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THE CANADA
EDUCATIONAL MONTHLY

MAY, 1899.

THE EDUCATION DEPARTMENT'S FETICH.*

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Victoria College, Toronto

THE mistaken but slavishly followed principle to which I shall call attention, and to which I think many of the most unsatisfactory features in our school system are due, may not be the sole and single source of all that is objectionable in the working of this system; I do not profess, that is, that I am going to lay bare the complete and only root of original sin, still less that I have some sovereign panacea to offer.

Let me say further that any weight this paper may be found to have will come neither from the writer's personality nor from any ability of his to express his views clearly and forcibly, but solely from the degree to which the paper will be found to give expression to the views of many—I think most—of the High School and College teachers in the province. Most of these are as capable as I of the task of expressing the very general feeling of dissatisfaction and unrest, very many more capable; but caring little whether or not I was the most suitable exponent of the general dissatisfaction, I merely determined that, where no one else seemed likely to speak out and to speak plainly, I would.

I desire, above all, to put what I have to say so plainly and in so straightforward a way that there shall be no doubt what are the points I am trying to make; so that, in case any attention should be paid to this morning's

discussion (and we teachers are not in the habit of having much attention paid to our views even on educational matters)—in case, I say, any attention should be paid to this morning's discussion, that there may be no mistaking just what the discussion is about, no beclouding (whether intentional or unintentional) of the point at issue.

The title of my paper implies that the Education Department is following blindly some idea which it has unwisely exalted to a universal principle, some idea which may be a good servant, but which is proving a bad master; and it implies also that there are noteworthy evils resulting from the slavish worship of this fetich. This is not the place nor the occasion to inquire whether this mistaken principle is the sole or the chief source of existing evils; there may be contributing causes; for example, the necessities of our young country, as yet only in process of development. Still less is this the place or the occasion to inquire how far there may be personal characteristics in those who determine our system that account for some things, or to ask whether political exigencies, or love of authority, or the fascination of fads, or that somewhat unclean spirit, the Zeitgeist, have anything to do with the matter. This is not for us to-day a political question, or a personal question, but an educational question; although under our system

*Read at meeting of O. E. A., April 6, 1899.

∴ has become almost impossible to separate education from politics, and very petty politics at that.

The curse of party politics is that one who seeks to take an effective part in civic life must take sides, and stick to his own side through thick and thin. The two opposing parties are divided like the sheep and the goats at the last judgment; both parties are agreed that on one side are the sinners, on the other, the saints; they differ only on the point whether it is the sinners or the saints that have been adjudged worthy respectively of the heaven of office, and what are euphemistically called the cool shades of opposition. And so we find one party vehemently attacking the Education Department and blindly refusing to recognize that it has its good points and has done good work; and the other party as vehemently defending it, and as blindly refusing to recognize that it has also its weak points and has sometimes done bad work.

The result is that the teacher exclaims, "a plague on both your houses!" and finding himself unable to sympathize fully with either side and also unable to influence either side, he tends to become not apathetic but hopeless and discontented, or sometimes even cynical and pessimistic; and many a teacher who votes for the Liberal party at election times feels no stronger approval of the Government's educational policy than such as springs from the feeling that "it is better to bear the ills we have, than fly to others that we know not of."

So to-day, while I shall criticise certain features of the Education Department's policy, I wish to avoid the falsehood of extremes, and readily acknowledge that the Minister of Education is not as black as some people paint him, that we owe much to him; and, to come to particulars in one respect at least, let me say, as emphatically as I can, that the oft-re-

peated charge that he has bribed the teachers to silence by the Departmental Examination fund is utterly baseless. The opposition's charge was, I believe, as short-sighted and impolitic as it was false. To be sure, it is a charge that one hears less seldom now, but it has never been retracted, that I know of, by a single opposition speaker or journal that ever made it. If some journals had ever during the last few years been as interested in reporting the discussions at these High School masters' meetings as they are in reporting many utterly trivial and transient affairs, they would speedily have discovered that the teachers' mouths have not been closed, and perhaps they might also have discovered some more forcible objections to the Department's policy than many of those they have evolved out of their own inner consciousness.

Now this has been perhaps too long a series of preliminary remarks, but when one proposes to deal with so ticklish a matter, he may well be allowed more than the usual prelude of humming and hawing.

I readily admit at the outset that my criticism rests in great part upon an assumption which I do not intend to spend any time in proving or supporting. Whoever undertakes to examine into the causes and connection of unsatisfactory conditions assumes the existence of unsatisfactory conditions, and I am going to assume that dissatisfaction and unrest exist in connection with our school system. I do not mean among the general public, for apologists for the Department might ascribe dissatisfaction of this sort to politics or ignorance or some other such cause, and that is a matter I am not now concerned with. No, what I mean is that dissatisfaction and unrest of a deplorable character exist to a deplorable extent among the High School and College teachers of this province.

It is not enough to answer loftily that a divine discontent is a necessary accompaniment of progress, that every man with a high ideal is dissatisfied with his present attainment. There are two kinds of dissatisfaction; one, healthy and optimistic, that of the man who confesses "not that I have already attained, but I press forward," and who is calmly confident that in spite of failures and shortcomings, he is on the right track; and there is another dissatisfaction that is rather hopeless than confident, exasperated rather than calm; a sure sign that something is wrong; and it is this latter kind of dissatisfaction that I shall assume exists among High School and College men, a dissatisfaction which does not believe that things are going quite in the right direction, and that on the whole the Department and its offspring, the schools, are doing as well as might be expected; which declines to put away all doubts and forebodings, and repose serenely confident in the thought, "Our Educational Father is at the helm."

This assumption, I have said, I do not intend to spend any time in proving or supporting. If any one feels disposed to challenge the justice of this assumption, I simply appeal to you yourselves—the College and High School teachers—you who are from the very necessity and nature of the case the sole and final judges whether or not it is a fact that there does exist among you this undesirable unrest and lack of confidence, this dissatisfaction with certain important features in the working of our school system. I do not think the result of such an appeal would be to show that I have but discovered a mare's nest.

Without spending any time then in trying to prove to you that your shoe is pinching, let me at once proceed to state that in my opinion at least a very considerable portion of the pinching has been caused by the excessive

emphasis upon uniformity in our system.

It was at the very beginning of the present régime that the principle of uniformity first made its appearance. When the present Minister came to office some fifteen years ago or so, there were certain problems pressing for solution; three that I remember: the great variety in the requirements for various university and professional matriculation examinations, the school reader muddle, and the university problem. In all these the Minister's solution was in the direction of consolidation and unification. Whether university confederation was the ideal solution of the last-named problem may still be a moot point. But there is no doubt that in the other two matters the Minister took exactly the course he should have taken, and he has ever since displayed a justifiable, if somewhat tiresome, pride in his achievement.

Perhaps because of his success in these matters, at any rate, he has ever since devoutly believed in this principle of uniformity. And so the present régime may be characterized as the apotheosis of unification; dovetailing has been the supreme science of educational government, and, with one exception, that I shall come to later, the Minister is never so happy as when killing at least two birds with one stone. How often in his speeches does he dwell on the one grand system that leads from the kindergarten to the university—"Is not this great Babylon that I have built?" And the *Globe* regards it as the great glory of our school system, the one great object to be kept in view that there shall be no waste from unnecessary duplication. Now, it does not do to exalt any one principle to so dangerous a pre-eminence. To repeat an expression I have already used, this uniformity may be a good servant, but it is a bad master. The Minister apparently

forgets that one can have too much of even a good thing. And one has often the feeling that the Department's tendency in regard to new proposals is not to consider them on their merits, but, above all, to see how they will fit into the system.

Let us take a few examples of the way in which this uniformity works evil and leads to justifiable dissatisfaction.

There are in our High Schools at least three distinct classes of students: those preparing to become Public School teachers, those preparing for the University and the professions, and those who wish to obtain more mental training and more culture before going out into the ordinary non-professional walks of life. It is *a priori* improbable that it should be best for all these to have the same mental food, the same discipline, the same tests of fitness. And, until this has been proved to be the case, it should be the Department's object to discover and provide what each separate class needs. At present we have a curriculum and an examination system which are not the proper ones for any one of these three classes. In trying to suit all, the Minister has suited none. Some people are fond of saying that 95 per cent. of the pupils are being sacrificed to the other 5 per cent. I will assent, if they will also add that the 5 per cent. is at the same time being sacrificed to the 95 per cent. What would our farmers think if the Minister of Agriculture were to become converted to his colleague's idea, and should go up to Guelph and order all the experimenting on different kinds of foods for different kinds of animals to cease; if he were to say to President Mills: "Come, now, we must have uniformity on this farm; it is all nonsense to have a different diet for horses and cattle and sheep and pigs; it is an enormous waste of time and leads to

objectionable duplication; they must all take the same food"?

This, then, is the first evil result, unsatisfactory courses of study for each of the three classes of students; the second is over-pressure. On the common bill of fare for all the students are placed some subjects that the matriculant wants but the teacher does not, and others that the teacher wants but not the general student. To the undue assimilation of the matriculation and the teachers' course of study is traceable much of the justifiable complaining about over-pressure in the High Schools. I need not elaborate the point, you all know the evil. It is useless for the Department to disclaim all responsibility for the existing over-pressure, to which the Ontario Medical Association bore such striking testimony last year. Undoubtedly it is in part due to causes which the Department cannot control, but, even so, the Department so completely determines the conditions under which the pupils work that it will take something more to relieve it of all responsibility than the good advice contained in the circular dealing with this matter which it issued last year.

Similar evil results arise again at the point where the pupils enter the High Schools. I can see various strong reasons for providing for continuation classes and a Public School Leaving examination. If the Department had stopped there, little harm, and perhaps much good, would have resulted. But no—here was a fine chance for some artistic dovetailing; and scarcely anything in recent years has caused so much disorganization in the High Schools, and so vexed the souls of hard-driven headmasters, as the provision by which a course designed to round off the education of those who are not going to have a High School training is made to do service as a preparatory course (and

an utterly unsatisfactory one) for advanced High School classes. If the Minister wishes to see how illogical this procedure is, let him repeat to himself the reasons he has advanced for instituting these Public School courses, and then add immediately, "And therefore it follows that students who take this course are *ipso facto* qualified to enter Form II. or Form III. of the High School."

And at a later point the same assimilation of courses yields unsatisfactory results, though the evil is not so crying. The University may be benefited in attendance and fees, but in some other ways it is harmed by the manner in which the B.A. degree is connected with the non-professional teacher's certificate. That the possession of a degree is not in itself a sufficient guarantee of the possession of the exact kind of scholarship required for High School teaching is not difficult to prove. And, in perhaps a slightly irregular way, the High School masters who examine in methods of the Normal College act on this belief. They seldom, if ever, set a paper on methods that is not also intentionally made a test of scholarship too, and in some cases it has been scholarship alone they have sought to test. I shall not dwell on the way in which the University is harmed, except to appeal to any University teacher present whether it conduces to proper work, and the keeping of a right ideal before students in college, to have so many of them caring only for the degree, however secured, just because it has a market value, and not at all for the mental culture to be obtained by a college course.

Again it is not in the courses of study alone that a vicious uniformity exists, but in the standard also. What magic is there in the 33 percentage that it should be made the ideal for students to aim at from the time they enter the High School till their edu-

cation is ended? Why, for example, should the prospective teacher not be required to take a higher percentage in some subjects at least? If there is much poor teaching in the Public Schools, we will say in arithmetic, what else can you expect when many of the teachers never got much over 33 per cent. on any arithmetic paper in their whole course? There are some things of which the teacher should have a 100 per cent. knowledge, and yet of which one can never be sure that he has even a 50 per cent. knowledge.

Some prominent business men complain of the wretched spelling and arithmetic of the pupils who come into their banks and warehouses. And what wonder? They never had to get more than 33 per cent. But the merchant does not want an accountant or salesman who calculates the right amount only one time out of three, or a secretary who can take only 33 per cent. on a dictation paper. If for certain examinations on certain subjects a higher percentage could be required, then a much better test could be made (not necessarily a harder one), and pupils would not have the debasing suggestion constantly before them that if they half know a thing they are quite safe—with even a considerable margin to the good.

It may be objected that if there be a variety of courses in the High Schools, it will become impossible to arrange a time-table. I should be content to leave the matter to the verdict of the teachers. I imagine that if there were a little less uniformity and restriction, and a little more freedom and individuality, the headmasters would not boggle at the time table. It is not as though they had such easy work with time tables under the present arrangement.

Complaint is often made that all individuality is repressed under our present system; and that is true of the pupil, the teacher, and the school. If

the Department would recognize more fully the needs of various classes, and were not so enamored of uniformity, there might be evolved in time various kinds of schools as local conditions required, and we should not find every school in the province doing exactly the same kind of work in exactly the same way. For the University and the professions there would be one course, with necessarily for honors, at least, a certain number of options. But for the teacher's course, why should there be half a dozen options? The Public School course is perfectly definite and should be definite; you cannot specialize much there. Does it not follow that there should be discoverable some one course, fixed or more nearly fixed at any rate than now, to prepare those who are to teach in the Public Schools? But as for the third class of students, those preparing for other walks of life, why not leave a great deal to local opinion and the individual headmaster's judgment? Conditions vary in this wide province; the training needed in Toronto may not be the best for Cornwall or Port Arthur. And perhaps more real interest would be aroused in educational matters if more real power were given to local authorities to determine the studies that will fit pupils for the various local conditions of commercial or industrial or agricultural life.

But, it may be said, is that not just what the Bill introduced at the last session of the Legislature is going to do? Not at all. This Bill will allow local authorities to decide which of several courses prescribed in minute detail by Departmental regulations shall be taken in each school. That is quite different from allowing the local authorities and the headmaster to arrange suitable courses themselves, subject of course to Departmental approval. Government inspection will always be a check upon foolish or short-sighted local regulations; and

such inspection could be made very effective and very helpful without at all becoming merely an attempt, in the spirit of a martinet and dictator, to see that above all things certain regulations of the Department or ideas of the inspector are rigidly enforced.

But will all this diversity not lead to greater cost, and, therefore, be unpopular with the taxpayer? I do not think so, though here I cannot go into detail. But even if in certain cases there should be a slight increase, I think it is the fact that men who will grumble at the excessive cost of a thing they do not want or do not really like, will pay willingly when they are getting what does suit them.

Let the authorities in the Department study carefully the principles underlying the new legislation on Secondary Schools in England, and they will find that local independence is carefully provided for, that abundant room is left for the cultivation of individuality, on the principle that, to borrow Prof. Jebb's expression, a living chaos is better than a dead cosmos.

And then let these authorities study some parts of that remarkable book by Edmond Demolins, the great French sociologist, on "Anglo-Saxon Superiority"—a book that ran through a dozen editions at the very time when France was excited by the Dreyfus affair and embittered against England by the Fashoda incident; a book that was generally recognized in France as telling unpalatable but wholesome truths. What does Demolins regard as the great cause of French inferiority to the Anglo-Saxon? Why, nothing but the rigidity of its system of paternalism, beginning with the schools and running all through the social fabric; while throughout life the Anglo-Saxon cultivates a spirit of independence and self-reliance. The connection between this and my subject is not far-fetched, for Demolins himself devotes several chapters to a comparison of the schools

of the two countries, and finds the same significant difference there, and the evil conditions he calls attention to in France are singularly like some things existing here in Ontario.

Speaking of the new proposals in England, the London *Times* said last month: "Our educational system, like many other English institutions, has been constructed by a fortuitous, piecemeal and haphazard process. It has grown up, no one knows exactly how. It has not been imposed from above, as in some continental countries, by a department of State, and perhaps for that very reason its life, though not perhaps sufficiently regulated and directed, is in many respects a vigorous life." The *Times* then proceeds to point out the evil of "too rigid an application of central government to that peculiar growth of English soil, our great Public Schools. They do much to encourage that type of character that has made Englishmen more successful than any other nation as merchants, as adventurers, as colonists; that manly, outspoken type that will do its duty and fear no responsibility." The *Times* points out that under the government's proposals (which have been several years in framing) there is, however, no danger of these schools being "bound hand and foot by the inevitable red-tape of a government department," and it concludes by saying, "There is no doubt that if the liberty and independence of action, under which our great Public Schools have lived and worked, and attained their present unique position in the national life, were seriously curtailed by any reforms of organization, the result would be loss rather than gain to the cause of national education."

The point I wish to make in this connection is that, though we boast to be Anglo-Saxons and to have the Anglo-Saxon spirit, yet, from the nature of our constitution and our history, our system of education approxi-

mates very closely to the continental, not to the English. It has been imposed from above by the State, and has not grown up of itself. Therefore, there is all the more need that we work, not in the direction of greater uniformity (which may be desirable in England), but in the direction of greater freedom and individuality, a lesson that they are learning in some measure in France, where it is much needed.

What possible chance is there under our system for the growth of a strong institution, with a character of its own, leaving a deep impress of individuality on all who pass through it? Our system is too much like a gigantic machine. It is a pity and a shame that most of our teachers feel so keenly that they are parts of a machine; it is a pity and a shame that we should so often be told by those who can compare our schools with those of England and Scotland, that the great defect in the products of our system is, as we might expect, lack of individuality.

But in conclusion it may be objected that there is a fine antidote to this evil of uniformity in the erratic and frequent changes in the Departmental regulations; that the teachers certainly cannot complain of monotony. Every teacher here knows, however, that this itch for change has aggravated the trouble, not mitigated it; that if no new regulations had been issued for the past five years we should probably be better off than we are now.

The Minister doubtless thinks that all this is necessary to avoid stagnation, "lest one good custom should corrupt the world"; he forgets that progress is more than mere restlessness. One thinks of Dante's rebuke of the fickle city of Florence:

"Think in the time thou can'st recall,
Laws, coinage, customs, places all,
How thou hast rearranged,
How oft thy members changed!
Could'st thou but see thyself aright,
And turn thy vision to the light,
Thy likeness thou would'st find

In some sick man reclined ;
On couch of down though he be pressed,
He seeks and finds not any rest,
But turns and turns again
To ease him of his pain."

This restlessness is a sign of disease, and not of healthy growth. Too many cooks, we are told, spoil the broth ; but one cook also will spoil it, if he is continually taking it off the fire to add some new ingredient, or try how it will do in a new vessel. But why, someone perhaps may ask, why be so inconsistent as to object to this continual succession of new regulations, and yet yourself advocate changes? I wonder if there is anyone who supposes that if this association were to adjourn *sine die*, and the teachers should preserve absolute silence, that would put an end to this eternal tinkering. There is a difference too between incessant changes that lead nowhere, and one change that would leave the school system afterwards free to develop along natural lines.

You all know the old Greek story of Procrustes, the robber, who made all who passed his way lie upon his bed. If they were too long he lopped off their limbs ; if they were too short he stretched them out to the proper length. All had to fit the same standard. We in Ontario are in like condition, only our Procrustes is very restless and con-

tinually altering the length of his bed. Naturally, when he lengthens it, all the tall men of the neighborhood approve, and the short men object, and when he shortens it the opposite takes place. Now many, perhaps most, of our educational squabbles are just between the advocates of long beds and short beds, it being at present impossible to have both. There is no other reason for the bad feeling and jealousy existing between Public and High School men ; all would go well if each were allowed to do his own work in its proper place ; but the attempt to provide at the same time for Public School Leaving work and the needs of the High School on the principle of unification and dovetailing has failed. And a similar jealousy is, I am sorry to see, springing up in some quarters between High School and University men, simply because of the excessive amalgamation of the Teachers' course and the Matriculation course. This jealousy between various sections of teachers is not the least of the evils resulting from the uniformity fetich.

Finally, I may be told, in a phrase we have all of us heard before, that all this may be quite reasonable and very desirable, but "you will never get the Minister to consent to that." Probably not, gentlemen ; that is why I have spoken of a fetich.

REPORT.*

R. A. GRAY, B A, SECRETARY MATHEMATICAL SECTION, O. E. A.

At the last meeting of the Mathematical Section a desire was expressed that the opinions of the teachers of all High Schools and Collegiate Institutes as well as those of Inspectors and Model School Masters should be sought with a view to ascertain whether the present standard in Arithme-

tic is generally considered adequate or not, and that some concerted action be taken, if deemed advisable in an effort to retain the high place so long claimed for the Province in educational matters.

Your secretary prepared a circular and forwarded it to all the Inspectors

*Report to the Mathematical Section of the Ontario Educational Association with respect to the restoration of Arithmetic to the Junior Leaving Examination.

of the Province, to all the Model School Principals and to the Mathematical Masters for replies on behalf of all the teachers of the various High Schools and Collegiate Institutes.

QUESTIONS.

1. If the primary examination be abolished, do you think that Arithmetic and Grammar should be replaced on the Junior Leaving Examination?

2. (a) How many teachers in your school are in favor of having these subjects so replaced?

(b) How many are opposed?

3. If fear of overcrowding the curriculum of the Junior Leaving Examination be urged as an objection, what remedy is suggested?

On issuing these circulars I was told by one whose opinion on such matters I value that there would be very few replies, that circulars are usually thrown aside, and that it is generally impossible to get an adequate expression of opinion from a large constituency by such means. It speaks well for the interest shown in the subject when I have to report that nearly half of the circulars were replied to by the Inspectors and one third by the Model School Principals and by the High School and Collegiate Institute Masters.

These 93 replies represented the opinions of 255 out of 714 High School Masters, Collegiate Institute Masters, Model School Principals and Public School Inspectors in the Province.

Now, an expression of opinion from 255 out of 714 may not be considered very valuable, even though 19 were in favor of replacing arithmetic and only 36 were opposed (in other words 24% answered, 29% in favor and 5% against). Yet when it is pointed out that our esteemed President only gave the opinion of his Principal besides his own, that the author of the latest text book in arithmetic, who is Master of quite a large Collegiate Institute, did

not reply, and that only one of the Three Toronto schools replied, and that a former champion, and I believe still a champion, of mathematics in the Province, gave only his own opinion and not those of the rest of the staff in his Institute, it can readily be understood that all the silent majority were not hostile, but that if their opinions could be obtained the result would be overwhelmingly in favor of the adoption of arithmetic, at all events, for Junior Leaving work.

It would be impossible in the short time at our disposal this afternoon to read all the answers received. I shall, therefore, endeavor to classify them and give a few of the more striking.

I. The opinions of the 31 Public School Inspectors are unanimously in favor of replacing arithmetic on the Junior Leaving Examination; one doubts whether it would be advisable to restore grammar, and another is decidedly opposed to continuing grammar beyond the present requirements.

The answers to question (1) "Should Arithmetic and Grammar be replaced on the Junior Leaving Examination?" are very strong; here are some:

"Emphatically, yes."

"They should never have been taken off."

"Yes, decidedly."

"Yes, at all events Arith."

"Yes, at any rate for students intending to teach."

"Yes, and on Senior Leaving also."

"These subjects are absolutely essential."

Three Inspectors state that all the teachers of their Inspectorates are in favor of so restoring arithmetic and grammar, another "that nearly all the experienced teachers, about 130 out of 155," are in favor of this suggested change and "none are really opposed." Another reports that the following resolution was carried unanimously at the county convention:

"Resolved that in the opinion of

this Institute meeting both Arithmetic and Grammar should be put on the examination course for Junior Leaving and Senior Leaving Certificates and that not more than one language be required at either of these examinations."

Another Inspector says, "The present arrangement is sending out teachers who are scandalously ignorant in Grammar and Arithmetic."

Another: "The degradation of Arithmetic in our secondary schools is greatly to be deplored."

The 3rd question asking for a remedy if fear of overcrowding be urged in objection, produced more varied answers; they may be grouped in 6 classes.

I. Take longer time to prepare, suggested by three.

II. Divide the examination like the Senior Leaving. (Four suggest this change, two of whom would have Arithmetic on both Junior and Senior Leaving.)

III. Eight suggest dropping one or more languages or ancient history or a science.

IV. Another suggestion is to adjust the subjects, putting more on Forms I. and II.

V. Another advocates returning to the old Junior Leaving curriculum.

VI. Five think there would be no overcrowding.

Here are two answers:

"No danger of over-crowding. Let the standard be widened and heightened. There has been too much pseudo-reformation in the air, too much option, too much substitution, too much improperly called utilitarianism, too much flexibility. Give us a broad, deep, fixed curriculum and fewer charges."

Another: "In my opinion there is not much danger of an over-crowded curriculum. Only the best will succeed. If it is desired to allow all classes and conditions of candidates to *get through*,

the examination, as at present, why divide the examination into 2, 3, 4, etc., parts and allow them to take one each year? You will by this method succeed in having the profession gorged as it is at the present time.

II. The eighteen Model School principals are unanimously in favor of replacing arithmetic. The following are some of the answers to the first question:

"The general knowledge of primary candidates is too scanty for teaching purposes." (Refers to A. and G.)

"Model School students as a rule are deficient in these subjects."

"Most emphatically yes." "Yes, decidedly."

"Grammar is not known by Model School students as a rule."

"They should never have been removed from the Junior Leaving."

"I think arithmetic should; am not sure about grammar."

The answers to question (3) are similar to those of the Inspectors, the majority suggesting relief by lessening the number of languages or the amount required in foreign languages. Some think ancient history could better be dispensed with than arithmetic and grammar; others, again, offer no suggestions, leaving the matter in the hands of the Inspectors and High School men.

Here are characteristic answers:

"The addition of arithmetic and grammar need add no more work—it will merely require the student to keep his primary arithmetic and grammar knowledge fresh and bright till the Junior Leaving Examination is written off."

Another says: "Drop subjects not taught in Public Schools; if necessary require candidates to take more time for their non-professional training. The greatest difficulty in Model School work is lack of even moderate familiarity of students with subjects of the Public School course. Would require

at Junior Leaving Examination at least 60 per cent. to pass in each subject taught in the Public Schools."

Another: "If necessary drop one or more of the foreign languages. Better drop them all than have such a low standing in arithmetic and grammar as we have had."

III. The reports of High School Masters were not so favorable as those of the Inspectors and Model School Principals. The opinions of 110 Collegiate Institute Masters were received, 93 being favorable and 17 opposed. Of the 96 High School Masters 77 were favorable and 19 against. Those reported doubtful have been classed in the opposition.

The Inspectors and Model School Principals view the matter entirely from the standpoint of the efficiency of the teaching profession, while the High School men recognize that matriculants as well as teachers are to be considered; and, while all agree that for teachers the standard in arithmetic and grammar should be raised, many are satisfied with the requirements for those who never intend to teach. Many answers having reference entirely to teachers' certificates are absurd when applied to matriculants, and others opposed to change have matriculants in mind rather than candidates for teachers' certificates.

The answers to question (1) are similar to those of the Inspectors and Model School Principals, characteristic answers being "They should never have been taken off." "Most teachers are weak in these subjects" "Yes, they should be replaced in any case because the standard for Form II. has not been raised to that of the old Junior Leaving." "Yes, the mind of the average pupil in the primary grade is not mature enough to do good work in either grammar or arithmetic."

The remedies suggested, in case of overcrowding, are varied, but may be grouped in five or six classes. Nearly

all agree that there would be overcrowding and that the work would be too heavy if arithmetic and grammar were added to the present curriculum.

Here are two answers that express the difficulty of retaining a uniform examination for candidates for Junior Leaving and Junior Matriculation.

"I believe that candidates for certificates should take arithmetic for their Junior Leaving; but to do this would require a different curriculum from the present one. Teachers for our Public Schools should not be wasting their time on Latin, French and German; their attention should be given to English subjects. This line of thought followed out means a radical distinction between candidates preparing for certificates and those preparing for matriculation." Another: "If arithmetic and grammar be replaced on the curriculum for Junior Leaving will they necessarily be placed on the curriculum for Junior Matriculation? Our principal raises the point fearing the division of the class that would result if the arithmetic and grammar of Part I., Form II., were accepted for Matriculation. But we are unanimously of the opinion that these subjects should be replaced for Junior Leaving on the ground that the standard for teachers' certificates in those subjects should be restored to what it was some years ago."

i. Several suggest the reduction of the optional subjects, one suggests the rather impossible remedy of allowing schools to select the option they prefer to teach.

Here is a sample of the answers suggesting this remedy: "If anything must be sacrificed on the Junior Leaving I think it should be the foreign languages—the mere superficial knowledge of which that is required does not tend to promote sound scholarship, nor aid to any appreciable extent in the understanding and appreciation of our mother tongue."

The adjustment of the curriculum is also recommended whereby more language study would be required in the lower forms to admit of having arithmetic and grammar on Junior Leaving.

In reducing the subjects for Junior Leaving opinions greatly vary, there being almost as many as there are answers. One is reminded of the old story of the Mohammedans and the hog, there being this advantage, however, on the side of the educationalists that they are pretty well agreed that more arithmetic should be required for teachers' certificates.

ii. Another remedy suggested is the division of the Junior Leaving into two parts. Seven or eight suggest this. Here is one of the answers: "Instead of dropping subjects from the Junior Leaving I hope to see a good stiff paper in arithmetic and grammar. If you mathematical men do not support a division of the Leaving Examination, I am afraid grammar and arithmetic will have to go."

iii. Eight or ten answers voicing the opinions of thirty Masters do not think that the curriculum would be overcrowded.

Here is a typical answer: "We do not think that the overcrowding of the curriculum will be nearly as injurious to the welfare of the pupils as leaving out these subjects has been."

iv. Another opinion is that the old regulations with Latin compulsory would be the best change that could be made.

v. Another is to make no change.

vi. Lastly, some demand a high percentage in these subjects, with the privilege of taking them again in a subsequent year in case of failure.

To sum up in brief the replies from all sources we may say there is a strong opinion that arithmetic is not receiving its proper share of attention; especially do the Inspectors emphasize this in the case of candidates for teachers' certificates.

Very few think that arithmetic and grammar should be added to the Junior Leaving work as at present constituted, and some change is necessary if these subjects are to be restored to that examination. The changes most in favor are: (1) Divide the Junior Leaving into two parts, and (2) reduce the number of languages or optional subjects, returning as nearly as possible to the old options.

The objections to the first method are: (1) That relief to the student is given at that period of his school life when he is best able to endure hard work, and not in the earlier years, where the strain is still heavy and over-pressure greatest, and (2) those who have had experience in Senior Leaving work during the past two years know that students work less on the few subjects of one part than they formerly did on those subjects when they had the whole examination to take at once. Habits of negligence are inculcated, the few subjects are despised and time wasted. (3) Would not the dropping of a subject for a year, taking it up again, dropping it, and again taking it up, not result in serious loss of time and prove a decided detriment to good progress in any subject.

The second method of returning to the old curriculum with the then options would be commendable, but would scarcely meet with much support. We would have the old battle to be fought over again among the Classical, Modern Language and Science men that was the origin of the resulting pressure and inefficiency now complained of.

A third method might be suggested (a hint of which is given in one of the answers); it is this: Leave the curriculum as at present, being nearly adequate for matriculants, and for teachers place the burden of additional instruction in arithmetic and grammar on the Normal School and Normal College.

A new Normal School is being built. The training should now be more efficiently done. Extend the Normal School term to a full year, increase the staff in each of these schools and also in the Normal College by at least one member, and have a good year's work in grammar and arithmetic taught there. Make every graduate of the Normal College pass this examination in arithmetic, at all even's, which would be as difficult as it is possible to make a paper in that subject, excepting only those who are specialists in departments other than Mathematics

and who do not intend teaching in Public Schools or becoming Public School Inspectors. This method would certainly ensure a high standard of efficiency for Second Class and for First Class certificates. There would still remain this difficulty that this method would not remove the inefficiency of Third Class certificates, and an additional problem would arise in changing the functions of the Normal School and Normal College making them teaching in addition to training bodies.

PUBLIC SCHOOLS AND PARENTS' DUTIES.

BY JULIAN HAWTHORNE.

Observant foreigners who visit us are apt to say that this is a children's country; that we pet and indulge our young folks to such a degree that everything else, except business, is given a subordinate place; and that the children take due advantage of their opportunity, ride over us roughshod, treat us with scant respect, put in their little oar on all occasions, and habitually conduct themselves in a manner which we seem to think clever and amusing, but which, in any other country than this, would bring down upon them condign discipline. These observant foreigners point out that we are never tired of spending money on these children of ours; that there are books and periodicals especially for children in vast numbers; that there are no such toy-shops as in the United States; that our children are dressed better than others; that immense pains are taken to provide amusements for them; and that, finally, no other nation spends such sums for the private and public education of their children as we do.

The number and efficiency of American Public Schools have become pro-

verbial. Here, anybody, no matter how poor, can get any sort of education he or she pleases, free of cost, save to the public purse. To this cause are ascribed American intelligence and progress, and the triumphant democracy; for the children of rich, as well as of poor, parents are sent to Public Schools, and learn, in addition to other branches, the lessons of practical equality and fraternity. Of course, numbers of private schools exist and are prosperous; but, as a people, we believe in bringing up our young ones in democratic fashion, thereby guarding against the peril of their acquiring stuck-up notions, and imbibing the pernicious idea that there are such things as social grades, classes and masses—in a word, that one person is not just as good as another. And Americans, say these foreigners, are accustomed to instance their eminent men as examples of the benefit of public schooling. Our mayors, our governors, even our Presidents, were Public School boys. The American Public School puts out of date such institutions as Eton and Rugby, Oxford and Cambridge, in England. We

have our Berkeley schools, no doubt, and our Harvards, Yales, Princetons and Cornells, for those who care for such things; but the great mass of the people, the Americans who control the destinies of the Commonwealth, went to the Public School, and they send their own children there. It is the normal thing in America. Such is the verdict of our genial critics, which we accept with a complacent smile, and we add to it, of our own motion, that ours are the best children in the world, because they have the best fathers and mothers.

Privately, between ourselves, meanwhile, we are willing to admit that the American Public Schools are susceptible of certain minor improvements. For one thing, there are not quite so many Public Schools as there ought to be; cases are known, especially in our large cities, where children have been crowded out for lack of seating-room; and the papers print pictures of weeping little girls and boys and tragic parents appealing to justice and heaven at this unrighteous deprivation; and indignant writers hold up to us the hideous contrast between rooms full of diligent little ones, sitting in rows, with happy faces, studying their books under the benign eyes of incarnate wisdom disguised as school-teachers, and the child abandoned to the street, with its thieves, murderers, drinking saloons, gutters, sewers and general filth, vice and diabolism. Shall it be said that such things were tolerated in free, rich and progressive America? Never! So down we go into our pockets, and build more Public Schools.

Again, it is sometimes intimated that the teachers in the Public Schools are not always quite all they might be. Some of them betray signs of incompetence; more often, duties are given to them too arduous to be fully discharged by any merely human agent; occasionally they are unjust, or lose

their tempers; now and then, they seem to neglect their little charges, but, for that matter, it is hardly to be expected that any man or woman, no matter how well equipped, should give personal attention to each one of some hundreds of children, or apportion to each just the degree and kind of instruction that each needs, or do anything except regard the individuals in the mass, and impart to them, in conventional formulas, such information and guidance as the average child is supposed to require. The "average child," like the average man or woman, may be difficult to find; but we are forced, from necessity, to assume its existence. The only alternative would be to provide so many teachers that each particular child should be known to its instructor personally, and receive personal attention. But this is a counsel of perfection with a vengeance. Even as it is, the complaint is heard that teachers are not paid salary enough for their work, while at the same time our school-tax is higher than in any other country. Well, nothing in this world, even in the American part of it, is quite perfect. We may be well content to know that we are nearer to perfection than others, and are improving daily.

Admitting, then, that our Public School system is as near to the right thing as it can be brought, let us inquire a little more closely into the condition and character of the product of it, the American Public School child, more particularly as it is found in our great cities. Of course, in the last resort, the Public School is like other things, in so far as that by its fruits we shall know it. If it be so unexceptional, then, inevitably the child must be unexceptionable also. Is it so? Let us take a day from our business, and stroll about the streets, in the vicinity of the schools, at recess time, or just after school is out for the day. At these hours the children fill the

pavements, and are conducting themselves with that freedom and naturalness proper to the juvenile human being when emancipated, for a season, from the restraint of the Public School-room. They shout, they run about, play games, engage in mimic combats, indulge in lively dialogue. If we observe and listen, we shall get clearer and more correct notions of what they really are than by much watching beside the teacher's desk, or even by vigils within the privacy of the children's homes, where, also, spontaneity of speech and action is under restraint.

I confess I would rather the reader did this for himself than would I describe what, during the past year or so, I have learned by doing it here in New York. I did not have to go out of my way to get information; rather, at certain hours, it is difficult to find a retreat where the information is not thrust upon one. It is on earth and in air, it rushes at the ears and eyes, and permeates space generally. The children are not reticent; what is in them is let forth with liberality and explicitness. And what is it that these our children let out? The majority of them are well dressed and well-conditioned, their parents are of the better class, and evidently expect their offspring to take a respectable place in the community. Well, we hear as much slovenly, profane, and sometimes even foul, language as might be met with in the city slums; and we see vulgar, mean, petty conduct enough to suit the language. To look and listen, with our eyes shut, you would think that not one children of our solid citizens, who must presently carry on the business of the Republic, but a lot of naughty little toughs and hoodlums were on the rampage. The words and phrases sometimes used by these small people are really unproductive on respectable pages, and the tone in which they are uttered is yet more sig-

nificant than the words. Their games are not conducted on principles of fair-play, honest give-and take; but the participants bully and take advantage of one another. One almost never sees a square stand-up fight, but the usage is to hit in the back and run away. In their disputes, they give one another the lie as a matter of course, and are neither shamed nor do they expect to shame by it. The little girls are outwardly more decent than the boys, but they nevertheless betray a certain vulgarity which is not of good augury for their future. Their poor little airs and graces, their fluent slang, their precocious flirtations—how sorry one is to see them! Now, all these children "know better." They act in this way because it is the fashion, and they prefer to adopt as models waifs of the streets rather than respectable people. So that it is no exaggeration to say that the whole school gravitates toward the level of the most disreputable little scallawag in it, or that they can pick up in the street outside. I am not overdrawing the case; it could not be overdrawn—in print. And, when the poor little things go home, they add hypocrisy to their other accomplishments, and modify their speech and actions to suit the conception which their parents have formed of what their children ought to be. Therefore, each parent believes that, however bad other children may be, his own are all right, and since, according to our Christian standards, no parent is concerned for the welfare of any but his own children, improvement is impossible.

Are the children to blame? Certainly not. Children are imitative, and it is the foible of human nature, mature and immature alike, to imitate what is evil rather than what is good. It is easier to lie down than to stand erect, morally as well as physically. Boys, if left to themselves, feel a certain pride in being "tough"; they

think it shows manliness and the superiority of age. The point is, they ought not to be left to themselves, but the very opposite of what unregenerate nature suggests should be diligently drilled into them. They should be shown, by precept and example, at all times, in what true manliness consists. By whom should this be done?

This essay is not an indictment against our Public Schools. They may not be, as has already been intimated, perfect. The principles on which they are administered may in some respects be faulty. The means by which those principles are carried out may be susceptible of improvement. But, upon the whole, the State does, more or less well, what it contracts to do. It implants in children's memories certain classes of facts; whether the facts be wisely or foolishly chosen is a minor question. It teaches them arithmetic and geography and other things of the kind, it prepares the child to "pass" certain examinations. But, having thus fulfilled its contract, it stops, and does no more. It takes no cognizance of the children's minds, rightly so called; of their hearts, souls, moral and social ideals. Training in moral decencies, elevation of thought and conduct, cannot be administered to children in the mass, but must be separately adapted to each individual. American parents take it for granted, however, that, because the State instructs their children in arithmetic and geography and the other things, it must teach them all the Christian and social graces into the bargain. The consequence is that the children grow up knowing more than the hoodlums of the slums, but knowing, also, what the hoodlums know, and, therefore, worse off than if they were ignorant altogether. We already see the effects of this in our national life. Public School children become our shopkeepers, lawyers, politicians, contractors, saloon men, bank clerks, brokers,

manufacturers, millionaires. They wear good clothes and appear respectable—are respectable in many cases. But a certain, not small, percentage of them are base in character, rotten in principle, loving mean actions, pursuing degraded ambitions. Our most dangerous criminals are not the hereditary class, but graduates of our Public Schools. Most of the men whose careers disgrace their country, either in a small or a conspicuous way, have been Public School boys. Most of our women who go astray have attended Public School. These people are gradually giving a tone to the entire community; their tendency is to sap the foundations of our national honor and freedom. It is vain to contend that many, even the majority, of Public School children turn out well. That may be true; sometimes it may appear more true than it is, for, as children mature, they learn to cover up vices learned at school, and wear an outside of decency from motives of prudence. Yet, the vices may not be extirpated. The frailty, the defect, whatever it may be, remains, and, when the man or woman is brought to the test, it will betray itself. What are we going to do about it? The first thing we ought to do is to recognize the fact that the Public School children who go wrong are not to be charged against our Public School system, but against parental neglect and abandonment. They are the product of education by the State, unsupported by training in the family.

This essay, then, is not an indictment of American Public Schools, but of American parents' neglect of their children. We do not do our duty by them. It is too soft an expression to say that we entrust them to the State, we abandon them to it. America is the children's country, perhaps, but it is so in a sense less flattering to our vanity than we might wish. We pay for their book-learning, their amuse-

ments, and their indulgence; but we deny them what it is our chief concern to give them—opportunity to develop character. Yet, it is in order to afford them that opportunity, or, we might say, to compel them to that development, that we, as parents, exist. If we fail to do it, we might as well, as parents, not exist at all.

We are a busy people, devoted to business. We work hard every day to make ends meet, and, even after ends have met, we generally keep on working from habit, or from some vague form of ambition or another. We say we are fond of our children. We are fond of them, in a way—a selfish way. We see them after office hours, at meal times, on holidays; we amuse ourselves with them, indulge them, get them to show off a little, ask them whether they have been regular in their school attendance. If they answer this question in the affirmative, and we find them reasonably proficient in their studies, we are satisfied; we discharge our souls of further responsibility. We have entrusted them to the State, and the State takes better care of them than we could. For which of us is as wise as the State, or has the State's resources? Have we the leisure to teach them arithmetic and geography? Or are we competent to do so, if the leisure were available? And even were this the case, it is not expedient to keep children too much at home; they ought to go out in the world, to measure themselves against other children, get knocked about a bit, and have the nonsense taken out of them. "Oh, no!" we cry, waxing enthusiastic; "there is nothing like sending children to the Public School—entrusting them to the State!" In short, we neglect and abandon them, just as we neglect our civic duties—because we imagine we cannot spare the time to attend to them, but must be in our offices, making money, or seeming to do so. Not one man in a hundred, to put it very moderately, has any knowledge of how his children pass their hours out of school, of what they learn in those hours, and of what their consequences to them are.

The exceptional man does know. I have in my mind a man of my acquaintance, who sends his little son to Public School, but who never lets go of the child's hand, so to say. He is one of the busiest men I know, working often sixteen or eighteen hours a day; but he always has leisure to attend to that son of his. To see them together, you would think he had nothing to do but attend to his son. He knows precisely what that child is studying in school, just what progress he is making, who his teachers are, with what other school children he is intimate, and what his opinion of them is. He is aware of what kind of thoughts the child's mind is productive when the child is not with him; not what the particular thoughts are, but their character and quality. For this is apparent not so much in what the child may say or do when they are together, as in his manner of saying and doing, his tone, the scenery of his soul. He goes over his studies with the boy; he prays with him when he goes to bed at night; he talks with him, leading him on to express opinions, and to consider those which he himself expresses. He never allows the boy to see in him anything which is less than honorable and decent, or the idea to enter the child's mind that his father can be otherwise than conscientious, courageous and magnanimous. The two are friends and mutual confidants; the boy knows that his father is both just and kind—that he will always forgive the sinner, though never giving quarter to the sin; and, on the other hand, that a good or generous deed or word will always draw sunshine from his face, though seldom words of praise from his lips. Withal, there is no humdrum solemnity and formality in their intercourse.

On the contrary, it is free, full of humor and playful irony, manly and cheerful, but mutually respectful. This boy passes through the loose-tongued uproar of the streets unscathed. His glance is straightforward, his bearing confident but modest. He is a boy to the tips of his fingers, but you cannot talk with him without feeling that the soul of a gentleman is in him; and a woman would know instinctively that he would protect her, if need were, to the last atom of his small strength. This boy, who is no fancy picture, is far from perfect; further yet from the goody-goody, molly-coddle kind. From some points of view, he seems all faults; faults of temper, of pig-headedness, of overbearingness, of selfishness, every now and then, due, however, to thoughtlessness, not premeditation. But he is quick always to make amends, and never happy till he has done so. The faculty of dissimulation is not in him; you can tell by his face what his mood is; there is none of that smug, demure meekness or sanctimoniousness which glosses the features of the young rascals who come into the house fresh from the lies and foulness outside; who sneakingly avoid your eye, or, quite as often, stare you out of countenance as they pour forth a flood of virtuous protestations. No; the Public School has not hurt this boy, and there are many others like him; but his family has not neglected him. His family recognizes the nature of the function of the Public School and where it stops; and, at that point, they come in and supply its deficiencies.

As for the others, nominally they have fathers and mothers, but in reality they are orphans; they seem to have homes, but their true home is the gutter—for they feel at home nowhere else. The parents are to blame. Neither public nor private schools, nor anything else, can absolve parents from their responsibilities. The plea of lack of time is a false plea; it is not the length of

time you spend with your child that counts, but the use you put that time to. The discipline, the training, the inspiration of home admit of no substitutes, and parents will observe that, if they do right by their children, they will derive from the latter quite as much training and enlightenment as they can impart to them. While you are building up and polishing off your boy's character, he is chastening yours, and keeping you on the edge of your mettle. You may fancy that it is a privilege to your boy to have you for a father; but it is at least as much a privilege to you to have him for a son—provided you *are* a father to him, and not a mere idle and vicious appendage. And that sort of appendage is precisely what a large percentage of American fathers are. It does not mend matters to say that you are fond of your children, and, in proof of it, to paw them and kiss them, give them toys and candy, picture books, circus tickets, skates and bicycles; or to scold them violently and unjustly when they happen to get upon your nerves, or in your way. An ape can slobber over its offspring, and give it nuts or cuff it, as whim may dictate. Selfishness is at the bottom of our failure to give proper attention to our children; it is selfishness all the way through. We want the fun of having children, without incurring the liabilities. We want to have them around us, when we are in the humor, and to have them look nice, and display all suitable merits and accomplishments, but we do not wish to be bothered with the task of inculcating the same; that, we devolve upon the Public School. We would not allow our most confidential clerk to engineer a critical deal for us in the market or on 'Change; but we have no hesitation in permitting a school teacher, to us unknown, underpaid, tired to death, averse from her or his occupation probably, and sometimes incompetent, to determine the

lines upon which our own flesh and blood, with his immortal soul, is to take his departure in life, lines whose direction and grading will practically settle his future. The outcome of the deal on 'Change will immediately and perhaps vitally affect our pocket, but the outcome of the boy will not appear until he is an orphan in name, as he already is in fact, and, meanwhile, its symptoms are hidden from us by the boy's own precocious hypocrisy and our conniving blindness. And yet, children were created to go to heaven, while bank accounts sometimes operate to incline their owners toward another place.

This is not a light matter, but an important one, quite national in its scope. It becomes more menacing every year, because the Public School child of to-day is the parent of the Public School child of to-morrow, and will do as he has been done by. Unless we mend our ways betimes, there will be no mending them at all. If the children do not improve, they will grow worse. Let us not forget that in old times they used to be much better in this very respect; American home life was not splendid or sumptuous, but it was pure and healthy in tone, and children were brought up strictly—too much so, if anything—in the way they should go. There were not so many Public Schools then; the State did not take quite so much on its shoulders, and parents took a great deal more on theirs. If the children of those days

went wrong, it was not for lack, not of good counsel alone, but of good example likewise. America had not yet been dubbed a children's country; but it was a country where children were faithfully and honorably treated. Well, the *laudator temporis acti* has his labor for his pains. What is to come, is the point. Conceding whatever may be advanced in favor of Public Schools, it is nevertheless a truth that the greater the attendance at them becomes, the more sedulous should we be to counteract the evils incident to them—or to supplement the benefits, if it be preferable to put it in that way. All kinds of children go to them, and society is contagious, low society especially. The more the State helps the parents, the more should the parents help themselves; the more urgent becomes their responsibility. The more arithmetic and geography the school puts into the child's brains, the more decency and honor should the parents instil into his heart. The devil is always after him, and can attack him in a thousand ways; but the angels can reach him only through his parents; or, at all events, his parents have no right to assume the contrary. It is desirable, no doubt, that our children should have their schooling; but it is a bitter necessity that we parents should first get ours, that we should learn to realize what our parental duties are, and compel ourselves to do them—*The North American Review*.

MEASUREMENTS OF PAIN.*

In the study of the functions of the nervous system the most definite advance has been made in the exact determination of disturbances of motion. The function of mind is naturally far too subtle to be accurately measured by means now at our disposal, and

any progress in this direction can hardly do more than approximate the facts. Sensation has also been elusive, and it is chiefly to the psychologists of the modern school that we owe what accurate knowledge we have of this fundamental function of the nervous

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mechanism. In the determination of a defect of motion animal experimentation has been called upon to supplement observations in man, a possibility which is open in a most limited way, when we come to the measurement of sensation. In this field man must serve as the object of experimentation, since he alone is capable of describing his feelings.

Practically, as physicians, we are much less conscientious in our attempt to determine alterations of sensation in various morbid conditions of the nervous system than of motion. The latter is palpable, the former is time-taking, and subject to many possibilities of error, and the consequence is, we are apt to neglect any attempt at accuracy in our routine work on the side of sensation. It is therefore with satisfaction that we welcome any careful investigation designed to bring out facts and formulate laws relative to exact measurements of sensations. Arthur MacDonald, of the United States Bureau of Education, has recently presented a paper before the American Psychological Association, in which he adds many new experiments to those he has previously reported in 1895 and 1896, on "Measurements of Pain."

In his early experiments, on 1,412 persons, he found the following facts: That women are more sensitive to pain than men; that American professional men are more sensitive than American business men; that the laboring classes are much less sensitive to pain than the non-laboring classes; that the women of the poorer classes are less sensitive than those in more comfortable conditions; that the wealthy classes, in general, are more sensitive than the poorer classes, and that the left hand is more sensitive to pain than the right hand.

In the newer series of experiments the writer used as an instrument of precision what he terms a "temple algometer," designed by himself. The

instrument is pressed against the temple of the subject until a disagreeable sensation is aroused, the amount of pressure being registered on a scale arranged for that purpose. With this instrument, which is one of great delicacy, Mr. MacDonald claims to be able to approximate very nearly to what he calls the "threshold of pain." In each case the least sensibility to pain was noted. His experiments extended over a great variety of social conditions and ages, including in all 899 persons. Of these some were Public School girls, others Private School girls, boys in Public Schools, University women, washerwomen, business women, and self educated women. We give his conclusions in detail, as of great interest, though not covering so many cases as is desirable for statistical study:

(1) In general the sensibility to pain decreases as age increases. The left temple is more sensitive than the right. This accords with former experiments that the left hand is more sensitive to pain than the right hand. There is an increase of obtuseness to pain from ages 10 to 11; then a decrease from 11 to 12; then an increase from 12 to 13. From 13 to 17, while the right temple increases in obtuseness, the left temple increases in acuteness. This is in the post pubertal period. There is a general variation, which experiments on larger numbers might modify.

(2) Girls in Private Schools, who are generally of wealthy parents, are much more sensitive to pain than girls in the Public Schools. It would appear that refinement and luxuries tend to increase sensitiveness to pain. The hardihood which the great majority must experience seems advantageous. This also accords with our previous measurements, that the non-laboring classes are more sensitive to pain than the laboring classes.*

* By "laboring classes" is meant artisans and unskilled laborers; by "non-laboring classes," professional and mercantile men.

(3) University women are more sensitive than washerwomen, but less sensitive than business women. There seems to be no necessary relation between intellectual development and pain sensitiveness. Obtuseness to pain seems to be due more to hardness in early life.

(4) Self-educated women who are not trained in Universities are more sensitive than business women. Giving, then, the divisions in the order of their acuteness to the sense of pain, they would stand as follows. 1st, girls of the wealthy classes, 2nd, self-educated women; 3rd, business women; 4th, University women; 5th, washerwomen. The greater sensitiveness of self-educated women as compared with University women may be due to the overtaking of the nervous system of the former in their unequal struggle after knowledge.

(5) The girls in the Public Schools are more sensitive at all ages than the boys. This agrees with the results of our previous measurements, that women are more sensitive to pain than men.

These measurements of least disagreeableness, or of threshold of pain, are approximate measurements of the combination of nerve, feeling and idea.

Such work as this is of unquestioned value. Much may, no doubt, be learned through painstaking investigations of this sort regarding the general subject of sensation. The results of such experiments should always be borne in mind by the physician, who is at times too prone to detect differences where in fact they do not exist. Such an accurate investigation as the foregoing among persons below the normal average of health would certainly reveal many facts of interest. We are all dimly conscious that individuals differ in their reactions to painful stimuli, but we are much in need of a standard to which any given case may be applied, and such a standard is only to be attained by the careful study of great numbers of persons both in health and disease.

PROMOTION EXAMINATIONS—THEIR IMPORTANCE.

BY J. H. KNIGHT, P. S. INSPECTOR, EAST VICTORIA.

In this discussion I shall take for granted three things: First, that good classification is desirable, that is, that pupils to be taught a certain subject should be as nearly as practicable equally proficient in that subject. Second, that a pupil proficient in reading may be otherwise in arithmetic, while another who is good in arithmetic may be bad in reading. Third, that it is not desirable to have a pupil taught arithmetic in one class and reading in another, but that each pupil should be in the same class for every subject, provided that for convenience

a certain class may be divided into two or more divisions, or two or more classes united for the teaching of certain subjects.

It is sometimes stated that the teachers are the proper persons to make promotions, because they are with the pupils more frequently, and know just what they can do, that they know their strong and weak points better than any written examination can show.

That the teachers should be the best judges I admit. That they do not always show it I am certain, because I

have examined the papers of scores, if not hundreds, of Entrance candidates who were not fit to be in the Fourth class.

Want of experience is one reason why many teachers cannot be relied upon to make promotions. Many young teachers (and, unfortunately, most of our rural teachers are of this class) seem to think that when pupils have read through a book and learned a smattering of a few other things, they are fit for the next book. They have not learned to be thorough. They do not see the importance of each subject as a means of training, or of knowledge in the sense that knowledge is power. In many cases they have learned the subjects because they could not get a certificate without them, and they do not see of what use this knowledge can be to the pupils.

Another difficulty arises from the anxiety of parents to see their children promoted. In many cases pressure is brought to bear on teachers to advance the pupils whether fit or not, such parents not considering that the pupils would be better in a lower class in which they can learn than in a higher class in which the subjects are beyond their capacity. Where it is understood that only those pupils who pass a promotion examination can be advanced, it is useless for parents to interfere.

Occasionally dishonesty induces teachers to make promotions, especially about the time they expect a re-engagement. Such teachers presume that trustees are blind to their schemes, and take it for granted that if pupils are promoted they are necessarily fit. In some cases this plan succeeds. Sometimes it fails.

Without a promotion examination there are some subjects which are pretty sure to be neglected or not well taught. Two of these are geography and history. The reason I would require a strict examination in these

subjects is that the future choice of reading will be much influenced by them. If pupils are merely taught to read at school, they will read trashy books when they are able to do so. If, while they are learning to read, their minds are stored with facts, facts about places which actually exist, facts about people who have actually lived, they will prefer to read about places that are, and people who have been, instead of reading about places that do not exist and people who never lived. To accomplish this object the two subjects should dovetail both in the teaching and examining, and every effort should be made to interest the pupils in the facts.

Another reason why our examinations should not promote the pupils too early is with respect to Literature. As our text-books in Reading are arranged, the literature is generally too difficult for the pupils. So far as the Second Reader is concerned there is no trouble, but if the pupils in the Third Book were a year older, and those in the Fourth Book two years older, than the present average, it would be better. As it is, the teachers have to explain and question, question and explain until they are tired, just because the matter is in advance of their age. A promotion examination that keeps pupils a few months longer in each class is a benefit.

Again, pupils frequently remove from one section to another, requiring that they go to a new school. A pupil who was in the Third Class has often to be placed in the Second Class in the new school. This is discouraging to the pupil, and unpleasant to the teacher. Such a thing could hardly happen in a county or inspectorate where a promotion examination was properly conducted. And, in case of removal from one county to another, with such examinations in each county, the trouble would be less than where

each teacher promotes according to his own standard, or, as is often the case, without any standard at all.

Lastly, with respect to Composition, why should a departmental examination be looked forward to with dread? If pupils were trained to give written answers, and the teachers gave the necessary time to reading and mark-

ing the answers, the pen would eventually become as ready a servant as the tongue. A written description would be no greater task than an oral description. The writing of familiar and business correspondence, travels and adventure, newspaper reports and editorials would be a pleasure to the writer and a satisfaction to the reader.

ELUSIVE NATURE.

The daisy droops upon its stem,
A glow is on the grass;
I cannot touch her healing hem,
And yet I feel her pass.

Still, like a summer wind that streams
Over the fields unmown;
Sowing the golden dust of dream,
She passes and is gone.

With stately joy each herb receives
The influence which is hers.

The poplar shakes a thousand leaves,
The water lily stirs.

The bending willow whispers low,
Till wave and whisper meet;
The very river seems to flow
In song beneath her feet.

And yet, and yet, I am so blind,
I only feel her wings,
And deep within my troubled mind
The tranquil heart of things.

From the Sp cator.

EDITORIAL NOTES.

Deliver not the tasks of might
To weakness, neither hide the ray
From those, not blind, who wait for day,
Tho' sitting girt with doubtful light.

"That from Discussion's lips may fall
With Lite, that working strongly, binds—
Set in all lights, by many minds.
So close the interests of all."

WORDS FROM CONVENTION, O.E.A.
—The salaries of teachers are so small that no man can make a living by teaching; therefore the men are leaving the work of teaching for some other calling where they can make a fair living.

Subjects and examinations are arranged by the Education Department in such a manner that everyone who tries can get a certificate to teach a school of some grade in the Province of Ontario.

Prof. Robertson pretty accurately expresses the opinion of the College and High School Department at the late annual meeting of the Ontario Educational Association in the paper which he read before that Department

and which we have the pleasure of publishing in full in this issue. There was a large attendance of the Department when the paper was read. A resolution was adopted by the meeting approving in general terms of the opinions expressed by the speaker, only one member dissenting.

Are not the teachers in Ontario prepared for the following?

1. A council with a clear majority of educational experts, the members of which are not all appointed by the Minister of Education.

2. A safeguard against uniformity of instruction and curriculum. Thus making provision for variety of type and freedom of initiation.

The teachers of Science in our

secondary schools have pointed out repeatedly that the work prescribed for Junior Matriculation was quite unsuitable; at the recent meeting of their Department this year they have made such representations to the Board of Arts' studies as, they hope, will lead to an amendment of the curriculum, in part complained of

Mr. Gray's paper in this number will prove helpful to those who have been urging a change, in respect of how to deal more intelligently with arithmetic and grammar in our High Schools. We have yet to meet with the man who defends the present order of examinations.



The Rev. Wm. Ormiston, D.D., LL.D.

Wm. Ormiston was born on the 23rd April, 1821, at Symington, Lanark shire, Scotland. His father and family moved to Upper Canada in 1834, and settled in the township of Darlington, about forty miles east of Toronto. For some years young Ormiston helped his father to clear and till the farm. In 1840 he taught a common school near the town of Whitby, and began his studies for admission to college;

three years later he entered Victoria College, then at Cobourg. While at Victoria College began the life-long friendship of the Rev. Dr. Ryerson, then Principal of the College, and Rev. Dr. Ormiston. Both of them frequently in after life gave testimony to the heartiness and sincerity of their high regard for each other. Within a few months of Mr. Ormiston's admission to college he was appointed mas-

ter in the English department, and at the beginning of the following session classical tutor. Thus he was enabled to continue his college course without any interruption and to graduate in the spring of 1848.

When William Ormiston was at college his mother was very much concerned about him. She, like many a wise Scotch mother, had destined him to serve both God and man in the Church. He apparently was fitting himself for a different sphere; therefore she gave him no peace till he entered on the study of theology two years prior to his taking his degree of B.A. His theological studies were conducted under the care of the United Presbyterian Presbytery of Toronto, of which the late Rev. Dr. Jennings was a member. The late Rev. Dr. Taylor was at the head of the school of theology of the United Presbyterian Church at that time. Thus it happened that he was licensed to preach the same year he got his degree. His first church was Newtonville, twenty miles from Cobourg, and the same year he accepted a professorship offered to him in Victoria College. The professorship he resigned in one year and was settled in the congregation of Newtonville in 1849, on the promised stipend of \$300.00 a year.

In 1853 the Rev. Dr. Ryerson, who had been appointed Chief Superintendent of Education a few years previously, prevailed on him to accept a mastership in the Provincial Normal School, Toronto. His special duties were to teach mathematics and natural science. He held the mastership during four years, and in these years lectured in almost every town and village in Upper Canada on temperance and kindred moral subjects. From 1855 for several years he was inspector of grammar schools, likewise he was active as an examiner in the University of Toronto and Knox College. The time of his connection with the

Normal School and the work which came to him when so engaged, he regarded as one of the most fruitful and influential in his life.

In 1857 he accepted the pastorate of a new church (the largest in Canada at that time) in Hamilton, and remained there till 1870, when he accepted a call to be one of the ministers of the Collegiate Reformed Church of New York City. Thus, it came to pass, that in the city of New York three able and notable sons of Great Britain and Ireland were engaged in proclaiming the hopes and peace of the everlasting Gospel by faith in the Lord Jesus, Dr. John Hall, Dr. W. M. Taylor and Dr. Ormiston, a mighty triumvirate. Dr. Ormiston continued to be a minister of the church in New York till July, 1888. He had been afflicted for years by most obstinate and inveterate insomnia, which was caused by his incessant labor when he was at college. Many a time he had to do so much work that only three hours in the twenty-four could be given to sleep. The revenge came when he could give more hours to natural sleep, but sleep would not, could not, be *wooed*. Almost immediately after his resignation was accepted by the congregation in New York City he went to Southern California, where, either at Pasadena or on his ranch, near Azusa, some ten miles from that city, he resided until the final came. His sojourn in California gave him much relief, so that, for several years, to his great satisfaction, he was able to preach. During these years he made annual visits to the east and greatly enjoyed seeing his friends in Canada and New York.

Such in brief are the main facts in the life of a man who was useful, influential and highly esteemed in Canada and the United States of America. Strongly attached to his native Scotland: a British subject he was born and a British subject he died. At the

bidding of the Master, whom he loyally served, he is gone to the "land of the leal." A whisper ever and anon comes to the writer: "Did you hear Dr. Ormiston lecture?" Yes, in the old Mechanics' Institute, Court street, Toronto, in the winter of 1855; the subject of the lecture was "Mystery." The building was crowded; the only one on the platform with the speaker was his aged father. It was a beautiful sight and the lecture was a treat.

In the summer of 1854 the writer of these few lines heard him preach from the words: "Is it well with the Child?" This is the question of the ages; with it all men and women endowed with foresight, light and sympathy have wrestled; and still it taxes the hearts and powers of our highest and best. The Rev. Dr. Ormiston looked at the question from various standpoints: (1) the parents' duties and responsibilities; (2) the Church, its commission, feed my lambs; (3) the State, its place in the education of the child, derived rights and privileges. The Church cannot, if it would, free itself from the binding command. The teachers standing in, with all three, whether viewed from the standpoint of the parent, Church or State.

In recent years the "child" is much in evidence at conventions and in school journals, but on that day a first lesson was given in Toronto on the "New Education."

With others the writer rejoices in the privilege he enjoyed for a year with William Ormiston as his instructor, the memory a benediction, an incitement to work till the day dawns when unnumbered myriads will move safely onward throughout regions unknown, because our common Lord and Master is there and leads to the enduring fountains in the house of many mansions.

The movement in favor of a Canadian Bureau of Education is receiving,

we are told, the most favorable attention from our leading educationists. Its importance has been duly recognized by our public journals, and it is possible that even during the present session of parliament steps may be taken to have the question of its early organization fully discussed by those who can have it in their power to mature its functions along the trend of the highest interests of the Dominion. The educational tendencies of the country form a theme which the true statesman never undervalues; and though the ordinary politician is always more or less inclined to look askance at education considered as a federal question, yet it has phases fraught with the truly national progress which even none of our lesser public men can afford to disregard. In the inauguration of any public movement, important or unimportant, the argument of "let well enough alone" is always to be found lurking around to infect those who have not had or taken the time to understand the purpose of the project, with the disposition of raising an objection. So far, however, the project of establishing a central educational information centre as a sub-department at Ottawa has met with no opposition. Indeed so carefully has the purpose of the proposed Bureau been placed before the public by Dr. Hodgins, Dr. Harper and others, that no objection has so far been publicly advanced against it. In a word, the people have recognized the movement as a national one, and when the national interests of Canada are at stake it is not so difficult now as it once was to know where to find all true Canadians.

The constitutional object of the above project has in it, it is needless to say, no element to provoke the faintest distrust on the part of any of the confederated Provinces. The said sub-department when organized will have no jurisdiction direct or indirect

on any educational movement calling for provincial interference or legislation. Its administration will be confined to its own internal operations, which for the most part will be collaborative and supervisory, with no governmental authority to enforce its suggestions. This is surely plain enough even for a child to understand. Our patriotism, so far matured as a national one, readily admits that the purpose of our confederacy is to have the world recognize and approach us as a confederate unit, with the provincial autonomy preserved within the wider national intuition. The provincial autonomy is safer within this patriotism than without it. And if there be one argument stronger than another in favor of the proposed sub-department it is to be found in the fact that the provincial autonomy in matters educational is without and not within the patriotism that would make the most of our common country. As matters stand at present the world can learn nothing of our educational status as a consolidated Dominion by applying to the central government for information. The federal authorities have no more the means of giving co-ordinated information on the educational standing of the country as a whole than they have the means of making a census of the South Sea Islands. An outsider—nation or individual—is anxious to learn of the agricultural resources of the Dominion, but has he to travel from province to province to find out all about them? The required information is to be found at Ottawa, and, with the light of later events upon him, no one will surely say that the provincial autonomy as regards agricultural interests is not safer and more progressive within the central supervising organization than without it. Then the same may be said of our mineral resources. Has an inquirer to utilize the railway and boat offices from provincial department to provin-

cial department to learn about our gold, coal and copper fields, for purposes of possible exploration and investment? Then is there not the same safety to provincial autonomy in matters pertaining to immigration, public works and railway building, with the national spirit co-ordinating the provincial into the strength that comes from the united action of the provincial with the federal?

But the idea of endangering the provincial autonomy in educational affairs by the organization of a sub-department such as that under consideration cannot but have even less weight than any other possible argument. The Dominion Association of Teachers has endorsed it, and so far no word against it has been raised by any of the superintendents of education. If there was in it any possibility of interference with the various school systems at present organized in the various provinces, some one of the superintendents would surely have raised his voice against it; or, if there had been in it the faintest shadowing forth of a future national system of public schools it might have been rightly said that the provincial autonomy as guaranteed by the British North American Act would be in danger. But, as we have said, there is in it no element of possible interference with any provincial educational rights, and since this has been so well understood by every one who has carefully looked into the proposal, it is not a matter of surprise that it has been so unanimously well received.

As Dr. Hodgins in his letter to the *Mail and Empire* pointed out, there seems to have been an understanding with the Rev. Dr. Ryerson that the organization of a Central Bureau of Education for the Dominion would come up for consideration after the passing of the Confederation Act. But this has been held in abeyance

until the activities of the Dominion Educational Association have brought more and more into light the fact that the Public School, under co-ordinating influences and wider sympathies, could be made a nursery for the true Canadian patriotism. Through Dr. Harper's advocacy, the project has at last become a question of public interest, and THE CANADA EDUCATIONAL MONTHLY has always expressed the opinion that such a Bureau would undoubtedly become an influence for good in the educational affairs of our common country. As Dr. Harper, in his address before the Dominion Association at Halifax, said, "such a Bureau would neither be over nor under any provincial authority, perhaps not even advisory in an official sense, yet bringing about, by a judicious oversight, an assimilation of provincial educational necessities and pedagogic affinities that would no doubt eventually bring all the teachers of Canada, and through them the rising generation, to join in the patriotic mission of inducing the provincial to shade away in the federal and possibly into the truly national."

And Dr. Harper has also clearly pointed out how this can be accomplished without the faintest approach to any interference with the provincial autonomy in educational affairs. In a later communication to us on the subject, that educationist says: "One particular anomaly existing at the present moment cannot but emphasize the necessity of doing something to utilize our Public Schools and their teachers as a means of promoting a consolidating national spirit throughout the Dominion. The Nova Scotian teacher has no professional claim in Ontario, just as the Quebec teacher has no professional standing in New Brunswick. And so is it with the teachers of the other provinces. From

their education and professional training they are naturally provincial in their inclinations, and, being such, they continue to perpetuate methods and opinions for the most part provincial, if not denationalizing. Whereas were it to be arranged that their professional standing, once obtained, should give them a professional claim in any province of the Dominion, then their sympathies would widen, and their professional inclinations become more and more Canadian and nationalizing."

The above, moreover, is only one case in point, though it very clearly illustrates what might be accomplished through the influence of a sub-department on education at Ottawa. For the better information of our readers and the public, the following reasons may be enumerated to show how a Canadian Bureau of Education would prove a potent means for improving, vitalizing and co-ordinating the various school systems in the Dominion, and provide an interblending of educational influences that would bring us nearer to being one country, one people.

(1) The proposed Bureau of Education would have as one of its most important functions the collection of all documents referring to educational developments in any part of Canada, and the preparation of historical memoranda connected therewith.

(2) Such a Bureau would see to the issue of an annual report, containing a comparative statement of the school statistics of the various provinces, and referring to the prominent educational movements in the various sections of the country during the year.

(3) The Bureau would also supervise the preparation of a compend of the great educational movements in other countries in the world, and offer suggestions as to the adoption of the best measures, based upon the experi-

ments of administration made in these countries.

(4) By judicious means, such a Bureau would also see to the diffusion among the people of all the provinces information respecting the school laws of the different provinces, the classes of school officers and their respective duties; the various modes of providing and disbursing school funds; the qualifications of teachers, and the best modes of training and examining such; the most improved methods of imparting instruction as well as of organizing, classifying and grading schools; the collecting of plans for the building of commodious and well-ventilated school-houses, and the taking cognizance of any educational activity that might lead to a better insight into school work in all its phases, on the part of those officially entrusted with the management and supervision of our Canadian schools and school systems.

(5) But besides being an agency for the diffusion of correct ideas respecting the value of education as a quickener of intellectual activities throughout the whole country, such a Bureau would have suggestions to make in regard to the educative means to be adopted to secure the higher industrial effects in science and art, without which there can be little advancement or ever-permanency in the manufacturing industries of a country.

And (6) through the influence of the Minister under whose supervision it might be placed, and the public utterances at conventions and educational gatherings by the officers who have its affairs immediately under their charge, such a Bureau would tend to bring about a wholesome and general recognition of education as a subject intimately mixed up with the industrial, intellectual and moral advancement of the whole people.

In thus presenting our case in favor of such a sub-department, we do not presume to go into details as

to its final organization; but, should any of our readers have further suggestions to make in behalf of the project, we need hardly say that our columns are open to them.

The idea of commemorating our Imperial relationships by an annual public holiday, originating, as it did, with the Hon. Dr. Ross, is one which the people of the Dominion will not be slow to regard. Preparations have been made in many parts of the country to have a suitable commemoration of the first Empire Day, immediately before the Queen's Birthday. The character of the commemoration exercises will no doubt take its tone from the Imperial Federation movement, and those who favor that movement from a merely sentimental inclination will certainly join in the celebration with those who see in "the greater empire than has been," a possible political forecast of Canada's political destiny on her way nationwards. The busy ordinary Canadian is perhaps more concerned over the more immediate development of Canada as a country already over-governed to run away from the cry of "Canada for the Canadian;" which also had its birth in Toronto. But the knights and would-be knights and the rest of us will always have a warm feeling for the Imperial Federation idea. The electric telegraph and Mr. Mulock's penny postage might possibly, as some may think, have kept the Roman Empire intact even when it was at its largest; but the progressive continuity of great national movements is but another form of the domesticity that makes a man's own home his first interest. To discourage our children from celebrating the deeds of their forefathers would, however, not only be treason but calamitous to them; and therefore, with the folly of the Imperial Federationist well hidden out of sight, we loyally follow the lead of the Minister of Ed-

ucation and sing lustily with him the new song :

We raise our flag on high
To celebrate the day,—
To consecrate a nation's cry
For God and country aye!

Can nothing be done to appease the cry that comes from our teachers in every part of the Dominion? At the late convention of teachers held in Toronto the inflictions of the Department of Education came in for their usual share of attention. But however hard are the tasks prepared for the teachers by those in supreme authority there seems to be some measure of relief which the teachers themselves could inaugurate to alleviate the woes of their fellow teachers in the remote country districts. The two great evils under which the teachers labor in the distant sections of the various provinces are the small remuneration and the uncertainty in their tenure of office, and these have certainly been written of frequently enough, and yet no remedy has so far come to light. The moving from place to place annually still continues and the tariff of wages remains the same. In the United States an effort is being made to bring about an arrangement whereby a three years' engagement after one year's trial shall take the place of the present "happy-go-lucky" methods practised by hundreds of school boards. The movement is only at its initiation, and yet there is in it a lesson which our Canadian Teachers' Associations may learn with profit if they would alleviate the evils that beset them and their neighbors. Why should the permanency of successful teachers not be as well assured in the country as in the city? What hereditary cruelty lurks in the hearts of so many school commissioners and trustees that they should perpetuate the humiliating custom of

an annual dismissal all round among the teachers in the employ of the Board they constitute? What was the origin of the barbarous practice? and whence comes it that teachers have so long put up with the inhumanity? Is there no *esprit de corps* among them to agitate for the disallowance of the cruel custom? Several instances of the inhuman treatment which some teachers are being subjected to have lately come to our notice. A young lady working for the munificent salary of twenty dollars a month, whose success as a teacher was well assured, lately received her notice of dismissal while she was yet in the act of teaching her pupils in the class-room. She had known for some time that she had fallen into disfavor with the Secretary of the Board, and that a year before that gentleman had been so mean-spirited as to carry about a petition against her among the parents. But conscious of her own integrity, and re-assured by the ill-success of the canvass among the parents, she had not thought of leaving the community until the fatal document of dismissal lay in her hands. Could any form of cruel numiliation go further than this? And what had been the plea by which the Secretary had accomplished his revenge? Had he urged her incompetency? He could not very well do that. The success of the school and its large attendance bore a different testimony. What he had done was to convince the generous minded Board that a *cheaper teacher* could readily be engaged, and that the saving of the taxes would be a popular movement, outweighing the popularity of the poor teacher who, by her industry and winning manners, had made herself popular with everybody in the village.

But cases even more cruel than the above could be cited. A gentleman had settled as teacher in a village where the school had for years continued in a wretched condition. The

average tenure of office of his predecessors had been a year. During the first year he had up-hill work, but, nothing dispirited, he brought every civilizing agency to bear upon school and community, and was continued in office. Every year he made further progress, until the school under his charge became confessedly one of the best in the district. For six years he laboured in the place. But his popularity at last became an oppression to the chairman, who would have all the credit of the school's success or the master's scalp. The Board at the chairman's own suggestion had increased the teacher's salaries from year to year, and there was no appearance of decline in the interest taken by the community in the welfare of the school. The head master was as popular as ever. The school tax was no higher than in any of the neater districts. But the population was a fluctuating one. The parents of the pupils, having no property, paid little or no direct tax. It was the landlords who had to pay the school tax, though it was parents as tenants who made it up indirectly in the rent they paid to the landlords. The chairman found in the situation the means of giving warrant to his campaign against the school which it was his duty to stand by. The property holders who were old and few in number were easily advised to resist paying for the schooling of their neighbors' children. The hue and cry was raised that the tax was too high, that the teachers were too well paid, and one morning the deadly mandate of dismissal was delivered into the hands of the head master that his services were no longer required.

Perhaps these are matters that ought not to be written upon. They bring discredit upon the country. Neither should "Uncle Tom's Cabin" have been written, for slavery brought discredit upon the United States of America. The story we have to tell is

only half told, and we do not intend to pause in its narration until our communities are awakened to the boycotting cruelties practised upon our teachers under cover of the one year tenure of office and the popularity of small salaries. The teachers themselves can help us to mature the idea of a three years' engagement, and the attaching of the salary to the position and not to the incumbent. The barbarous practice of dismissing all the teachers in a district annually should be discountenanced at once, unless some brilliantly budding educationist can be found to explain on what grounds it was inaugurated, and the hidden reasons why it has been perpetuated so long in some of the provinces.

It looks as if the plan of forwarding country children by waggon or sleigh to a school centre were at last to have a trial, and the wonder is that it has not been tried long ago. The Prince Edward Islanders, having to pay but little for the schooling of their children, continued for many years to agitate for a school at every door-step, until at last the reaction set in that brought the Government, in search of a revenue for other matters, to reduce the school subsidy. Too many schools in a province have been found to be as poor an educational result as too few, and British Columbia and Quebec, with Prince Edward Island, are at last finding out the truth of this. The establishing of central schools, to which the pupils may be driven by waggon or sleigh from the remote settlements, involves no other than the old parish school idea, which John Knox developed in Scotland, and there are many old men yet alive who can tell how they had to walk three or four miles from the farmsteading every morning in search of a thorough training at the hands of the parish schoolmaster. And it is needless to say that a thorough training he obtained,

for the old parish school was of the Domsic kind, in which the curriculum ran from the alphabet to Virgil and Xenophon. The *Montreal Witness*, in recommending the centralizing idea, says that such a machinery of reliable intercommunication between different parts of the country would, no doubt, develop in many ways towards the lessening of the isolation of our rural population. It might easily, for instance, become a daily mail delivery and a parcel post, if not a passenger service.

The question of compulsory education is recommending itself to many of the elements of our population, but we can never have compulsory education in all our Canadian provinces until there is free education, and at present it would be folly to put a measure on the statute book that could not be enforced in districts where there are no schools or the very poorest of schools. The *Montreal Herald* once undertook to show the character of the country schools in many parts of the Province of Quebec, and, though the Hon. Mr. Marchand has been in power for over two years, yet there are still hundreds of the schools which the *Herald's* commissioner examined that are hardly yet in a condition to be approved of by the respectable farmer as a place which his children should be forced to attend, and until their condition is improved the advocacy of a compulsory school system must be held in abeyance in that province at least. And, not to be too invidious, the outlying sections of Ontario, as well as of the other provinces, are perhaps not so much further ahead of Quebec in the condition of their schools to warrant an application of the compulsory principle even to them.

Still it is well to have the enunciation of that principle placed before us now and again, notwithstanding its impracticability as a people's question

just yet. And the *Witness* puts the matter in a careful way when it says: "Popular government demands education. The public has a right that the children should be educated. This is the duty of the parents as much as it is their duty to feed the children. They have no more claim on the State to teach their children than to clothe them. The State gets, as we know, into all sorts of trouble when it attempts to do the parents' duty. We only quarrel on broad lines as yet, as between Roman Catholic and Protestant. But, as we become more and more interested in the all-important subject of education, we shall have more and more conscientious difficulties and differences. All that the State has a right to do is to demand that the children be educated. In the abstract it has no right to take the parents' money by force and take the children from the parents and educate them as it chooses. This is at best a crude and temporary device rendered necessary by an imperfect condition of society, just as the device of a State Church once satisfied the religious demands of peoples, but no longer does so. Still, if the State demands that the children shall be educated, it seems necessary that for the most of them it must provide the education. We have, however, always begun at what is logically the wrong end. Instead of first requiring the education and then providing it where that cannot be otherwise done, we provide it and do not require it at all. This last omission is the weak point."

An editorial on the cares which beset our teachers and the local influences which work against their becoming permanent citizens in any community has its corroboration in an article from the pen of a Kansas school superintendent, and his article convinces, cannot but convince us all, that there is need for a great moral reform somewhere. As Mr. Cowdric

says, probably one of the most vital questions affecting the teacher and his work now under discussion is that of his permanence, or otherwise, in his position. This discussion, growing more earnest with each day, is an encouraging sign. It shows that teachers are awakening from their apathy and beginning to note signs of a satisfactory settlement of the matter. It shows, too, that the public conscience—or common sense—is being aroused to absurdity of expecting the best results under the customs prevailing at the present time; possibly it shows that there is dawning upon the public mind a faint idea that the teacher has been laboring under many disadvantages and discouragements, and injustice as well, in being compelled to live in uncertainty as to his tenure of office. However this may be, discussion will do no harm, for discussion must precede action, and the latter is certainly needed, since in this particular there has been but little improvement, however much there may have been in educational affairs in general.

Often in the management of educational affairs the plainest business principles are violated. A man who would manage his private business as many school boards mismanage schools would very soon go into bankruptcy. One who would treat his employees as many boards treat teachers would find difficulty in inducing men to work for him. What business man would dismiss a clerk for the reason that he had been in his employ for several years, and he wanted "new blood" in his store? Some will say, "But boards do not do such things." Any teacher knows that such things are often done, and proof is not hard to find, as the following extract from a letter received a few days ago will show: "Mr. X. informed me last Saturday that the board held a meeting the previous day and decided that

they would employ a new man for my place next year; two of them favored another year for me at least, but one opposed it, though he maintained that it is for no other reason than that I had been here a long time, but that, so far as he knew, had given the best of satisfaction, and most especially for this year, for they all think this has been my best year's work."

O tempora! O mores! Think of it! Here is a good man, an experienced and successful teacher—the writer speaks from personal knowledge—turned out because, forsooth, he "had been here a long time." It is true that he has been in that school for eight years,—six as principal of the high school, the last two as superintendent, but is that any reason why he is not just as efficient as he ever was? Is there any other trade or profession in which faithful employees are so treated? "Such shames are common,"—much more common than many suppose, as numbers of teachers can testify from personal experience.

But in this case the board had manhood enough to decide, and to inform the one most interested, of their decision five months before school closed, and due credit should be given them; not all boards are so honorable. Said an experienced teacher to me, within the last week, "My board decided to make a change, once, which cost me two hundred dollars. I was away from home; I had been employed, that is, they had agreed to employ me. There was a little opposition, but they were to let me know at once if, for any reason, they felt that a change was best. Five days before time for school to begin I returned only to find another had been employed in my place, and the board had neglected to notify me. I spent two hundred dollars in travelling before I secured another position."

Comment on the preceding recital is not needed; it speaks for itself;

besides, there is no language which can do justice to one's feelings, when he sees such acts committed. But there is no one to whom school boards are responsible, so they do "what is right in their own eyes," which often turns out to be not right but wrong.

Such instances could be multiplied, the task being not to find examples, but to choose them; enough has been said, however, to prove the statement often heard that there are no persons who hold their positions by such a slender thread as do teachers. When the teacher is merely an accident in a community, how can he be expected to

take his proper and rightful place as a man among men? or how can the best results follow when he knows that he can plan his work but for a short time in advance of where it is to-day, and that the one who follows him may tear down the structure he has been at such pains to build?

Make the teacher's position permanent, and the efficiency of his work will be doubled, the pupils correspondingly benefited, the educational system improved, and the teacher himself will feel that self-respect which comes from the realization that he is no longer at the mercy of every change of public opinion.

CURRENT EVENTS.

The Montreal Board of School Commissioners are every now and again worried with the "Jewish question," the philanthropy of the members of the Board standing in the way of its definite solution. There is a large Jewish population in Montreal, and, as the *Witness* points out, the Jewish children, whom the Commissioners are bound to educate under the terms of the present agreement, are constantly increasing—indeed, in one instance, they are the dominating feature of a large Public School. On the other hand, the taxes derivable from Jewish sources are altogether inadequate for the purpose to which they are assigned and the Board is educating the Jewish children at a serious loss to its own proper revenue available for the instruction of Protestant children. A particularly objectionable feature of the present arrangement is the teaching of Hebrew in the Public Schools by a Jewish teacher, who receives for this purpose a sum of eight hundred dollars per annum. This Hebrew teacher happens to be the Rev. Rabbi de Sola, and it is part of the arrangement that this gentleman shall be the person ap-

pointed for the purpose—this stipulation being made by a small group of wealthy Jewish taxpayers in connection with the Portuguese congregation. The Commissioners have never been satisfied with the teaching of Hebrew in a Public School. The language appeals to nothing in the proper training of Canadian children. It is not the language of commerce. It is employed for the purpose of inculcating the religious tenets of the Jewish system. It is to enable the Jewish pupils to take part in religious services in the synagogue. A doubt has always existed in the minds of the Board as to whether, legally, this grant of eight hundred dollars per annum could be made for the purpose indicated. The practice has been permitted to continue, however, but it is likely that a change will be made in the near future.

The Attorney has lately given it as his opinion that the Commissioners are not entitled, according to law, to continue to give this money for the teaching of Hebrew in the Public Schools under the control of the Board. This opinion has been in the possession of the Commissioners for some

time, but it could not be acted upon during the current school year, as the engagements of the teachers are yearly, and two months' notice is required to make a change. The chairman, having referred to this opinion, asked the commission whether it would be advisable to give the necessary notice at once, but there was a strong disinclination to take the matter up in so serious a way, and unless some citizen takes the matter up the practice of teaching Hebrew in the Montreal schools will be continued.

A very graceful act was done by the Rev. Dr. Shaw at the meeting of the Board, which left the Jewish question again in abeyance. There has been a vacancy in one of the city schools, and when the twelve applications were about to be read the Rev. Dr. Shaw objected to a *public* discussion of the merits of the several candidates. As he said, the public was only concerned with the result and whatever had to be said in considering the claims of each applicant should be said in private. It is needless to say that his suggestion was carried out, and it would be well that the feelings of the respective candidates for other positions should always be thus respected. In this instance, even the names of the unsuccessful candidates were not published.

The position in question has been vacated by Mr. C. A. Humphrey, who has been in the employ of the Board for twenty-three years, and has retired to fill a responsible position as managing director of the Chemical Gold Mining Company in Rainy River District. Mr. Humphrey will be missed in teaching circles, having for so many years been treasurer of the Provincial Association of Teachers. We congratulate Mr. Cockfield on his promotion to the principalship of the Aberdeen school. The commissioners could

hardly have made a better appointment, and the teachers of Montreal cannot but be encouraged to see the principle of promotion duly respected in this instance as well as in the appointment of Messrs. Bacon and Rowland to higher positions.

In writing of the Alumni meeting of the University of New Brunswick and in speaking of the increasing interest in its affairs, an alumnus hints at what we have already hinted at, though the hint is possibly milder than ours :

"The chancellor stated that there were at present twenty-four teachers attending the University. Whether or not this number is greater than at former times, it is certain the attendance of teachers has always been large, and equally so that many of the graduates teach for a shorter or longer time. Honorary degrees are conferred each year to a greater or less extent, and it may be enquired of the Senate and Alumni, how many of these have been conferred upon teachers engaged in active work. It is true honorary degrees have been conferred upon a teacher or two of private schools, who have prepared a few pupils for the college, but there are men and women who have for the last twenty-five years been preparing pupils in the same way, who have not been recognized. How many degrees have been conferred upon Public School teachers?" It will, however, take more than a hundred hints to get our universities to remember the faithful teacher, considering how interested they are in the gold that glitters rather than in the worth that makes for the best in our educational systems.

We notice that our contemporary, the *Educational Review* of New Brunswick, in referring to the position of the teacher says in its last issue that the lack of organization among teachers, as contrasted with the thorough organiza-

tion of other professional bodies, is the subject of frequent comment. Injustice may be inflicted upon teachers, their work and aims be misrepresented, and they may treat one another unprofessionally, without fear of any organized action on their part toward correcting all this.

Men have wondered at the marvelous influence of Arnold over his boys, an influence reaching on into after life, so that the Rugby boys were distinguished at college and beyond. But when we study his life with his boys at Laleham, as well as at Rugby, there is no marvel. When we see him sharing their sports, when we see him in the evening at work in the midst of his boys, annotating his Thucydides, writing his Roman history, composing his pamphlets on Church and State affairs, we see that the boys learned from him two profound lessons which they carried with them into all their public life, that there could be learning without pedantry, and religion without cant.

The great meeting of the Department of Superintendence took place this year in Columbus. The Department is connected with the National Educational Association of the United States, and its practice of meeting in spring, before the General Convention of the Association, has been attended with the most important results. The programme, which included such subjects as "The Unseen Forces in Character-making," "Public Libraries and Public Schools," "The Training of Teachers for Secondary Schools," "How to Make Good Teachers out of Poor Ones," "The Director as a Factor in Education," was an excellent one, and, as one report of the proceedings says, the committee on resolutions made a bold and timely strike at the orational efforts paraded on the programme as discussions, and at the same time it suggested that a halt be

called to everything not worthy of the name of professional treatment of professional problems. There has been enough dilution of subjects and oratorical display. The Department wants solid food and intrinsic value, and now that it has made up its mind to get it, there will be no difficulty in impressing this demand upon the programme makers. Another good move was the adoption of the resolution providing for the appointment of a committee of three on programme. These persons are to serve practically continuously, making a careful study of the educational situation and its most pressing needs and preparing suggestions of subjects for discussion at the annual meetings of the Department.

The Educational Department in Ontario has taken a step which will, we hope, be followed in the Mother Country and in all parts of our vast dominions. It has instituted an "Empire Day" in the Public Schools, with the object of teaching children something about the great empire of which they form a part, about the relations which the parts bear to the whole and to each other, about the history of their own forefathers and their kinsmen across the sea, and about the obligations that rest upon us as Imperial citizens. The United States have already their Day of Independence. Belgium has long since had a day for commemorating great national events. Surely the time has come for the children of the empire to know something more than they do of their grand inheritance and of the way in which it was built up. We have no desire to foster a spirit of national vanity; but we firmly believe in the maxim *Noblesse oblige*, and consider it as applicable to nations as to families. The best way of marking Empire Day will have to be considered. In Ontario it is intended that the morning session shall be devoted chiefly to familiar talk about

Canada's relations to the Empire, and to readings from Canadian and British authors, while patriotic recitations, songs and speeches will occupy the afternoon. We do not think it necessary to be "emulating" all day, and it will, of course, be most desirable to discourage anything like "jingoism," but we may safely leave our teachers to devise suitable methods for impressing Imperial lessons on the young mind. Rudyard Kipling's "Recessional" and "The White Man's Burden" will give the keynotes for the celebration, and could easily be translated into terms which the youthful mind could understand.

A rural clergyman, the vicar of Belbroughton, in Warwickshire, has beaten the Education Department. This is worth noticing, as it is an exception to the rule which tells us that he who has the power of the purse is bound to win. The point was as to keeping to the time-table in teaching natural history. The vicar declared that it was useless to teach it from books and pictures, and said it must be studied from

the life; and lambs, and colts, and dogs, and oxen, and squirrels, and birds can only be studied from where they abound. The department has given in to this sensible reasoning. It should be stated that the vicar in question is a Fellow of his college and a man of science, and perhaps this may account for the special concession in his case, which might not be extended to all.

By the death of the Rev. Dr. King, principal of Manitoba College, which occurred in Winnipeg on March 5th, not only does Presbyterianism, but also educational interests in the West, lose a staunch supporter. Dr. King was educated in the universities of Edinburgh and Halle. Through his untiring energy and devoted work he succeeded in making Manitoba College one of the foremost Presbyterian institutions in Canada. He has been described as a man "who possessed executive ability of no mean order, untiring industry, and, perhaps, best of all, the rock-ribbed integrity of whose character did not exclude the finer and no less divine quality of love."

SCIENCE.

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

The recent meeting of the Natural Science Section in connection with the annual Easter meeting of the Ontario Educational Association was of more than ordinary interest. The several addresses and papers were all valuable to the members of the section, and met with the hearty approval which their merits deserved. Two addresses might specially be mentioned, one by Dr. Miller, of Toronto University, assisted by Dr. Kenrick, and the other by Mr. C. A. Chant, M. A., of Toronto University. The former address dealt with some of the recent developments in Electro chemistry and in

a masterly way traced the history of the rise and progress of this department of the Sciences. The latter address dealt with a subject that is receiving a great deal of attention at the present time, both in the old world and in the new, viz, Electric Waves and Wireless Telegraphy. Both addresses were accompanied by numerous experiments, and the masterly way in which the experiments were conducted and made to illustrate the lectures met with the hearty commendation of all who had the good fortune to be present on these occasions.

Previous to the meeting of the Asso-

ciation Messrs. Stevens, of Lindsay; Mills, of Stratford; and Silcox, of London, had devoted much time and labor to the collecting of information for the introduction of a discussion on The Science Curriculum and Text-Books. This discussion was entered upon on the afternoon of the first day, but on account of the lack of time it was laid over and brought up again on the third day. A pleasing feature of this discussion was the interest taken in it by the professors of the University who have charge of the Science subjects in that seat of learning. The present prescription of work in Form II. physics was the chief point of attack, although other points in connection with the Science work in our Secondary Schools came in for a share of consideration. On account of the near approach of the meeting of the Board of Art Studies of the Senate of Toronto University it was felt that something had to be done at once, more especially with regard to the Physics required for Pass Matriculation. The discussion resulted in the appointment of a committee to formulate the opinions that had been expressed and present a resolution to the Board of Art Studies. To this committee was also delegated the duty of considering the whole question under

discussion and reporting at the next meeting of the Association.

The first duty delegated to the committee was one of such urgency that immediately after the adjournment of the meeting of the section the committee met and, after electing Mr. Spotton chairman, and Mr. T. H. Smyth secretary, proceeded to consider what was most desirable to be done. The following recommendation was sent to the Board of Art Studies with reference to the Pass Matriculation Examination. The compulsory subjects to remain as they are at present, but the following options to be substituted for those now required: (1) French and elementary experimental Science, or (2) German and elementary experimental Science, or (3) Greek. The general feeling seemed to be that the course in Science for this examination should be of a more experimental character than it now is.

For the purpose of discharging the second duty assigned to it the committee is divided into three sub-committees, one on physics, one on chemistry and one on biology, and from the personnel of these sub-committees it is expected that thorough and comprehensive reports will be prepared for submission to the Natural Science Association at its next annual meeting.

PROBLEMS.

(SCHOLARSHIPS) FORM IV., 1898.

C. P. MUCKLE, B.A., TORONTO.

1. If $x - \frac{yz}{x} = y - \frac{zx}{y}$ and x and y be unequal, then will each member of this

equation be equal to $\frac{z - \frac{xy}{z}}{1 - xy}$.

We have $\frac{x^2 - yz}{x - xyz} = \frac{y^2 - xz}{y - xyz} = \frac{x^2 - y^2 + z(x - y)}{x - y} = x + y + z$

$$= \frac{(x+z)(x-y) + y(x-z)}{x-z} = \frac{x^2 - z^2 + y(x-z) - (x^2 - yz)}{x-z - (x-xy)z} = \frac{z^2 - xy}{z - xyz} = \frac{z - \frac{xy}{z}}{1 - xy}$$

2. In a plane are n points, no four lying on one circle, and through each set of three is described a circle. Find the number of intersections of these circles exclusive of the original points, each circle being supposed to cut every other circle.

We have nC_3 circles.

Now, if each circle would cut every other circle in different points we would have $\frac{{}^nC_3 \times ({}^nC_3 - 1) \times 2}{2}$ intersections; but each one of the n points is on ${}^{n-1}C_2$ or $\frac{(n-1)(n-2)}{1.2}$ circles, and, therefore, counts as $\frac{(n-1)(n-2)}{1.2} C_2$ intersections.

\therefore number of intersections exclusive of the original points is

$$\frac{{}^nC_3 \times ({}^nC_3 - 1) \times 2}{2} - n \left\{ \frac{(n-1)(n-2)}{1.2} C_2 \right\}$$

3. Sum to $2n$ terms the series:

$$1^2 - 3^2 + 5^2 - 7^2 + \dots$$

$$S = (1^2 - 3^2) + (5^2 - 7^2) + (9^2 - 11^2) + \dots$$

$$= (1+3)(1-3) + (5-7)(5+7) + (9-11)(9+11) + \dots \text{ to } n \text{ terms}$$

$$= -2[4 + 12 + 20 + \dots \text{ to } n \text{ terms}]$$

$$= -2 \frac{n}{2} \left\{ 2 \cdot 4 + n - 1 \cdot 8 \right\}$$

$$= -8n^2$$

4. Between what two positive integers does the value of $(\sqrt{29} + 5)^{2n}$ lie?

$$(\sqrt{29} + 5)^{2n} = (29^{\frac{n}{2}} + 5)^{2n} = 29^n + 2n \cdot 29^{\frac{2n-1}{2}} \cdot 5 + \frac{2n \cdot 2n-1}{1.2} 29^{\frac{2n-2}{2}} \cdot 5^2 + \dots + 5^{2n}$$

$$(\sqrt{29} - 5)^{2n} = (29^{\frac{n}{2}} - 5)^{2n} = 29^n - 2n \cdot 29^{\frac{2n-1}{2}} \cdot 5 + \frac{2n \cdot (2n-1)}{1.2} 29^{\frac{2n-2}{2}} \cdot 5^2 + \dots - 5^{2n}$$

$$\therefore (\sqrt{29} + 5)^{2n} + (\sqrt{29} - 5)^{2n} = 2 \left\{ 29^n + \frac{2n \cdot (2n-1)}{1.2} \cdot 29^{\frac{2n-2}{2}} \cdot 5^2 + \dots + 5^{2n} \right\}$$

$$= I = \text{a positive integer} \quad \therefore (\sqrt{29} + 5)^{2n} = I - (\sqrt{29} - 5)^{2n}$$

$$= I - \text{a positive proper fraction if } n \text{ is positive}$$

$$\therefore (\sqrt{29} + 5)^{2n} \text{ lies between } I - 1 \text{ and } I.$$

MAGAZINE AND BOOK REVIEWS.

"The Mystery of Evil," by John Fiske, is the opening article in the April number of the *Atlantic Monthly*.

It is a serious and vital consideration of the more perplexing side of existence which will afford to many the effect of reconciliation with present unexplained conditions. "Cromwell; A Tricentenary Study," by Samuel Harden Church, and "The Solar System in the Light of Recent Discoveries," by T. J. J. See, are both articles of weight and interest of that excellent kind that the readers of the *Atlantic* have been encouraged to expect. There are

two short stories, "Love and a Wooden Leg," by W. R. Lighton, and "A March Wind," by Alice Brown.

This latter is written and conceived in the delicate and lovely manner well-known to readers of better American literature. Mrs. Howe's "Reminiscences" are continued, and so are Prof. James' "Talks to Teachers on Psychology."

The art department of *The Century Magazine* is especially fine and pleasing this month. The frontispiece is Stable Interior, painted by George Morland. There is an example of

Gilbert Stewart's Portraits of Women, with a commentary on his work by Charles Henry Hart, and also "The Green Bodice," by J. Alden Weir in the American Artist's Series. The historical side of the Spanish American War is largely dealt with in articles by Rear Admiral Sampson, Major General Green and John T. McCutcheon. F. Marion Crawford's "Via Crucis" is continued. The *Century's* short stories are almost always true and charming. There is, however, an exception in the April number, "Jack," by Abbe Carter Goodloe. Life is bad enough sometimes without having to read things like this.

"Canada's Claims Before the Joint High Commission," by Agnes C. Laut, is amongst the more readable articles in the *American Monthly Review of Reviews* for April. This is a favorable account of our position by a Canadian woman journalist, and its position argues considerable kindly feeling from its editor to Canada. M. Loubet, the new French President, The Czar's Peace Conference, and Mr. Kipling in America, are some of the more interesting and timely contributions to this issue.

Many people are interested in dreams, and such may be commended to a disquisition on the subject in the *April Popular Science Monthly* by Havelock Ellis. There is also an article of special value to teachers, entitled "Care of the Throat and Ear," by Scheepregrell, M.D. "Life on a South Sea Whaler" is contributed by the new writer whose work has been favorably commented on by the *Spectator*, Frank T. Bullen. "Guessing, as Influenced by Number Preferences," is a suggestive and interesting article.

"The Booming of Acre Hill," by John Kendrick Bangs, appears in the April number of the *Ladies' Home Journal*. There is a new serial entitled "A College Courtship," supposed to be related by the grandmother of the student who courts, but although interesting, few grandmothers will think much of the present specimen of their class. "The Girl on the Boston Express" is a pretty short story by Mrs. Deland. "The Hanging of the Crane," a most successful illustration of Longfellow's poem, is the fifth of a series by W. L. Taylor.

"Popular Education in England, 1897-8," by J. George Hodgins, M.A., LL.D., Toronto.

We kept the interesting and valuable letters written from England as they appeared in the daily press for future reference and use, but the bound copy of the letters sent us by Dr. Hodgins takes handsomely the place of the cuttings. We thank the writer for his thoughtful courtesy.

Books received from

Ginn & Company, Boston :

"Sir Bevis," an adaptation of "Wood Magic," by Richard Jefferies, edited by E. J. Kelley.

Clarendon Press, Oxford :

"Demosthenes, Speech on the Crown," edited by Evelyn Abbott and P. E. Matheson.

At the University Press, Cambridge :

"The Æneid of Vergil," book 9, edited by A. Sidgwick, "Geometry for young Beginners," by F. W. Sanderson.