn. But in writing this note I only wanted to send you a clipping from one of the teachers' papers in the Old Country, from which it will be seen that even there some people are anxious to urge complaints against the efficiency of the schools in preparing boys and girls in the more useful branches, as they are called. I trust you will find space for the following extracts, and thus oblige.

Yours truly, COMMERCIAL.

The following is the extract sent by our correspondent :—"I object to the present education in the Board schools on two grounds. In the first place I think it bad, and in the next expensive." This was the emphatic declaration of Dean Gregory, at a meeting held in support of Mr. W. H. Kidson's candidature for West Lambeth. He considered it bad because it did not answer the purpose for which it was intended. Recently he was saying to a leading banker that he would like to recommend him some clerks, whereupon came the reply : "If you can find me boys who can write I shall be only too happy to employ them. We experience the greatest difficulty in getting clerks who can write a respectable hand." This circumstance in itself, in the opinion of the Dean, was a sufficient condemnation of the Board school system ; for, he said, the pupils are now very often taught advanced subjects which they cannot master in the time they are there, instead of receiving a sound rudimentary training which would prove useful to them in after years. Following up the remarks of Canon Gregory, a head clerk wrote as follows to the *Daily Telegraph* :—I have had three boys under me "educated" in Board schools, and can fully corroborate the remarks about their writing. One did not know the capitals of England, Scotland and Ireland. Another, having to write the word "spinster," and being asked what he thought it meant, replied, "Something to do with machinery." Another spells Philpot-lane with "F," and "wrapper" without the "w," and says that Toronto is in Africa. And this is the sort of education for which we have to pay. Your readers may think that I am joking, but I can assure you the above statements are facts. A day after the publication the *Daily Telegraph* had to eat humble pie, and expressed itself as follows :—" 'Head Clerk,' whose letter on the above subject was published in these columns, has a great deal to answer for. His allegations against the standard of juvenile intelligence, as developed by the Board School training, has brought upon us innumerable letters of expostulation, complaint, apology, confirmation, denial, indignation, irony, and ridicule, both from those who apparently are and those who obviously are not acquainted with the subject with which they deal ; while one ingenious correspondent has taken the opportunity of sending us a large selection of specimens of hand writing, executed by his scholars of all ages and standards, in what he calls "an ordinary Board School." If his modest description of his establishment can be taken as literally correct, the handwriting of boys has been cruelly maligned." We do not know (adds the *Telegraph*) what might be the judgment of an expert in caligraphy, but to an untutored eye the happy scholars of Standard II. can describe Ramsgate and Margate as well as their parents, and probably with much better penmanship, while at the age of ten and twelve they can depict the vice of sloth with a graphic skill which ought to be a perennial rebuke to our flaccid age. Another Board School master actually proposed to his class the questions which proved to be such sad stumbling-blocks to

"Head Clerk's" ignorant youths, and the results were most gratifying. Even in the spelling of "Philpot-lane" forty-two out of forty-four scholars "said what they ought to have said," and as many as forty out of the same number showed an intimate acquaintance with the characteristics of "spinsters." The majority of the letters we have received (concludes the *Telegraph*) it is impossible to summarise. They exhaustively illustrate every degree of ignorance and knowledge, and apparently run through the whole gamut of human emotions. Under those circumstances we venture to hope—from a purely selfish standpoint—that "Head Clerk" may see his way to withdraw his allegations.

We gladly give space to the following enquiry. The error in the sum has been clearly indicated. The process by which the H.C.F. has been obtained may be interesting and suggestive.

Dec. 31st, 1891.

MR. EDITOR,—Please look at the following solution of 4th example Algebra, 354th page of EDUCATIONAL RECORD, for December, 1891, and inform me if it is correct. I am of the opinion that the second term of 1st quantity, viz., "18xy," should be "8xy." In case my supposition is right, then my solution on the other page of this sheet is correct. Believing I am right, and hoping for confirmation from you, I have the honor to be,

Yours respectfully, L. ME. K.

$$\begin{array}{r}
 15x^2 - 8xy + y^2 \quad 40x^2 - 3xy - y^2 \quad (2) \\
 \underline{30x^2 - 16xy + 2y^2} \\
 10x^2 + 13xy - 3y^2 \quad 15x^2 - 8xy + y^2 \quad (1) \\
 \underline{10x^2 + 13xy + 3y^2} \\
 5x^2 - 21xy + 4y^2 \quad 10x^2 + 13xy - 3y^2 \quad (2) \\
 \underline{10x^2 - 42xy + 8y^2} \\
 11y \quad 55xy - 11y^2 \\
 \underline{5x - y} \\
 \\
 5x - y \quad 40x^2 - 3xy - y^2 \quad (8x + y) \\
 \underline{40x^2 - 8xy}
 \end{array}$$

The following correspondence from Ontario has appeared in the *Witness*, and gives a fair idea of what is being discussed by our neighbors in connection with school education:—

TORONTO, Jan. 2.

The school text-book question has become temporarily prominent here on account of the agitation in favor of having all text-books purchased by the School Board and given free to the pupils along with their tuition. Nothing could show more clearly than this incident how far, as a community, we have travelled along socialistic lines without at all times perceiving the rate at which we are progressing

or retrogressing, according to the point of view. Thirty years ago it was optional with the people of each school district to say, in annual meeting assembled, whether the tuition in their school should be free for the ensuing year. Twenty years ago that option was taken away by legislation, all public schools in the province being made free schools by law. The number of localities in which fees were charged was so small in 1871 that the voice of protest was scarcely heard, and no one has ever seriously proposed since that we should go back even to the optional system, not to speak of making the free system compulsory. The natural complement of a compulsory free school system is an obligatory attendance law to compel the parents in whose interests the law was passed to allow their children to profit by it. The plea on which the free school rests is that it is dangerous to the whole community to permit children to grow up in ignorance. There is so much force in that plea that those who pay taxes to educate other men's children have long ceased to utter protests against what they often feel to be an injustice, but its value as an argument is greatly lessened if a considerable proportion of the children are for any reason kept out of school. Non-attendance is still a great defect of our system, in spite of our stringent law, and it is very doubtful whether any means can be found to make it more effective. The plea urged now most strongly in support of the proposal to supply free school books to pupils is that many children at present debarred from attendance on account of the expense would be sent to school if they got their books for nothing. This argument has been skilfully parried in the newspapers by opponents of the movement, who point out that it applies equally well to the case of providing the child with clothing and food. It is not easy to answer this rejoinder, and therefore the present outlook for the free text-book scheme is somewhat dark. It is rather strange that the best of all reasons for not giving text-books to the pupils has not even been hinted at during the controversy. It is that a great part of the present cost of text-books is practically unnecessary. The large majority of the pupils never go beyond the third reader class. No child in that, or any lower class, ever needs a so-called "grammar," or a "geography," or an "arithmetic." All it really needs is a reader, a slate, and writing paper in the form of copy and exercise books. Of course, doing away with the former three means a change in the mode of dealing with the subjects in the classroom, but that change is coming in any case, and the text-books will become less and less necessary. The revolution in school methods here foreshadowed is not confined to Toronto alone. It is setting in all over, in different grades of institutions, and in private as well as public schools and colleges. It is a change of spirit as well as, or even more than, a change of methods, and within the next few years it will unquestionably produce results which would be startling if their approach were not so gradual.

### Books Received and Reviewed.

**ÆSCHYLUS. PROMETHEUS**, with introduction and notes by F. Wecklein, rector of the Maximilian Gymnasium in Munich, translated by F. D. Allen, professor in Harvard University, and published by the Messrs. Ginn & Co., Boston, U.S.A. This work forms the latest addition to the College Series of Greek Authors issued of late years by the Messrs. Ginn & Co. It consists of the *Prometheus Bound* and the fragments of the *Unbound*. The translator has followed Dr. Wecklein as far as possible, with the exception of the addition of a few references to American grammatical works, and has introduced into his edition all that can possibly be of assistance to the student. The book, as its predecessors, is excellent in every respect.

**TENNYSON FOR THE YOUNG**, by Alfred Ainger, and published by the Messrs Macmillan & Co., London, is an exceedingly neat little book. Mr. Ainger in his preface says it is his earnest wish, as far as these poems are concerned, to remove English Poetry from the list of subjects the thought of which suggests preparing a lesson. And certainly no young person should think it a task to read the beautiful selections made for him in 'his little work.

**SARDOU. DE MAISTRE**, edited by J. Squair, B.A., and J. MacGillivray, Ph.D., and published by the Messrs. W. J. Gage & Co., Toronto, contains Sardou's *Perle Noir* and the *Voyage autour de ma Chambre* of de Maistre, with lives of the authors, vocabulary, notes and composition exercises. These works have been prescribed for the matriculation examination in Ontario. This edition of them was prepared with the view of aiding students, but the book may be used with advantage by anyone studying the French language.

**LATIN PROSE. LIVY**, by A. Judson Eaton, Ph.D., McGill University, and published by the Messrs. Ginn & Co., Boston, is a short course in Latin Composition, based on *Livy, Book XXI.*, which work has been prescribed for use in our colleges this year. The book is exceedingly well got up, and deserves to be successful.

**VICTOR HUGO'S HERNANI**, with introduction and critical and explanatory notes by J. E. Matzke, Ph.D., associate in Romance Languages, John Hopkins University, and published by the Messrs. Heath & Co., Boston, U.S.A. This edition of Hugo's great play forms the latest addition to *Heath's Modern Language Series*, and is in all respects equal to the others of this series which have already appeared.

**READING AND SPEAKING**, by Brainard Gardner Smith, A.M., associate professor of Elocution and Oratory in Cornell University, is a series of familiar talks to young men who have the ambition to become public speakers, being, at the same time, designed as a text-book for colleges and high schools, as well as for general use. This valuable work, which is published by the Messrs. Heath & Co., is brimful of elocutionary hints.