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THE CANADA
EDUCATIONAL MONTHLY

AUGUST-SEPTEMBER, 1898.

THE EDUCATIONAL ASSOCIATION AT HALIFAX.

THE convention of the Educational Association of Canada was held this year in the capital of Nova Scotia during the first week of August under the presidency of Dr. A. H. Mackay, the Superintendent of Education of that Province. The programme was a full one involving the discussions of educational reforms of the most important kind, these discussions being guided by those of our educationists who are well known to be able to view the educational necessities of our common country from a practical standpoint. It is impossible for us to find space for all the papers and addresses given at the sessions from day to day, but as these will be published in the transactions of the society, the necessity for such a full report in THE CANADA EDUCATIONAL MONTHLY is not so pressing as it might otherwise have been. The practical results of the discussions are to be seen in the resolutions that were passed at the final business meetings of the Association, and the regret was very generally expressed that more time could not be given for these business meetings.

The character of the work done by the convention may be seen from the report of the resolutions and the causes which led to their being passed. Before the convention was opened it was found necessary to consider the Constitution of the Association, and a

Committee was appointed, with Dr. Harper as convenor, to revise some of the items that had been found to be impossible to carry out. The amendments proposed were unanimously agreed to later by the Association and they will appear in the copy of the transactions that will be sent to the members. The convenor gave notice of motion that, the Association being a representative one, there should be a clause in the Constitution making this a more important feature in the future, the motion proposed being to the effect :

That, inasmuch as the Educational Association of Canada is a representative institution, the Executive may be enlarged by representatives selected by the teachers' associations of the various provinces or by the Boards or Councils of Education of the provinces or territories where such associations have not yet been organized ; and that the local associations or teachers' institutes be also encouraged to elect representatives who shall be present at the deliberations of the Board of Directors that are held during the convention.

The necessity for such representation has been apparent for some time, in order that all the elements of our educational systems may have an interest in the welfare of the Association, through having a direct influence on its deliberations. Even at the meet-

ing in Halifax it was felt that more should be done to keep clear of the impression that has given rise to so much unrest in many of our provincial associations over the *personnel* of the Executive — a very secondary thing in itself as long as the affairs of the Association are carefully attended to. As President Mackay said, in reply to Mr. McLean, of St. John, and Mr. Robertson, of St. Catharines, the Executive and its constitution is but the least of the matters with which the Association has to do, and yet, since many make so much of the election of the members of the Executive, and seem to pass their whole time during the convention in formulating their pre-arrangements, it can do no harm to place the function of management in the hands of the Association as far as this can be done without serious loss of time during the convention. With the widest representation possible, and a freedom of action in the management of the affairs of the Association by the teachers themselves, it will, it is thought, add to its prestige, and give its deliberations all the emphasis necessary.

Another of the resolutions passed may be looked upon as an expression of the loyalty and patriotism of those present. The initiative of having an "Empire Day" as a school holiday was taken by the Hon. Dr. Ross, of Ontario, in a paper which was read in his absence. That paper included suggestions for a day to be observed all over Canada for the purpose of developing a higher manhood and a broader citizenship, patriotism and loyalty. In detail he said:

I desire to indicate my strong preference for "Empire Day" as the title by which a patriotic day for the schools of Canada should be known.

(1) "Empire Day" suggests that larger British sentiment which I think now prevails throughout the empire, and to which Canada has for many

years contributed not a little. The proudest sentiment which the old Roman could express was *Civis Romanus sum*. The greatest sentiment as well as the most stirring which we could put into the minds and hearts of our children, in my opinion, is *Civis Britannicus sum*, and, to give that sentiment its fullest force, we should broaden it so as to include the whole British Empire.

(2) Whatever may be the destiny of Canada, and that is for posterity to say, rather than for us just now, I am convinced that, viewing the situation in the light of to-day Canada's prosperity can with greater certainty be assured as a part of the British Empire than in any other way. If circumstances require this opinion to be reversed as generations come and go (and no one can tell what the future has in store for any nation), then let our successors govern themselves accordingly. Let us be governed by the conditions with which we are confronted.

As to the time most convenient for the celebration of such a day, from suggestions received and from a careful consideration of the whole question, I would respectfully advise that the school day immediately preceding the 24th of May be the day selected. This form of designating the day would overcome any difficulty that might arise when the 24th of May fell on Sunday or Monday. The 24th of May is a statutory holiday and the schools are consequently closed. It is a day which all British subjects celebrate in a spirit of the deepest respect for Her Gracious Majesty for her pre-eminence as "wife, mother and Queen," and of profoundest loyalty to their country because of the privileges which as citizens they enjoy. If the school day immediately preceding the 24th of May is set apart as "Empire Day" the exercises which may be designed for the afternoon of that day will have

(at least during Her Majesty's reign) a depth of feeling which perhaps they might not have at any other season of the year, and even should the day be continued (and I think it properly might be) after Her Majesty's demise, for this and the next generation or two, the recollection of her illustrious reign will by reflection still quicken the pulse of the many hundreds of thousands of school children as they remember the greatness of the empire over which she reigned so long.

I need not urge upon the Dominion Teachers' Association the desirability of taking action in this matter. The Association speaks for the whole Dominion. I think the voice of the people is in favor of a higher, a purer and a less selfish patriotism than perhaps we possess now, and nowhere can better motives be planted for an ideal national life than in the schoolroom. There can be no future for Canada worthy of the traditions of the lands from which she has been stocked, or worthy of the opportunities for nationhood which now seem to be thrust upon her, unless we gird up our loins and with a resolute and studied purpose endeavor to develop a national spirit. We are a young community, our educational advantages should make our patriotism broad and sympathetic. It is, therefore, in no narrow spirit, nor with a desire to exalt ourselves above our neighbors, nor to intrude upon the public, in a blustering, arrogant manner, our love of country, that we should approach this subject or celebrate such a day, should that be agreed upon. Canadian patriotism should be comprehensive, respectful, intelligent, and at the same time intense. Our history, our institutions and our future possibilities warrant us in taking this ground, and the teachers of Canada have the culture and the mental and moral qualifications by which the brightest type of the purest and most unselfish patriot-

ism can be cultivated, and now is a good time to enter upon such a noble work.

In the same connection a letter was read from George Johnston, Esq., the well-known statistician of the Dominion, and the Committee on Resolutions brought in the following which was carried unanimously: "Resolved, that this Association recommends that the school day immediately preceding May 24 be set apart as Empire Day, and that the Departments of Education in the provinces and territories be respectfully requested to arrange for such exercises in their respective schools as will tend to the increase of a sound patriotic feeling."

Another of the practical questions brought up for discussion, and one on which the educational destiny of Canada as a whole may to some extent depend, was the organization of a Central Bureau of Education for the Dominion. The subject was introduced by Dr. J. M. Harper, of Quebec, in an address given at one of the public gatherings in the Academy of Music. That gentleman has already, as our readers are aware, taken an active part in bringing the matter before the public in his writings and addresses, and, at the last convention of Quebec teachers held in Montreal, strongly advocated in his presidential address the introduction of some co-ordinating educational force such as this that would help, through the common school, toward a closer consolidation of the various provinces as one people. His address at the Halifax meeting can hardly be given here in full. We will, however, give it with other papers read at the convention in subsequent issues. Suffice it here to say that his suggestion aims at no resolution. The basis of the sub-department he would like to see organized in Ottawa is to be found in the Bureau of Education at Washington—endowed with a unifying function,

so that it might become a social force in our midst, which, while neither under nor over any provincial authority, perhaps not even distinctively advisory in an official sense, would bring about by judicial and justifiable means an assimilation of provincial necessities and pedagogic affinities that would eventually lead the teachers of Canada and through them the rising generation to help in the movement that has for its object a shading away of the provincial into the federal, into the national. Dr. Harper's suggestion, it is hardly necessary to say, was received with great acceptance, and before the convention came to an end a resolution was passed appointing a Committee to take charge of the matter and help to mature it as a practical project worthy the attention of the federal authorities.

Another very important suggestion was made by Dr. J. A. MacCabe, of the Ottawa Normal School, who has been chosen president of the Association. The suggestion was given in a paper read at one of the public gatherings in Orphan's Hall, and was well received by the crowded audience present. A uniform standard of teachers' licenses for the Dominion has been under discussion among our teachers for many years, and Dr. MacCabe now suggests that something practical should be done to bring about the assimilation. We intend to publish his interesting address in a subsequent issue. The information he laid before the teachers could not but convince them that such assimilation for the Dominion is feasible; and action will, no doubt, be taken in the direction of making all teachers' licenses valid in the provinces of the Dominion, subject, of course, to certain minor conditions. Dr. MacCabe's final word to the teachers afraid of competition is worth immediate attention. "The uniformity of license or teachers' diploma," he said, "and the reciprocity of employment does not oblige any teacher to go outside

his own province for employment. If the holder of a position is as good a man as can be obtained for that position he would have nothing to fear; if he is not, then he should not expect to retain his position if a better man can be obtained. No province will long rest content if its standard of proficiency is below that of the other provinces. There will exist a wholesome fear lest their schools may not be up to the standard which prevails elsewhere, and they will strive for a place among the schools of the Dominion to which, under the present condition of affairs, there is no incentive."

One of the most interesting features of the convention was Hon. Dr. Longley's brilliant address in favor of "The Spiritual Element in Education." In introducing his subject Dr. Longley offered two criticisms of our educational system: First, it is not sufficiently practical; secondly, it is too essentially practical and worldly. In elaborating this somewhat paradoxical statement, he said that in time technical education and manual training might be expected to rectify whatever may be lacking in the practical side of our educational system; the defect on the other side, however, is more radical in its character, is less fully recognized and has fewer persons to plead in its interests and to struggle for its reform. From the beginning to the end the supreme object of most teachers under our system is to get pupils who can pass successful, and, if need be, splendid examinations upon the various subjects which constitute the curriculum of the common school course, to send forth into the world pupils who have done well in their studies, or to send into the academies and universities men who are prepared to shine in the higher institutions and to graduate therefrom with the highest honors. May I venture to submit, with deference, that this is not educa-

tion in its full sense and scope? High character and spiritual life are absolute and primal necessities for the development of national character, national greatness, national stability. If, as we profess to believe, man is an immortal being, then that which pertains to his soul is of a thousand times more consequence than everything which pertains to his body, his worldly fortunes, or his mortal career, and the system of education which develops his physical powers and capacities, which trains his mental endowments to the highest pitch of perfection, and which leaves his vast spiritual possibilities undeveloped and unregarded, is a system unworthy of a Christian country and unworthy of the boasted enlightenment which pertains to our age and country.

Mr. Longley then pointed out that the question of teaching religion in the schools has unfortunately always been associated with dogmas, creeds, and denominationalism, raising difficult problems, the practical solution of which has been regarded as so serious that refuge has been taken in the alternative of not teaching religion in the schools at all. The Roman Catholic is not willing that his children should be taught the Westminster confession, neither is the Presbyterian or Methodist willing that the doctrine of the immaculate conception be instilled into his children; the Baptist will protest against infant baptism, and the Episcopalian will object to church democracy. In Nova Scotia we have settled the problem by making our schools non-sectarian, secular, godless. In other provinces of the Dominion the problem has been settled by permitting one body of Christians to have their children set off by themselves and taught according to the beliefs of that religious body and the rest of the children taught a composite form of religion, which will, as far as possible, eliminate everything offensive to any one of co-ordinate religious bodies.

It has always seemed to me, vast and overpowering as the difficulties are, that, with a properly developed teaching body, religion in its full, broad, and beautiful sense could be taught in all schools and under conditions that would be, not only not offensive to any, but eminently satisfactory and uplifting to all.

The teacher who would fulfil the ideal of his profession will not be content to send forth from his institution, whatever it may be, a body of pupils who in test examinations in purely mental subjects can secure the highest marks or the highest proficiency, but he will regard it as the greatest function of his work to lead, hour by hour, day by day, and year by year, the young beings entrusted to his care into the higher regions of spiritual life. That is education that will produce the highest form of citizenship, that will secure a nation of men animated by higher aims and motives than sordid and selfish grasping after worldly rewards. It will produce a nation of heroes, of lovers of poets, of fully developed men.

After elaborating this view at some length Mr. Longley referred to the intense materialism of the present age. It is, he said, an age in which men are seeking for riches, for the conquest of the earth; when nations are striving for more territory and more power; when the things which pertain solely and entirely to this mortal life, are the things which are absorbing the attention of an overwhelming preponderance of the population.

"This cannot last. Spiritual things are more important, vastly more important, to mankind than temporal things. Poetry, sentiment, religion are essential to the development of the highest character. A nation which ignores either sentiment, poetry, or religion is a nation that, sooner or later, must fall by the corroding influence of its own sordid aims. This revival of

religion in the State will be brought about, not by the beating of drums, the rending of garments or the putting on of sackcloth, not by noisy declamations from pulpit or platform; this revival of religion will be brought about soonest and most surely by the agency of a body of devoted teachers, who, when they enter the schoolroom, enter not to teach reading, writing, arithmetic, and grammar, but enter that schoolroom to develop with patient devotion the great immortal qualities of those beings which are entrusted to their care.

"A great Englishman was recently laid in Westminster Abbey, who for nearly his entire life-time was reviled and abused because he placed the interests of humanity above the interests of the British Empire. But now that men have come to consider the character of the man they place him higher than all others, because he made his conception of human duty as broad as humanity itself.

"Our first duty and our first regard is to make this young nation of ours worthy and great in the moral tone and fibre of its people. We also glory in the empire to which we belong, with whose fortunes we are inextricably linked; yet we must ever keep in mind that no power is destined to last except the power which rests upon the immutable basis of moral worth."

In illustration of this truth, and as a fitting conclusion to his excellent paper, Mr. Longley read Rudyard Kipling's Diamond Jubilee poem, the "Recessional."

Though the question of language or alphabetic reform was given no very large space for discussion during the convention, Inspector Brown, of Peterborough, gave notice of motion that some change in the pronunciation of certain consonants was advisable, and a Committee was appointed to con-

sider and report on (1) the universal use of decimal weights and measures, (2) the simplification of English orthography, and (3) the general introduction of a distinctly legible phonetic short-hand—three reforms which Dr. Mackay had discussed fully in a paper read before the Toronto Convention three years ago.

Another resolution seems to have had for its object the sustaining of the dignity of the profession at times when appointments are being made by commissioners and trustees. The discussion, which led up to the resolution, referred pointedly to the practice of affixing the salary, not to the position vacant, but to the possibilities of the teacher appointed, in which too often the question of salary leads the trustee to overlook the ability or disability of the nominee. The resolution, after being carefully edited by Superintendent Goggin and Mr. Parmelee, assumed the following somewhat classical form: Resolved, that this Association recommends that, in the engagement of teachers, good character, graceful manners, broad and accurate scholarship and professional skill determine the selection rather than considerations of low salary.

As has already been said, the routine of the departments and the papers read we will refer to in subsequent issues. The incidents of the convention, with its receptions, steamboat excursions, and other pleasurable associations, were, as usual, full of interest to all the members. Halifax is a hospitable city, and may always be depended upon for the interest her citizens take in every movement that has for its object the moral and intellectual advancement of the Dominion. The next convention will meet after a lapse of two years in the city of Ottawa in 1900.

A SCOTTISH TEACHER IN NEW YORK.

WHEN I landed in New York about three years ago I had no extravagant expectations of getting immediate and lucrative employment; and yet I was not prepared to find it so difficult to get placed. The objection to employing me—one which I met at every turn of the way in the first few months of my quest for work—might be formulated as follows: "You appear to have the qualifications necessary for the position, and personally you would be acceptable to me; the only fear I have arises from the well-known fact that American boys are so unlike English boys, and require different methods of discipline."

I first tried a well-known school agency in New York, which sent me several notices of vacancies in out-of-the-way places. For the nearest of these I applied by letter—it was in a ladies' college in Virginia; but, convinced by the lady principal's answer that what she really wanted was a sort of spiritual overseer and factotum, rather than a plain teacher of the humanities like myself, I dropped the negotiation and paid no further attention to agency vacancies.

At last, through persistent watching of the advertising columns of the leading newspapers, I did succeed in getting a position in New York as teacher of classics and mathematics in a school of about fifty boys. It was a preparatory or secondary school, and as it was not a boarding-school I congratulated myself on being well rid of the galling burden of playground and domestic supervision under which I had so long chafed in England. I may here mention that, after graduating in Arts at the University of Edinburgh, I had taught in a Scotch school for one year; and then, after some months of private tuition, accepted a situation in an English

boarding-school, where the salary, exclusive of board and lodging, amounted to sixty pounds a year. My salary now was to be seven hundred dollars about (£140), a figure which many American teachers would have turned away from, but which my circumstances did not permit me to decline.

As I have said, I had been repeatedly warned of the difference between American boys and British boys; and certainly, if their conduct in the home, and especially in the street, was to be taken as the criterion, the difference is patent to any observer who keeps his eyes open. But when I came to meet them in a well-ordered school—such as this one undoubtedly was—I found no such radical differences as had been predicted. Americans are too ready to assume that English boys are tyrannized over at school, and that no such pleasant relations as often obtain in their country between teacher and scholar can exist in a Scotch or English school. It is as difficult to convince them of the contrary fact as it is sometimes to make them believe that members of Parliament receive no pay for their services. At any rate, I found it no such hard matter to manage a class of sixteen well-grown American boys; indeed, they proved, as a rule, to be not only apt and intelligent at their work, but remarkably attentive and respectful in their deportment as well. There was not really a troublesome boy in the whole lot, the only source of embarrassment being a chubby-faced youth of German stock, who had a turn for practical joking, though he weighed about 250 pounds.

About half of my class had passed through the regular course of the school from the primary department up to the graduating class. These were pretty well grounded; but the

class as a whole would not have attained to a satisfactory standard if tried by a British test. One thing I considered largely to blame for the shambling, unsolid character of these boys' performances was the absurd system of marking up for lessons in vogue in the school. An average of 90 per cent. was what everybody looked for, while 60 per cent. was downright failure; and when a boy got a succession of low weekly averages he was very apt to take the huff, and by-and-by he might be heard of as attending some other school.

My boys were handicapped in still another way. Some time before Christmas they were set to "memorizing" orations, dialogues, and passages of Latin and Greek for recitation at the annual entertainment to be given by the school before closing for the holidays. Of course, it resulted in their proper work being performed very perfunctorily, when it was not neglected altogether. When the great day, or rather evening, arrived, and the first part of the programme had been successfully rendered, the principal ascended the platform, and, making his bow to the packed audience, read off from a report-book a few details regarding those precious averages, which seemed to be assumed by everybody to be exactly commensurate with the proficiency of the pupils.

Still another and most serious thing interfered with the efficiency of the class. There was no rigid and impartial examination awaiting it at the end of the session to put the boys on their mettle, as is the effect on an English school by the approach of the emissaries of the Oxford and Cambridge Schools Examination Board; or as used to be the case in Scotland, in my earlier days, when the event of the year was the examination of the whole school by a deputation of the ministers of the presbytery, whose faces loomed fatefully on that morning be-

hind a pile of glittering prize-books on the master's desk. Here the examination of my classes was to be conducted by myself, under the general supervision of the principal, at the end of the school year in June, or the end of May. In the Public Schools, of course, a much more rigid and effective system prevails, the examinations in them being periodically conducted by the Superintendent of Public Instruction and his staff of assistants.

Long, however, before our "commencement" day arrived—that is, the day for the final exercises of the school, when the public were again admitted—a whispered rumor had been going the rounds of the older teachers, which, when it reached my ears, sent a cold thrill down my spine. It was to the effect that, owing to causes which had been at work for some time back, the school was not paying, and that some of us would have to go without our last two months' salary. To pass over this miserable experience, I must do the principal the justice to say that he showed a creditable feeling for me in my hard position, without money or friends in a strange land, by recommending me for some other work, which, though not of a very congenial nature, stood me in good stead during the long and trying summer months—that sweltering, dusty, noisy season in American cities, when to the forlorn Britisher, unable to leave the scorching city, life seems not worth living.

I declined to re-engage with this principal for the following year, even with the bait offered of an increase of salary (that might never be forthcoming), preferring to try for what I could get in the way of private teaching. After many failures in this direction I at last struck out a form of advertisement which soon brought me plenty of pupils—of a kind. It might be amusing, but not profitable, to expose the pecuniary value of a tutor's services,

as estimated by many worthy people. In America the teacher in a good school gets much more than he does in the average school in Britain; but when it comes to private tuition conditions seem to be reversed, and the reason, or at least the chief reason, is not far to seek. The Public School in America takes a good deal of the ground from under the feet of the private teacher, because it not only imparts an elementary training to the children of all classes who choose to avail themselves of it, but it also largely serves the same purpose as the middle-class secondary school of Great Britain. In America one has to go up a step or two in the social scale to reach people with the means for employing private tutors. The possession of such means implies also a certain degree of culture; and consequently a private tutor is better off in America than could be expected in a country where the influence of a Public School system extends to almost every rank of the community. As it is, large numbers of people, intelligent but not particularly cultivated, have means enough to hire private teachers for special purposes, at rates more directly dependent on the general trend of business than is the case in England and Scotland. And there is no such demand for the services of the private teacher in the United States as there is in Britain in connection with the competitive examinations for the various branches of the Civil Service, as well as for the preliminary examinations of certain professional bodies. Civil Service reform is still in its first stages in America, and it is questionable, under the present system of government, if its principles can ever be very generally put in practice.

It was among this large and thriving class of citizens that my work now lay for some time, and my most pleasant memories date from this intercourse, for several of my patrons were not only satisfactory pupils (adults) in a

two-fold sense, but also extremely sympathetic and companionable as fellow-sojourners in this vale of the teachers and the taught. I had pupils of every age above childhood, of both sexes, and of almost every European nationality and condition of life. I prepared young men for college entrance examinations, and brushed up squads of young clerks in their grammar and arithmetic, but could never get them (or my young lady pupils either, fluent and stimulating as they might be in their talk) to write down their thoughts in simple idiomatic English. I read Latin with patient and reasonable lawyers—who almost invariably make satisfactory students—and German with testy and unreasonable physicians, who, in their burning impatience to be put in the way of reading the German medical periodicals, required of their teachers an exercise of power which they would have called miraculous if demanded of themselves by their patients. I taught heads of families their (English) letters, and gray-beards the extraction of the cube root and the solution of triangles. And almost in every case I found the foreign-born pupil, or the pupil born of foreign parents, whether German, or Swede, or Irish, or Cuban, or South American (I had none British), to be both brighter and more persevering than the descendants of long-established American ancestry—a fact to be accounted for by the anthropologist and not by the teacher, who must take men as he finds them in that seething caldron of the nations henceforward to be known as Greater New York. The chief faults of those of American descent, especially of young men in business, who came to me to be intellectually groomed were engrossment in social dissipation and “raw haste, half-sister to delay.” They were amiable and even-tempered to a degree, but fickle and easily discouraged; even those of them with more back-

bone than the average were at the bid of every call of pleasure, or too impatient of results from their work. The heritage of even a go-ahead temperament is not without its disadvantages, as enlightened Americans will readily admit.

As I had many excellent pupils whom I shall always hold in pleasant remembrance, so, as might be expected, an indiscriminate fisher such as I was must sometimes have netted strange fish. On the principle of *ex pede Herculem* I shall give an instance of two of these.

A young man wanted very badly to enter Harvard University in the following fall term—it was March when he came to me. Accordingly we set to work, reading "Cæsar" first; but when he had glibly rattled off the first few well-thumbed pages of his book and emerged into pastures new his eagerness oozed out and he collapsed. On my reporting this discreditable breakdown to his father, who was a commercial man, I learned that the boy's sole ambition in wishing to go to college was to shine as a member of one of the athletic societies, of which, it appeared, his elder and more gifted brother was already a distinguished ornament. A tip-top university stamp for his muscle was all the young jack-anapes was after; but, unfortunately for his aim, his pluck was not equal to his ambition, and he returned to his desk in his father's office, to the no small satisfaction of the latter, who doubtless felt he had done his part in surrendering one son to the Moloch of college athleticism.

One day a tall, stylishly-dressed young person came to me on somebody's recommendation, and was not long in letting me into the secret that she had leanings towards a career on the stage. She wished, before entering a school of acting, to read portions of the English drama under my guidance, with the view both of making

some acquaintance with the literature of the stage and of improving her pronunciation. She spoke with a strong German accent, appeared to be very illiterate, but also very positive and self-sufficient. I took down the comedy of "She Stoops to Conquer" to test her reading and expression, and when she had floundered through a scene or two in an execrable manner she suddenly asked me to explain the meaning of the title. But my explanation fell flat; the two notions of "stooping" and "conquering" were so incongruous to her mind that she could not bring them together in consciousness. Such dense, "yellow-primrose" literalness of intellect I never met with in any human being before or since.

Another time I was visited by a robust-looking man in the prime of life, who stated that he was a master plumber, and that, being deficient in his arithmetic, he was finding it difficult to keep track of his bookkeeper's accounts now that his business was increasing. A little fencing, however, elicited the pitiable admission that he was totally unable to read! He could read figures, add a little, and just write his own name—all he had ever learned in his native country—the Green Isle; but though he had hitherto been successful in concealing his limitations from the people about him, certain circumstances had recently given him the alarm, and he had made up his mind to try and mend matters. And what a struggle was his! What pathos in his groping efforts to spell out his way through the primer which his own little son had thrown aside two years before! But night after night, summer and winter, he kept it up, until at last he had his reward, and he could look his little boy boldly in the face, and had no more fears of his book-keeper.

At one time I had a class of young French Swiss watchmakers in Brooklyn,

who deluded themselves into thinking that they would learn English from a teacher while living clannishly by themselves in a boarding-house where not a word of English was spoken. They were very good, jovial fellows, and sometimes great fun as well; but they took up their daily lesson as if to speak any language but their own was a humiliation to them.

Perhaps the oldest pupil of all was an old man over seventy, a native of Alsace, who wanted to learn geometry, because, after vainly trying to satisfy his craving for knowledge by dabbling in history and philosophy, and even modern science, he had come to the conclusion that the only truths which could satisfy a rational mind were the truths of mathematics! Yet, paradoxical as it may seem, but is not, this arid-minded old fellow, who found even the bald statements of modern science too flowery for his taste, was a religious man, and a churchwarden to boot. Alas, he turned out to be not so single-minded as he appeared. He had his adamant crotchets, which I, backed by Euclid with chapter and verse, was powerless to remove. He

ended his lessons, which had gradually degenerated into ill-tempered altercations with his teacher, by one day breaking out into a savage tirade, not against the equator, but against the Proposition of the Three Squares (Euclid I. 47), and I saw him no more. It was his Waterloo.

But, though sometimes I had a good run of pupils, the work was poorly paid, when the cost of living was taken into account. A single man "who sets up for a gentleman" cannot live decently in New York under two pounds a week; and when it is stated that the average compensation for private teaching is no more than half-a-dollar (two shillings) a lesson—only the fortunate few getting from three to four shillings—it is easy to see that a tutor must be kept very busy indeed to leave any margin beyond a mere livelihood. And there are those three dreadful months from the middle of June to the middle of September to be considered and provided for, when New York is a Sahara to the unfriended foreign teacher.—*Chambers' Journal.*

OVER-STUDY.

By HON. G. W. ROSS, LL.D.,

Minister of Education, Ontario.

AT the closing exercises of the first session of 1898 at the Normal School on Friday, June 17th, the students were addressed by Hon. Geo. W. Ross, Minister of Education, upon the questions of home study and school examinations. The following is an extended report of the Minister's address given at that time:

Hon. Mr. Ross said: "There appears to be some misunderstanding in the public mind with regard to the responsibility of the Education De-

partment for the alleged pressure in the Public and High Schools of the Province. While I would not for a moment endeavor to evade any responsibility that belongs to me as Minister of Education, I think it is but fair to myself and to the department that you should clearly understand the legal incidence of that responsibility.

"Although the department prescribes a course of study for Public and High Schools, it does not fix the

time within which the course shall be completed. The presumption of the law is, however, that the Public School course can be completed before the pupil reaches the limit of the school age, viz., sixteen years. This allows an average of over two years to each form. The experience of many years warrants me in saying that in the vast majority of cases the Public School course can be completed with ease even before the pupil reaches fifteen years of age. If the parent, however, urges the early promotion of his child to the High School, or if the teacher forces the pace to make a reputation for himself regardless of consequences, surely the Department should not be held responsible for the over-pressure.

"Cases will arise where from the temperament of the child it is evident that some caution should be exercised with respect to the amount of work assigned from day to day. For such cases the law can make no provision, and I mention them now in order that you may be impressed with the importance of observing the physical condition of your pupils, lest from professional zeal you overtax their energies. You may have pupils who can study but who will not. These require some stimulus. What that stimulus should be most of you know from experience. There are other pupils who will study beyond their strength; these want to be restrained. How to exercise that restraint is purely a matter of judgment, for which no regulation can be prescribed. It sometimes happens that even a bright pupil is in ill health, and the tasks of the school-room in such cases are irksome. The prudent teacher will deal gently with all such cases. Every pupil is a subject of study, both as to his physical and his mental organization, and the skill of the successful teacher is nowhere better shown than in the adaptation of lessons and tasks to the physical and mental strength of his pupils.

"You will observe that I have asked a committee of the Medical Association to advise with me in regard to this matter, and therefore I propose suspending judgment until evidence is taken. I may, say, however, that the holidays have been increased within the last fifteen years, and that unless there is some gross mistake in the organization of our schools there should not be much physical injury to the pupils by attendance at school from five to six hours per day for a maximum of 200 days in the year. Moreover, it is to be remembered that the average attendance of each pupil in the Public Schools is only 112 out of the 365 days in the year, and in the High Schools 122 days in the year. Even in the case of the maximum of 200 days' attendance there should be very little danger to the average child. Courses of study are never prescribed for the weakest in point of physical and nervous strength, but for the average, and, as already said, the teacher is supposed to see that in the case of the weakest such modifications are made as will prevent any harm.

"Complaint is sometimes made, although not to me officially, that the home lessons prescribed by the teachers are so very heavy as to be a serious restraint upon the time which children should have for physical exercise. As a matter of fact, our school curriculum is prescribed purely with reference to the minimum time of five hours per day, during which the schools, by law, are required to be kept open, and, if pupils and teachers do their work faithfully during the time so prescribed, the course can be completed within the age limit fixed by the regulations, that is, before the pupil reaches sixteen years.

"And here another misapprehension prevails, viz., that home lessons are an obligation imposed upon pupils by the department. As a matter of fact, home lessons are a device of the

zealous teacher for the purpose sometime of obtaining a higher rate of progress on the part of his school, or at other times for compelling greater application on the part of dilatory pupils. As a matter of law the right to prescribe home lessons at all is prescriptive, and I shall not say, therefore, that a teacher has no authority to assign home lessons. Where, however, the parent sends a written notice to the teacher asking his child to be excused from home work, or where it is evident to the teacher that the work of the schoolroom is a sufficient strain upon the mental energies of the pupil, no home lessons can be prescribed or should be prescribed. The State asks a minimum of five hours of study on the part of every child attending a Public School, and permits only a maximum of six hours. On this basis the State makes an appropriation for the maintenance of such schools. The teacher has the right to insist upon reasonable application and diligence during these hours. If tasks to be fulfilled in addition to these hours are prescribed, the teacher's authority can only be enforced with the implied concurrence of the parent. Where that concurrence is withdrawn by the parent the authority of the teacher lapses. As a matter of law, I would not say that tasks might not be assigned occasionally by way of discipline, if, in the teacher's judgment, it is the most effective way of securing greater application on the part of the pupil. Nor would I wish you to entertain the idea for one moment that I think home lessons are not useful, and, if of the proper character, perfectly safe so far as the pupil's health is concerned. In this, as in many other matters, much must be left to the judgment of the teacher. You have already considered in the Normal School the kind of lesson to be assigned for home study. I may say in a word such lessons should generally involve merely the

exercise of memory and observation. Practice in reading the lessons of the day or in preparing the reading lesson of to-morrow; practice in spelling; the examination of a map with a view to improve a knowledge of geography; the careful reading of a few pages of history, and of other lessons which simply adds to a pupil's previous knowledge, or which, by repetition, is supposed to impress his memory permanently, are proper home lessons. Difficult problems in arithmetic should never be assigned for home study. Practice in speed and accuracy in the elementary rules is quite defensible, but the solution of problems too difficult for the child to solve without assistance, or in fact the solution of any problem not within easy reach of the child's attainments, should be studiously avoided. I think, were we to examine the complaints with regard to home lessons, it would be found that the tasks in arithmetic are responsible for the greater part of such complaints. You may say that unless home lessons are prescribed your pupils will not advance as quickly as they otherwise would. That may be, and I must not be understood as prohibiting the assignment of such lessons, but as merely indicating that they are not prescribed by the regulations, that even when ordered by the teacher any parent has the right to request their non-enforcement in the case of his child, and, thirdly, that where they are assigned they should be of such a character as to increase the pupil's interest in school work rather than to discourage it.

"Let me conclude with a few words about examinations. I need make no defence for examinations in connection with school work. In no country in the world are schools conducted without examinations, and, so far as I know, in no country in the world do teachers forget the fact that a certain number of their pupils, if not all, will

be unable to reach the goal to which they aspire without an examination. It would be no greater folly to say, therefore, that instruction should be imparted without any regard to the examination than to say that rifle practice should be carried on without any regard to the target. The teacher of the Public School, as well as the teacher at a College or University, must feel, whether his pupil is to be examined or not, that, if need be, he will bear examination. Examinations can do no harm where the teacher deals honestly with his pupils, that is, imparts from day to day just as much as the pupil can assimilate and no more. The evil of examinations consists in the fact that pupils are being prepared for them by short cuts and by efforts of memory rather than by methodical and carefully articulated instruction. It is for you so to conduct your school as to avoid such evil practices. Examinations will then be of material advantage as a moderate and helpful stimulus to yourself and pupils, and as a gratifying assurance that your labors were not in vain. If, however, you laboriously load the memory, or systematically select from text-books those portions on which the examiner is most likely to test the class, or if you adopt any other device by which the weakness of your pupils may be concealed from the examiner, the purpose of the examination is being abused, and irreparable harm is done to your own moral character and to the future of your pupils.

“Still another view. Some teachers, forgetting what they owe to their profession, trade in the number of pupils that pass the examinations. I cannot say that you might not rightly claim some credit for the success of your pupils, either at examination or in after life. I would be sorry to deprive you of the pleasure and honor and profit, it may be, to be derived from such success, and I admit that no rule can be laid down for your guidance in this matter. If a board of trustees ask you how your pupils fared at any departmental examinations, you cannot avoid stating that they were successful, if such were the case, and yet I fear that occasionally teachers look to the success of their pupils at examinations, and also that trustees and parents measure the success of teachers in that way more than by the substantial educational results of their work in the schoolroom. Where such a false estimate is made without any responsibility on your part you have but to accept the consequence. All you can do is to avoid as far as possible fostering a false public opinion in a matter of such vital importance to the honor of your profession and the intellectual and moral culture of your pupils.”

ENCÆNIA OF THE UNIVERSITY OF NEW BRUNSWICK.*

May it please Your Honor, Mr. President, Gentlemen of the Senate, Mr. President and Gentlemen of the Alumni Society, Ladies and Gentlemen :

Of the founders of old King's College, the one whose name still lives among us is Sir Howard Douglas. In a former address I tried to do some justice to the memory of this remarkable

man after a careful perusal of his life and after some correspondence with his son, General Sir Robert Percy Douglas, who died Sept. 30th, 1891.

Of the founders of what is known to the present generation as the University of New Brunswick, His Honor the Lieut.-Governor, our honored visitor, could speak from personal knowledge,

* Address by Chancellor Harrison, June 2nd, 1898.

for he is one of the few now living who were in the House of Assembly in 1859 when by a vote of 21 to 13 the House decided on the 7th of April that there should be a university which shall be a body corporate by the name and style of the University of New Brunswick. The official list of the 21 who voted yea read as follows: Hon. Mr. Tilley, Hon. Mr. Fisher, Hon. Mr. Watters, Hon. Mr. Brown, Mr. Read, Mr. Gray, Mr. End, Mr. McClelan, Mr. McMillan, Mr. Lawrence, Mr. Allen, Mr. McPhelem, Mr. Macpherson, Mr. Montgomery, Mr. DesBrisay, Mr. McIntosh, Mr. Scovil, Mr. Wilmot, Mr. Vail, Mr. Chandler, Mr. Gilbert. These are names which the province and especially the University should never willingly let die. The Hon. Mr. Fisher once said to me with conscious pride, "If it had not been for me this building would have been given to the moles and the bats." Any body of latter-day legislators who should hand this noble structure over to the moles and the bats would stand forth in most unenviable contrast with the brilliant statesmen of 1859.

"As well kill a good man as kill a good book" said the great Milton. How much greater then I ask would be the crime of killing a good university? The evils brought by such a deed upon the pick and flower of New Brunswick youth would be felt throughout all succeeding generations. New Brunswick would be a poor place to be born in, New Brunswick would be a poor place to emigrate to, New Brunswick would be a country to get out of as soon as possible, if her legislators in an evil hour should deny to her youth "such an education as would enable them to meet on equal terms and hold intercourse with the liberally educated men of other countries."

The elementary schools, the High Schools and the University are the bulwarks of a nation in the war against ignorance, and the legislator

who should succeed in weakening any one of these three interdependent parts of every complete system of public instruction would commit a crime against posterity.

In making these remarks I do not wish to give the impression that there is any danger to be feared from the Government of to-day. They have proved their friendliness to the University by giving a grant for repairs of \$1,500, which passed through the Legislature without a hostile word. With this grant we put a new roof on the building and made many improvements, such as painting the walls of the library in which we are now assembled.

I desire publicly on behalf of the University to make this grateful acknowledgment of the good-will of your Honor's Government. But, in view of the recent attack upon different parts of our educational system, and especially upon the University, I think it necessary to consider the question, "Is there anything in the present state of our Alma Mater that affords the slightest ground in reason for this attempt to place on her throat the political garrotte?"

On the contrary never before was the University so well able to invite a critical investigation of her work as she is to-day, counting seventy students in attendance during the past year, with a full staff of seven professors. I point with pride to the graduating class who occupy twenty chairs in front of me, nineteen candidates for the degree of B.A. and one for the full diploma in civil engineering and land surveying. Here is a class of seventeen young men and three young women, representing the counties of Restigouche, Northumberland, Charlotte, St. John, Kings, York and Carleton, and also the capital of Prince Edward Island, representing also various religious bodies, viz.: The Church of England, the Methodist,

the Baptist, the Free Baptist, and the Presbyterian churches. Here, before our eyes is the best possible evidence of what the University is doing for different parts of the province, and for different religious denominations. The generous benefaction the class have agreed to make to their Alma Mater for the next ten years shows whether or not they appreciate the education they have here received.

As to the general body of the students I will let the professors speak by making brief extracts from their official annual reports to the Senate. In my own report I have said :

"It would be difficult to find anywhere a better class of undergraduates. There are few or no idlers now in College."

Dr. Bailey reports as follows : "The work of the classes under my charge has been very satisfactory. The body of the students have been regular, attentive, and diligent, and the progress made all that I could reasonably expect."

Prof. Stockley says : "The Sophomore class in French is more advanced than are most second year's students."

Prof. Davidson says in his report "The Senior class in Economics is, I think, the best class I have ever had in that subject."

Prof. Downing writes that the number of honor students in Physics is greater than at any time since his connection with the institution. For the year the interest and progress of the ordinary classes as a whole have certainly been above the average.

Prof. Raymond reports a marked improvement in the quality of the work done in Greek and Latin.

The minutes of the Board of Discipline will show beyond question that with respect to the relations between the students and the Faculty we have never before had as satisfactory a year as the one now closing.

Does our work receive recognition from other Universities? The students who have completed our Engineering course are admitted without examination to the final year at McGill University. The University of Chicago has awarded to one of our graduates a \$300 fellowship. Harvard receives our best graduates with open arms, places them in the final year in Arts, and gives them when necessary a hundred and fifty dollars each from the Price Greenleaf Aid for poor students. Two of our men are now there under these conditions, and several members of this class have received permission to enter the final year in Arts after graduation here. Such is the recognition given to our work by the greatest University on the continent of America. There can be no doubt then that as to what is taught in our Arts and Engineering courses we have the endorsement of those most competent to judge, and the arguments against the University under this head do not affect this University alone. They strike at the established principles and foundation of all collegiate education.

Is the State under any obligations to provide an Arts course? Let no lawyer, however eminent, suppose that his opinion on this matter should weigh equally in the balance with the opinions of educators who have made such problems a life-long study. The names of Ryerson and Dawson are destined to live as long as there is life in Canada. These men have made their pronouncement on this very question in this province and concerning this University. Year after year we publish their immortal answer in our Calendar, "New Brunswick would be retrograding, and would stand out in unenviable contrast with every other civilized country both in Europe and America did she not continue to provide an institute in which her own youth could acquire a collegiate education." "The idea of abolishing the Endowment can-

not be entertained for a moment." The New Brunswick House of Assembly endorsed these opinions in 1859. Does the present House of Assembly contain men better qualified to judge of these high duties of the State than were Gray and Tilley and Wilmot and Fisher, and Chandler and John C. Allen and A. R. McClelan? If so they are indeed a brilliant lot.

The University of Maine has been called on to answer the same question, and this year the Maine Calendar contains on its first page the clear pronouncement of Ralph Waldo Emerson.

"I praise New England because it is the country in the world where is the freest expenditure for education. We have already taken at the planting of these colonies (for aught I know for the first time in the world) the initial step, which for its importance might have been resisted as the most radical of revolutions; thus deciding at the start the destiny of this country, this namely, that the poor man, whom the law does not allow to take an ear of corn when starving nor a pair of shoes for his freezing feet, is allowed to put his hand into the pocket of the rich and say you shall educate me not as you will but as I will, not alone in the elements, but by further provision in the languages, in sciences, in the useful as in the elegant arts. The child shall be taken up by the State and taught at the public cost the rudiments of knowledge, and at the last the ripest results of Art and Science."

I respectfully commend these golden words of Emerson to his popular and energetic namesake the honorable the leader of the Government in New Brunswick, to whose safe-keeping the interests of the University of New Brunswick, at the present time, are largely entrusted and I believe safely entrusted.

In connection with the University

of Maine I shall endeavor to meet an objection against this University, an objection which seems to have force in the mind of the Premier himself. It is this: If you divide our yearly grant by the yearly number of graduates it brings the cost to the province of each graduate in the vicinity of \$800. With us this year this objection scarcely holds, for if you divide the University grant of \$8,844 by 20 we have the modest sum of \$442. But the income of the University of Maine is \$67,000, of which \$15,000 is for an Experimental Station, leaving \$52,000 for salaries and purposes of Instruction. In their latest Calendar the number of graduates was 25. Applying the same elementary process of division we get as the public cost of each graduate the sum of \$2,080 instead of \$442.

The test is by no means an infallible one, but, supposing it cost the Province \$800 to educate Geo. E. Foster, it cost the Dominion of Canada \$8,000 a year to pay the same Hon. Geo. E. Foster for his services as Finance Minister. Supposing it cost the Province \$800 to educate F. E. Barker and J. A. Vanwart, how many thousands a year does the Dominion pay for the services of His Hon. Mr. Justice Baker and His Hon. Mr. Justice Vanwart? I contend that it is not numbers we should aim at so much as the quality of the work we do.

Two men like A. B. Maggs and C. C. Jones, now studying at Harvard, will in the end bring this University more credit than will a score of half educated men.

I have spoken of the living. The Hon. James Mitchell, some time Premier of New Brunswick, who at our last encœnia received the honorary degree of LL.D. and who for so many years ably represented the Alumni Society in the Senate, has gone from us, leaving behind him a reputation of unsullied integrity in all the relations

of life and of unswerving loyalty to the University of New Brunswick. I saw his brother Masons throw the green sprig of friendship into the grave of his rest, and I would fain add my testimony to his sterling worth.

But the Commissioners who sent in their able report in 1854 had something more in view than the primary college with its course of permanent studies in Arts. They recommended additional courses of collegiate instruction. The first of these is that of Civil Engineering and Land Surveying. This the Senate have already provided for, nor can it be denied that the establishment of a chair of Civil Engineering was a move in the right direction. Already thirteen students in engineering have completed successfully the full course of four years and taken their diplomas, and indications point to a considerable increase in this department in September next. The Government engineer has entrusted important work to Professor Dixon, and the Government have the means of knowing the valuable work he is doing here with his pupils, some of whom are now occupying responsible positions.

The second special course of study recommended by the Commissioners was that of Agriculture. There is no doubt that this matter has hitherto received but little attention from the University authorities, chiefly because the funds were not forthcoming. It required a Farmers' Government to bring the question to the front, and I am convinced that the occasion is propitious for doing something real in the direction of Agricultural Education. The Honorable the Commissioner for Agriculture and his Deputy have convinced me that they are in earnest in their desire to have a Professor who could advance the interests of the farming community. During the Easter vacation I spent several days at the University of Maine which has until

lately been regarded as an Agricultural College. President Harris and Prof. Woods, the Director of the Agricultural Department, devoted not a little of their valuable time to further the object of my visit. They gave me freely their advice based on the results of a wide experience. They first disabused my mind of the idea that there would be any necessity for a Model Farm, much less of an Experimental Station in connection with the University in order to do good work in Agricultural Education. After examining our Calendar they said that we should have first and foremost a professor of Agricultural Chemistry. My colleague, Professor Bailey, and myself had previously come to the same conclusion, and the Commissioner for Agriculture and his Deputy had independently expressed the same opinion.

On my return from Bangor I took the first opportunity of informing the Premier of the results of my inquiries and observations. He asked me to make a report to the Government, which I have done at much greater length than would be appropriate on this occasion.

A Professor of Agricultural Chemistry should be able to take the whole subject of chemistry, which is now mainly confined to first year students, and distribute it over as many years as he thinks necessary, thereby at the same time greatly strengthening our science course and enabling Dr. Bailey to devote more attention to other subjects. In the analysis of soils and fertilizers and in formulating rations for milk and meat production the new Professor could do a great work for the farmers of the province. He would be expected to lecture not only in the University, but wherever and whenever the Agricultural Societies required his services. Short winter courses might be offered to intending farmers who are unable to devote a longer time to study. In these lectures the funda-

mental principles of agricultural science might be discussed briefly. The student, while he could not obtain anything like a complete training in six or twelve weeks, might gain an insight into the ways in which science helps agriculture and might be guided and moved to reading at home the most helpful agricultural literature. He would also feel that he would have in the Professor a competent instructor to whom he could write for information.

I have reason to hope that the Government, the Senate, the farmers, the agitators, the Alumni and the students might agree in thinking that the appointment of a Professor of Agricultural Chemistry would conduce to the general prosperity not only of the farming community but of this University.

There is one other matter about which I should like to say a few words before closing this address. We are constantly being told that the University is not in touch with the teachers and schools of the Province. Let us examine this statement with some thoroughness. The subjects for entrance examinations given in the old calendars were arranged by a committee of Grammar and High School teachers appointed at my request at one of our Provincial Institutes for the very purpose of keeping the University in touch with the schools. The changes that have been made from time to time have in almost every instance arisen from some request on the part of the teachers. The July matriculations were instituted by the Chief Superintendent for the express purpose of keeping the University in touch with the schools. All the associate examiners are or have been teachers in our High Schools. Entrance papers are sent to any Grammar School centre where a student wishes to be examined. County scholarships are offered at these examinations.

Inspectors of schools preside. A High School or a Grammar School pupil can thus be sure of entrance to the University without leaving home. Teachers holding a first-class license are allowed to enter upon the second year by passing in languages and chemistry. Our noble-hearted benefactor, the late Asa Dow, whose lamented death we regretfully record this year, has perpetuated his name in the University by founding scholarships for teachers only. We have had this year fourteen licensed teachers among our undergraduates. The Chief Superintendent of Education is President of the Senate, and the Chancellor of the University is a member of the Board of Education. All these are strong connecting links, one would suppose, between the University and the teachers and schools. But these are not all. The teachers elect a representative to the University Senate, who must, however, be a graduate of the University. This last restriction is particularly complained of. I fail to discover any just cause of complaint. Let us look into the complaint. The representative on the Senate of a body of teachers can do but little good unless he is qualified to deal with questions of college education. How can he deal intelligently with these if he has never had a college education? But it may be answered that the teacher might be a graduate of some other college. In that case let him first show his interest in the University of New Brunswick by applying for an *ad eundem* degree and becoming a member of the Alumni Society.

There is one other loud complaint, viz., that the Chancellor of the University does not go about enough among the schools. This is probably true, but it shall be true no longer, for he has made his plans to visit every High and Grammar School in the Province if possible once a year.

And now, my young friends of the graduating class, it is impossible for me to express the mingled feelings that stir within me in trying to say good-bye to you. You have done many good things and achieved many successes. Especially you have done nobly for the University by your generous class benefaction by which you start for the first time in the history of this University a Loan Fund for needy students. The spirit that animated the gift makes me feel young again. It is the best answer to those who

strove to cry us down. The name you give your Alma Mater will spread like wild-fire. It is her best advertisement when a graduating class such as yours will shout "Floreat Academia." The vales will redouble it to the hills, and the sound will re echo through every Grammar School and High School in the Province.

In parting let me say to each one of you, in the words of the Hebrew Prophet, "What does the Lord require of thee but to do justly and to love mercy and to walk humbly with thy God?"

DR. HARRISON'S ADDRESS AT THE TEACHERS' INSTITUTE.

MY fellow teachers,—I would be glad if I could say anything to interest you or encourage you or amuse you on this occasion.

It is just forty years since I received my first appointment as master of the Grammar School at New Glasgow, Nova Scotia, and yet I am a mere youth compared with the veteran Superintendent of Education, for he was a teacher at Sackville Academy and a married man, when I was but a boy going to boarding school.

I mention these facts to show that, if any of you are ambitious to take our places, the office of Chief Superintendent will in the natural course of events be vacant many a long year before that of Chancellor of the University!

But, if any of you are looking forward thus early to the position which for many years I have had the honor to hold, let me tell you that the laborious teaching of Mathematics in the Lecture Room will not be placed to your credit as Chancellor. You should study rather the art of addressing such assemblies as this present one. No amount of painstaking efficiency with regard to the internal management of the College will satisfy the critics and

agitators. You must show yourself in public and press the claims of the University. This is what I have been doing during the last few weeks in Fredericton, St. John, St. Stephen, Milltown, St. Andrews, and Rothesay, and after the schools open again I hope to complete the round of all the Grammar and High Schools in the Province. I find it very pleasant work and much less wearing upon the nerves than giving mathematical lectures and at the same time trying to control the joyous and overflowing spirits of seventy undergraduates.

We may never hope to satisfy or to put to silence the chronic grumblers. Some men are born grumbling. The July number of THE CANADA EDUCATIONAL MONTHLY reproduces at this late date two rather stale and time-worn charges against the University of New Brunswick. One is that for a time we had no college residency; the other that once upon a time there were unseemly wrangles between the students and Faculty. For two years we have had college residency and for thirteen years we have had no unseemly wrangles. This kind of complaint reminds me of an old woman on board ship who kept calling out

ever and anon, "Arrah! mushna, but I am dry, dry, dry." A fellow-passenger gave her a drink, at the same time expressing the hope that she would be quiet. A little while after she began again as loudly as before, "Arrah! mushna, but I was dry, dry, dry." Formerly it was "Arrah! mushna, but there *is* no residency"; now the reviewer cries "Arrah! mushna, but there *was* no residency."

For thirteen years there have been no wrangles, but down to this very date the reviewer is exclaiming, "Arrah! mushna, but there *used to be* wrangles." In the same July number there is a repetition of the old charge about failing to appear in public. Let me confess that on one occasion, and probably that is the one in the reviewer's memory, I shrank from upholding the claims of the University for recognition. I was politely invited by letter from a third party to engage in a public spelling match with the Chief Superintendent of Education. The proceeds of the entertainment were to go to a public charity, and it was thought that the contest would draw a crowd. Here was a fine opportunity, but alas for the frailty of my nature. Being a very sensitive man I was averse to being put in pain for my

orthography, neither did I wish to inflict pain upon the Chief Superintendent.

There were other occasions on which I failed to appear owing to the physical difficulty of appearing in two or more places at one and the same time.

In my encæial address I have proved to a demonstration that the University was never more worthy of her place in our educational system than she is to-day. Our Arts and Engineering courses have been approved by the highest authorities on this continent, and, best of all, our graduating classes continue to testify their loyalty and good-will to their *Alma Mater* by very generous class benefactions.

It is very desirable that the University should enlist the sympathy and support of the teaching profession, and the fact that there were fourteen licensed teachers among our undergraduates last year would seem to show that we were fairly successful in that direction.

I beg to welcome you all to the institute, and I trust that

"By mutual intercourse and mutual aid
Much good may be done and great advancement made."

ST. JOHN, June 28th, 1898.

CO-OPERATION IN EDUCATION.

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CORRELATION and co-ordination have had their day. Warm discussion ceases for a little, while authorities are arranging courses of study. Children will in the end profit by the discussion. The profit will lie along the line of intellectual training. Advance may be more rapid: results may be more permanent. Admit that one year or more may be saved in preparation of youth for active

life—that doctors, lawyers, teachers, scientists may be able to earn a livelihood from a point a little nearer their birth—that greater mental acumen will secure more cash within a given period—does it follow that the world will be by so much the gainer? To make a *living* is desirable, but to develop a true and noble *life* is far more desirable. The man whose name is preserved only in records of probate

is not the equal as a factor in the world's advancement of him whose name is written upon the hearts of his fellowmen. Great wealth acquired by inheritance is rapidly dissipated. Stalwart character shaped by pervasive influences from the life of the true teacher is renewed with increasing force and beauty in generation after generation. These assertions may be trite, literally worn out—but less trite may be found the discussion of co-operation in education. To one phase it is my present purpose to confine myself.

Clubs abound. Some are organized for selfish ends. I do not use the word selfish in its lower signification, but in the better sense of self improvement. Whist clubs, dancing clubs, ball clubs, social clubs, etc., have only pleasure or profit as their end. Historical clubs, art clubs, science clubs, etc., have the nobler aim of self-improvement helped forward by combination of kindred spirits.

There are also clubs entirely altruistic. Such are charitable clubs concerned with the alleviation of physical suffering—mission clubs in support of efforts to advance the spiritual condition of benighted peoples in other lands. These and like organizations devote their energies to the good of others and often at the sacrifice of self.

But clubs are in existence of mixed character seeking the good of others through self-improvement. School masters' clubs are in evidence. Not until Froebel turned the thought of teachers toward little children, and so gave to teachers' associations a purely altruistic trend, did the thought of enlisting parents in educational work take shape. Mothers have become deeply interested in kindergarten work. Though in some measure their interest may have a selfish element, since the kindergartner relieves the mother for a part of the day of the oversight of

restless and inquisitive children, the benefit apparent to the children in a wise direction of their activities and in the formation of careful habits has brought parents into cordial co-operation with teachers, and has led to improvement in the homes.

Co-operation finds a new field opened by President G. Stanley Hall, of Clark University, in "Child Study." Here the parent is at first the prime factor in the co-operative process. The plan of study is clearly outlined by the no less important factor, though of necessity the less prominent—the teacher or the student in psychology.

Why should co-operation end at the point where it can be made more effective? It is certainly not the fault of mothers. The past two years have been prolific of "Mothers' Clubs." Their scope embraces the entire domain of educational agencies employed in the development of a complete manhood. To use the words of a leader: "We hope to bring about a peaceful revolution in the method of bringing up children. We want them to be better, nobler, purer men and women." Local, state and national organization has resulted in a "Congress of Mothers," holding an annual session. Their organ is *The Mothers' Voice*, a monthly publication of sixteen quarto pages—a voice thrilling with interest. "We hope to induce mothers to keep in touch with their children's teachers" is a strong appeal for co-operation. The mother's hand is extended. Will the teacher grasp it? Already the answer comes in a few localities—"We are ready for a long pull, a strong pull, and a pull all together."

Who can estimate the result of sympathetic mothers' and teachers' clubs upon the future of American citizenship?

At the foundation of a right education lies sound health. Teachers grope blindly in ignorance of a child's

physical peculiarities which a mother understands. Mothers are blind to habits which a teacher's practised eye detects. Defective vision, imperfect hearing, often bring children under severe censure at school. A word of explanation from the mother would locate the child in the schoolroom at the most favorable point for overcoming the defect. Children fall into habits of sitting, standing, or walking which eventuate in distortion of the body. The teacher by counselling with the mother may secure help in their correction. The child may be known to the mother as possessing a nervous temperament which the mother has found the way of mitigating but not of entire control. The wise teacher will gladly co-operate with every sensible mother in the use of like methods of discipline. I use the word *sensible* advisedly, for I am aware that home training is not always the most judicious. Conferences of parties in interest will bear favorably upon the home as well as upon the school.

Personal indulgences are noticed at school which are concealed from the mother under the conviction of the child that they are wrong. Such indulgences not only weaken the body but corrupt the moral nature.

Early conference may lead to correction at a time of easy abandonment.

No two children of the same family yield to the same methods of discipline with like successful results. Mothers appreciate the fact, but do not always understand why teachers fail in control of fifty children subjected at their homes to the widest range of discipline. Meetings of teachers and mothers will serve to a better understanding of the difficulties each has to encounter, and will improve the disciplinary methods of both school and home.

Another topic will demand conference in the line of health—hours de-

voted to home study. Mothers do not always understand the importance of regularity in hours, even if they admit the necessity of home study. Children are thus called for trifling service at the convenience of the mother, and by reason of unnecessary interruption fail in proper preparation of lessons for the morrow. A word from the teacher may secure for the children regular and unbroken hours for study. If this regularity is to be secured the mother must be assured that she has control of all hours not belonging to the daily sessions, and teachers must find a way of avoiding detention of pupils after school.

A greater evil than that of calling a child from its study for some errand is that of consenting to infringement of hours for social enjoyment, and the extension of such pleasures into time needed for sleep. The mother who guards her children against loss of health through late hours has a right to ask of teachers a like regard for health and for sweet temper which regular sleep ensures.

As a few hints are thus given I am aware that the remedy after all lies in personal conference. But the need of such personal conference may be suggested in the club meeting, and the way cleared for the meeting in person through the discussion in the club. Both mothers and teachers may return from the meeting, and at once set about a reform which will obviate the necessity for personal conference.

Lack of knowledge as to opportunity for co-operation is responsible for most of the irritation that arises over school affairs both in the school and in the home. A monthly meeting of a club composed of mothers and teachers must minimize the danger of irritation.

Conflicts often arise through mutual misunderstanding of teachers' and parents' rights under the law. Discussion at the fireside from imperfect

knowledge arrays the child against the teacher. Attempted correction of the mother's views through the child does not close the breach. Pride of opinion in personal conferences widens it. An hour's calm conference in the club meeting will settle questions for the entire district, and save the time of a score of personal conferences.

Benefits of co-operation are without

limit. That mothers are named where fathers are equally interested is due to the fact that our social conditions throw the burden of child training upon the mother, especially in cities where the father merits too often the description which the Chicago boy once gave—"The man who usually boards at our house."

—*Education.*

FEELING AS A FACTOR IN EDUCATION.

BY DR. B. A. HINSDALE, OF THE UNIVERSITY OF MICHIGAN.

The tripartite division of the mind Intellect, Feeling, and Will, which was first propounded something more than a century ago, is now, one may say, universally accepted by psychologists. The terms cognition, sensibility, and choice are also used to express the same facts. Moreover, the word faculties is often applied to these fundamental or primary facts, as well as to the subordinate divisions of the intellect; but those who use it for either purpose should take care lest they mislead others, if not themselves. Intellect, Feeling, and Will are not organs or parts of the mind, as the fingers and toes, eyes and ears, are organs or parts of the body; they are simply the forms that mental action or manifestation assumes, or the different elements or phases of consciousness. Certain relations existing among these elements should be briefly stated.

(1) The three faculties, so-called, are never found separate and apart, but always together. A man does not now *know*, then *feel*, and afterwards *choose*, but knows, feels, and chooses all at the same time. In a word, intellect, feeling, and will are the inseparable phases or elements of every fully-developed psychic state. They are found in every complete consciousness. Under this aspect, they have been compared to respiration, circulation, and nutrition, which

go on simultaneously in the human body.

(2) Still every distinct state of consciousness must have a point of beginning, and that is always an act of cognition or knowledge. A man's sensibility is not stirred by an object that he has not yet known, nor can he choose an object that has not yet appealed to him as a possible object of choice. A boy enters the room where I am sitting with an object in his hand I recognize, that is, know, as a telegram, and, with this act of recognition, the whole train of mental action is set in motion.

(3) The three psychic factors are not equally prominent in every state of consciousness: perhaps they are not equally prominent in any such state. Thus we are able to classify states of mind as intellectual, emotional, and practical; but we never mean by these expressions that only intelligence, emotion, or will is present in such state. The fact is they are all present, and that here, as elsewhere, we classify objects of study with reference to what gives them their character.

(4) We classify men and subjects in the same way. When we say that such a man is intellectual or practical, we do not mean that he possesses this faculty only, but that it determines the character of his mind. Thus, a philosopher is marked by thought, an art-

ist by sensibility, a man of affairs by will. And yet, the philosopher has both feeling and will; the poet, both intellect and will; the man of affairs, both intellect and feeling. Manifestly, it is the practical activity of the mind that gives the man of affairs his character. Look at a picture of Bismarck, the man of blood and iron; he looks as though he were composed of frozen purpose or solidified resolution.

(5) Sometimes intellect, feeling, and will tend to vary directly, sometimes to vary inversely. Within limits the more knowledge the more feeling, and *vice versa*; beyond those limits, the more of one the less of the other. When I recognize the telegram in the boy's hand my curiosity is awakened; I decide at once to take, open, and read it; thus I learn more and feel more, and possibly determine upon some course of practical action; and so on until the series is fully worked out, or the resulting state of consciousness is completed. Still it must be remembered that the energy of which the mind is capable at any given time is limited, and that, when this energy is all called out, the more of it that is absorbed by one kind of activity the less there remains to take other forms. No man can think, feel, and act with the highest degree of energy all at the same time. A student does not feel deeply when he is putting forth all his power as we say to solve a mathematical problem. A girl is not likely to think clearly when she has just heard of the death of her mother. Nor can a general find time or talent to devote to philosophical speculations or to indulge in feeling (even of regret for the killed and wounded that lie about him) on the battle field. And yet, every one of the three elements implies the presence of the others; while the three vary continually they can never be separated.

(6) The relative strength of the three factors of mental activity vary

with the age of the individual. Feeling is strongly developed in the child, while the judgment and will are weak. In the well-developed life of the adult feeling, in large measure, has been brought under control, while the logical faculties and the will have become strong.

These elementary psychological facts could be stated much more elaborately and be illustrated at almost any length. It is hoped, however, that they have been made plain. Certainly they are facts that every practical teacher should by all means strongly grasp. Some of the more important applications of these facts to the rearing of children, and especially to teaching, may well engage our attention.

(1) The mental atmosphere of the school-room is a subject of very great interest, and suggests to the teacher practical problems of no little difficulty. Attention is now directed, however, to the amount of feeling, and the kind of feeling, that may safely pervade this atmosphere. If the feeling of the pupil runs in the minor key, he will accomplish little in the way of study or learning. Then, if his feeling is of the opposite character, and is particularly strong, he will accomplish little, if anything, more. The mental attitude of the pupil to his work must also be considered. Nothing is more deadening and fatal to a school than the feeling on the part of the pupils that there is little to be done, or that, if there is much to be done, they cannot do it, and that it makes no great difference anyway. The atmosphere of the school should be charged, on the other hand, with courage, hopefulness, interest. The pupils should believe in their teachers and in themselves. They should think that there is much to be done, and that they can do it, or at least some reasonable part of it. To be sure, the school atmosphere may be overcharged with these elements. The teacher may appreciate

and praise pupils excessively and thus give them false ideas of themselves and of their relation with the world; and against this practice there are most decisive intellectual as well as moral reasons. A gentle ripple of warm, equable feeling should be kept playing, therefore, through the school-room. Let the teacher, give good heed to the emotional climate of the school.

(2.) Children's intellects will not work with vigor when they are excited by strong feeling, no matter what the character of the feeling may be, whether of pleasure or of pain. If they are unduly excited, or unduly depressed, they cannot really study, and so cannot really learn. The wheels of the mind, so to speak, will not revolve freely in a stream of violent or turbid feeling. They must run free and clear, or they will not keep the machine in vigorous motion. For example, a pupil who is full of rage, deeply mortified, consumed by envy or jealousy, or is strongly expectant of something that lies outside his school work, will accomplish little or nothing so long as he remains in this condition. Nor is this all; a single pupil in a state of violent excitement will communicate his own feeling to the school of which he is member, and thereby interfere most seriously with its proper work. Accordingly, thunder gusts and cyclones of excitement or passion in the school-house or school-yard sky are strongly to be deprecated. Every experienced teacher knows that indulgence in a paroxysm of emotion by a single pupil at the opening of school in the morning will leave its effects for hours, not merely in the single pupil, but in the teacher and in the school as well. If teachers were always free to do what was best they would often consult the good of individual pupils, and of the whole school, if they sent pupils who were wrought up to a high degree of mental excitement out of the school

until their excitement had subsided. Feeling is communicated from mind to mind even more rapidly and more completely than intelligence.

(3.) Another thing to look to is the relations that exist between pupils and their teacher. If it be true that to secure freedom from undue disturbance of the sensibility is one of the constant tasks of the teacher of the well-regulated school, what shall be said of a school in which the teacher herself is a constant source of such disturbance? Not infrequently this is precisely the case. Even in schools of high rank, it is desirable that students should be on good terms with their teachers. The emotional factor is of much importance to High Schools and of considerable importance in colleges. But in the grades, and particularly the early ones, still more stress must be laid upon this relation. College students have some power of discrimination and some control over their feelings. They may take "Old Crusty's" work, even if they do not like him, and get much good out of it, because he understands his subject and is a good teacher. But young pupils are incapable of any such discrimination or self-control. To do their best work they must *like* their teacher. A child is governed by his feelings almost wholly, and a teacher whom he does not like, or at least strongly dislikes, no matter how accomplished that teacher may be, is necessarily a bad teacher for him. Accordingly, if a teacher, after a fair trial, can not adjust herself to a school, or the school to herself—or, in a word, if she can not bring about a good state of feeling—then the relation should be severed, and the sooner the better. This teacher may succeed admirably in another school; she may not be to blame for the state of things existing in this one; but this makes no difference—for the time she is out of place.

Only intellectual results of the emotional factor in education have been dwelt upon. As much, or even more, may be said of the moral result. Great positive evil is engendered in children by the unfortunate relations that exist between them and those under whose oversight they are placed. Some teachers excite children, or particular children, morally as other teachers excite them nervously, in the wrong direction. Children sometimes say, "I can't be quiet in *that* school." The teacher strokes them the wrong way. It is equally true that children can't be good in *that* school. Moreover, much the same that has been said of the teacher may be said of the nurse. Incalculable moral harm has been done to sensitive children by putting them, and keeping them, in the care of nurses and teachers whom they did not like and for whom they felt an aversion. Children may be greatly harmed or wholly ruined by paying too much attention to their notions, whims, and caprices; but that is no reason for refusing to consult, to a reasonable degree, their likes and dislikes in relation to those who have the oversight of them.

Hitherto the school has existed primarily for an intellectual purpose. Its great function has been to train the intellectual faculties. The feelings and the will have always been secondary. And this state of things there is good reason to think will always continue. It is difficult to imagine a system of education as existing primarily for the sake of sensibilities and wills of students. Still it is a fair question whether the other primary faculties of the mind have received, or are receiving, as much attention in schools as is desirable. One thing at least must be borne in mind. This is the fact that the sensibility and the will can not be directly approached by the teacher as the intellect can be, but must rather be approached indirectly. The indi-

vidual does not consciously allow his feelings and his will to be unduly interfered with. The wise preacher who desires to arouse his congregation to love and good works does not say to them, "Now I am going to make you feel as you know you ought to feel," "Now I am going to constrain you to do so that you know you ought to do; but he puts before them" subject matter chosen with reference to the effect that it will produce upon their minds, and thus accomplishes the end before him.

In his book entitled "Mental Physiology" the late Dr. W. B. Carpenter touched thus felicitously one of the topics that have been dealt with above.

"Those 'strong minded' teachers who object to these modes of 'making things pleasant,' as an unworthy and undesirable 'weakness,' are ignorant that, in this stage of the child-mind, the will—that is, the power of *self*-control—is weak; and that the primary object of Education is to encourage and strengthen, not to repress, that power. Great mistakes are often made by parents and teachers, who, being ignorant of this fundamental fact of child-nature, treat as *wilfulness* what is in reality just the contrary of will-tfulness; being the direct result of the *want* of volitional control over the automatic activity of the brain. To punish a child for the want of obedience which it *has not the power* to render is to inflict an injury which may almost be said to irreparable. For nothing tends so much to prevent the healthful development of the moral sense as the infliction of punishment which the child *feels to be unjust*; and nothing retards the acquirement of the power of directing the intellectual processes so much as the emotional disturbance which the feeling of injustice provokes. Hence the determination often expressed to 'break the will' of an obstinate child by punishment is

almost certain to strengthen these reactionary influences. Many a child is put into 'durance vile' for not learning the 'little busy bee,' who simply *cannot* give its small mind to the task, whilst disturbed by stern commands and threats of yet severer punishment for a disobedience it cannot help; when a *suggestion* kindly and skilfully

adapted to its automatic nature, by directing the turbid current of thought and feeling into a smoother channel, and *guiding* the activity which it does not attempt to *oppose*, shall bring about the desired result, to the surprise alike of the baffled teacher, the passionate pupil, and the perplexed bystanders." — *Ohio Educational Monthly*.

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 lists may fall
With Life, that, working strongly, binds—
Set in all lights by many minds,
So close the interests of all."

It may not be amiss at this time, when examinations in the schools of Ontario are so much considered, to recall their beginning. It is now nearly thirty years since the Council of Public Instruction established the Entrance Examination to Grammar Schools, now our High Schools, in order to prevent the admission of pupils not prepared to begin the study of Latin, but making provision for the admission of such pupils on a lower standard than that of those who did not intend to take Latin. The adoption of this expedient was largely due to the reports of the late Prof. Young, then Inspector of Grammar Schools. The Government grant was only to be divided according to the pupils in attendance, and who had passed this entrance examination. The introduction of this examination brought into activity the spirit of comparison and rivalry.

The masters and teachers in the High Schools, becoming apprehensive lest their schools would be closed, owing to the diminution of the number of scholars in their schools, the legitimate effect of an examination conducted by the Education office, keenly interested themselves to secure a

larger attendance at their schools. This activity was much stimulated by the advent of the Intermediate Examination in 1876, and the attendant payment by results. Under this additional stimulus the examination craze grew apace, and masters who disapproved of the system were rendered powerless by the tide of popular and official demand. As evidence, we need only remind our readers of the lists furnished and published, and circulated after the manner of our enterprising commercial houses. During the last twenty-one years the craze has been increasing. Parents have lost promising sons and daughters; others have been permanently disabled, and are now objects of pity, illustrating the wisdom of the saying of the fathers, *Mens sana in corpore sano*. It is, therefore, a cause of thankfulness that trustees and teachers are bestirring themselves to apply a check which will at least abate in some degree the virulence of the examination spirit in our schools. We congratulate the Guelph Board of Trustees on the stand they have taken in this important matter.

In this issue, we readily comply with the request of publishing the address

delivered by the Hon. the Minister of Education at the close of the summer session of the Toronto Normal School. In this address the Minister deals with one phase of the much discussed subject of examination in our schools. He reminds the country and all concerned of the plain truth that parents and teachers are responsible for the rampant spirit of examination which prevails in and dominates over Ontario. If he had included the children also, his statement would be more accurate and complete. Unquestionably parents have themselves to blame; for, if they were intelligent enough to have foreseen the evils which have arisen in connection with the introduction of these examinations, they would have forewarned the Minister of Education, and, for that matter, the Government of which he was a member, that the proposed course was hurtful to the true interests of education. That warning from the electorate would have been sufficient, and doubtless a more rational mode of dealing with our school could have been found and adopted. After a quarter of a century's experience, every right-minded man deplors the bitter fruit of our present system. How we may render it tolerable and even good is our duty. The Minister is repeating now what he told us before: we are not bound to meddle with these examinations at all; leave them alone. In effect, he reminds us that we are British subjects; think, therefore, and act as wise men.

The late discussion in the General Assembly of the Presbyterian Church over the intellectual and theological training of the clergy of that denomination has in it a lesson for every province in the Dominion that has an ambition to make the most of their educational resources. There is not a province that has not met at the threshold of any movement in favor of school reform the asseverations of

Principal Forrest, of Dalhousie College, Halifax, that "All is well along the Potomac, whatever may be the trouble among the busybodies of Washington." When Ontario entered upon its career of educational progress there were heard the cries of the anti-Ryersonites, who claimed that changes were unwholesome and altogether unnecessary. The same antagonisms have been experienced in Nova Scotia, New Brunswick and Prince Edward Island, and we all have lately been called upon to learn by heart the story of Manitoba's educational unrighteousness, in theory at least. Even in Quebec, where things educational are supposed by some to be anything but what they ought to be, there are to be found men with the cry of Dr. Forrest as their watchword, proclaiming that the elementary schools are better than they are supposed to be, even in the face of the facts themselves, as honestly collected by the Montreal *Herald* and others. It is not our purpose to discuss the intellectual status of our clergy. That question was fully discussed at the Presbyterian Assembly, and the Presbyterian Church owes a debt of gratitude to the Rev. Dr. Milligan, of Toronto, for his fearless utterances on the floor of the church courts, and many must be pleased at the honest endorsement they received from many of the more prominent members present. The thesis now before the Church, and which ought to be discussed in every denomination in Canada, is: Are the men of the pulpit keeping abreast of the times? Is the pew becoming more intelligent than the pulpit? Is the college training of our future ministers what it ought to be? The Rev. Dr. Grant, of Kingston, and other gentlemen of the theological halls, though their own citadels were being somewhat indirectly assailed, took no stock in Dr. Forrest's *ad vulgus captandum* appeal in favor of the east by way of contrast with the

west. Is a Church to stand still because one man proclaims that to urge reform is no better than the most shockingly sinful fault-finding? The Very Reverend Principal of Queen's University even went the length of pointing out, with a ripple of good humor in the wake of his words, the illogical standpoint of the men who are ever ready to sing in chorus "All's Well," even in face of the restless parade of the ghost of Hamlet's father, and the consensus over his grievances. And we are glad at the issue of the discussion, if only the committee appointed to look into the matter of selecting more intellectual men for the pulpit and of giving them a more thorough theological training in college will only as fearlessly do their duty as did the members of the Church in council while urging the necessity of reform.

In the discussion referred to, there was brought into view the responsibilities of the examiners themselves; and there seemed to be a growing feeling in favor of outside examiners. No institution can have a healthy public opinion for long in its favor that refuses to have outsiders associated with the members of the faculty in arriving at the true standing of each student, as he passes from the halls of learning to the professional activities of the world. The examinations of several of our institutions are still solely in the hands of the professors. Others have placed their examinations altogether in the hands of outsiders, while others have arranged for an examining board that comprises members of the various faculties and outsiders in equal proportion. Against the last arrangement there seems to be no possible objection, since there is in it protection to the students alike against professorial prejudices, and the puzzles of the scopeless examiner, as well as the securing of a complete faith on the part

of the public in the final awards. The institution, be it High School, Normal School, or College, that is afraid of open inspection is in anything but a healthy condition, and all the newspaper puffings about its efficiency and about the intellectual achievements of its students can do little to remove the clouds of dubiety that hang over its organization, when a candid opinion comes to be demanded of its true status. In the case in point, the preparation of aspirants to the ministry, there is no reason why there should not be an outside examining board altogether. There is such a board in connection with the other professions, and we all know, as teachers, how impossible it has now become in the various provinces to reach a responsible position in any of our schools without a well-tested preparatory training. There is no need for more than one University in any of the provinces of Canada, the chief function of the University being what it is, and, were it not for the circumstances attending the earlier developments of some of our universities and the fostering prejudices that stand in the way of amalgamation, one university might be found sufficient for Canada. But, with education under the immediate supervision of each province, there is no more prospect that there ever will be only one examining body in Canada in connection with graduation in Arts, than there is of a national system of schools. This, however, need not discourage those who, with a logic that cannot be overlooked, advocate a system of examination that will ensure the perpetuation of every scholastic institution in the country on its own merits, and not from the adventitious sooth-saying of its officials, or the denominational sympathies that have crowded round it from its origin. We think we are safe in saying that no institution can feel justified in drawing a grant from the public treasury that

does not submit its work to outside inspection and examination; and the community is a strange one in this age of democratic tendencies that will suffer an institution to draw from the civic or provincial treasury, and yet keep its doors closed against the investigation of the public as to the character of its work. Some of our readers may wish to know if there is any such institution, school, or college, in the country, supported by any portion of the public funds, which is in a position such as that we have indicated above. But it is not our purpose to particularize. That may come in time. All we plead for is a system of examination in connection with all our educational institutions that will place them as successful institutions on a more secure foundation than the mere hearsay of those who are personally interested in their perpetuation irrespective of their inefficiency and the non-necessity of their existence.

In a volume, which the Canadian teacher is sure to prize, the Deputy-Minister of Education has issued under the auspices of the Education Department of Ontario an excellent series of articles on the condition of the schools in the United States with special reference to the educational resources of the city of New York. It is only by comparison that we are able to know what advances we are making in Canada or to see wherein improvements press upon us as a necessity. Not long ago, there was said to have

been quite a fluttering of the court of "king-makers," as our Montreal correspondent calls them, over "the telling of tales out of school." Somebody had dared to speak the truth about our school systems in Canada in presence of a gathering of teachers of the United States, and the loyalty that seeketh but its own, was indignant at some of the animadversions made, as it, no doubt, will be with the advice which the Rev. Dr. Adams has dared to give the Government. But the school system that is ashamed of being compared with other school systems or of fearless introspection is as poor-spirited as the man who examines his own pupils and declares with loud acclaim that, since they all continue to pass with high marks the institution he supervises is in a very high state of efficiency. And we are glad that Mr. Millar has led the way in telling us what other people are doing in the field of school-work, so the various Canadian provinces may take warning of their deficiencies or safely congratulate themselves on the efficiencies in which they surpass. As supplementary to Mr. Millar's praiseworthy efforts, we select an article for our readers from *Chambers' Journal*, in which a teacher from the Old Country gives his experiences while in the service of the New York educational authorities; and we have no doubt that these experiences and Mr. Millar's carefully compiled and well-written book will lead us all to think more about others in order that we may think all the better of ourselves in an honest way.

CURRENT EVENTS.

IT was a matter of the greatest regret to those who have known the interest with which the Hon. Dr. Ross, Minister of Education for Ontario, has watched over the first beginnings of the Educational Association of Canada, that on account of the pressure of parliamentary duties, thus early in the year, he was unable to be present. If the living voice of "the Orator of the West" was not heard, his message was well received, and, when his suggestion in favor of "an Empire Day" was announced, there was no dissension heard against it. It was also a matter of regret that Dr. George Parkin, of the Upper Canada College, failed to put in an appearance, although his name appeared on the programme of one of the public meetings held in the Academy of Music. There is no doubt but the many old-time friends of Dr. Pope, made when he was one of the prominent teachers in New Brunswick, were sorry to miss the opportunity of giving him a hearty welcome amongst them again. Manitoba also failed to send a representation, although the traverses farther west did not fail to do so, notwithstanding the unrest which seems to prevail at the present time in British Columbia. If we are not mistaken, Dr. Pope, the Superintendent of that Province, is a native of the Lower Provinces, and, though he was not able to be present himself, he succeeded in securing a substitute in Principal Eaton, of the High School of Victoria.

There are many teachers in British Columbia who hail from the Eastern Provinces, and had the distance not been so great they would, no doubt, have taken the opportunity of refreshing the recollections they have of the school systems by the sea. One of these teachers is Miss Williams, the Lady Principal of the Girls' High School of Victoria, a trained teacher

of Prince Edward Island, who has held her present position for a number of years with acceptance amongst the citizens of that city.

The little, red island in the Gulf was fittingly represented at the great convention by the Superintendent of Education of that province and by several of the teachers from the city of Charlottetown. The reports from Prince Edward Island are very gratifying, especially in connection with the city educational affairs, where the Government have decided to erect a new and spacious building for the accommodation of the students attending the Prince of Wales College and the Normal School.

This institution is one of the oldest in the Province, having been known as the Central Academy previous to the visit of the Prince of Wales in 1860, when, in honor of his visit to the "tight little island of the gulf," it has ever since borne the title then bestowed upon it. The educational system of this part of the Dominion has undergone many changes since the days of the first inspector, Mr. John McNeill. The present Superintendent is a native of the Province, and his presence in the high position he occupies may not only be taken as an evidence of his fitness for the position, but as an exponent of the feeling which prevails in that sequestered nook, that they need no new blood from the neighboring provinces to introduce changes.

The Normal School, as it was constituted after the time of the inauguration of the present free school system, was organized under the principalship of Dr. Harper, now of Quebec, but, under the plan of amalgamation, it now forms an annex to the Prince of Wales College proper. Principal Miller, of the Kent Street School, was also present at the convention.

As an old and faithful servant of

the Charlottetown School Board, great credit is due to him for the spirit of co-operation he has always exhibited in the matter of school development in his native Province. There has been a change of Premiers lately through the withdrawal from the Island of the Hon. Mr. Peters and the elevation of the Hon. Mr. Warburton to the Bench, and now, under the leadership of the Hon. Donald Farquharson, many improvements will, no doubt, be effected that will lead to the very best results in educational circles.

The smallness of the representation from New Brunswick was somewhat of a surprise, considering the travelling advantages between the two provinces and the reduction of rates which the Board of Directors had been able to secure from the railway and steamboat companies. It is quite possible that, had a legal extension of the holiday season been secured for the teachers of that section, as was happily secured for the teachers of Nova Scotia, the numbers attending the meeting would probably have been too great for the accommodation. As it was, the Superintendent of Education of New Brunswick, Dr. Inch, was present at the various meetings, and, by his urbane and pleasant advocacies, introduced many ideas which were of service to the teachers and educationists present. As far as could be ascertained from the teachers of St. John who put in an appearance, the schools of that centre continue to flourish under the superintendency of Dr. Bridges. The frictions of the past year have now all but disappeared. A fine new building, erected for the accommodation of the Grammar and High Schools, stands as the crowning glory of the system inaugurated under the chairmanship of Mr. Keans, and further matured by the Hon. Mr. Boyd. If the mantle of the preceding School Boards of this city has really fallen upon their present successors,

there need be no fear for the future of the schools of the city of the Loyalists. Among the teachers who were present at the convention, three of them, at least, witnessed the inauguration of Mr. Keans' régime under the kindly superintendency of Dr. John Bennet, these being Principal Montgomery, of the Albert School, Carleton, and Principals McLane and Stoddart, of two of the city schools. Another gentleman who witnessed the inauguration of the free school system, and who was present, was Professor Herbert Creed, of the Normal School, Fredericton, whose connection with the school conventions of Nova Scotia and the educational institutions of New Brunswick dates back to the very early period. We have every reason to believe that the New Brunswick schools continue to hold, under the superintendency of Dr. Inch, the position which has been accorded to them in the estimate made of the schools of the other provinces of Canada.

Dalhousie College, the building in which the great convention of the Dominion Educational Association was held, is a spacious structure, erected on the outskirts of the city, not far from the tastily laid out public gardens. The building is of modern date, an arrangement having been made whereby the old building, situated in the heart of the city, was transferred to the city authorities and by them utilized as a City Hall. The institution has a history of its own which cannot but be of interest to all those who have watched carefully the educational developments of our country.

It was founded on the model of Edinburgh University in 1821, by the Earl of Dalhousie, when he was Lieutenant-Governor of Nova Scotia, and through the liberality of its later patrons it was reorganized and re-equipped in 1863, and in the 70's. It was not the first institution of the kind established in Nova Scotia, for the

Pictou Academy or Classical and Theological School had been organized by the old pioneers of religious and educational enterprise in Nova Scotia.

Many years before, while King's College had been established by the Episcopalians at Windsor, a year or two before the Earl of Dalhousie came to the country, one of the most liberal of its many liberal patrons was George Munro, the millionaire publisher of New York, who, as a native of the Province, gave largely of his means, alike for the endowment of the institution as a whole, the endowment of several new chairs, and the payment of numerous bursaries, to encourage a larger attendance at the classes by students from all parts of Canada. There are now fully organized faculties in arts, science, law, and medicine, and the teachers in attendance at the convention had ample opportunity of examining the various halls and classes, the scientific apparatus, library, and museum. Many of the rooms and corridors were tastefully adorned with the various school exhibits—a collection of specimens of school work greatly enhanced by the school apparatus, exhibited by the various publishers from Toronto and elsewhere. The rooms, in some instances, were too small for the numbers in attendance at the various sections, and some inconvenience was especially experienced at the general meetings in the library from the fact that only about half of those in attendance could be accommodated with seats. The greatest credit, however, was due to the Rev. Principal Forrest and the college attendance for the manner in which he looked after the comfort of the members in attendance, and it was admitted on all hands that the meeting was one of the greatest educational gatherings ever held in the Maritime Provinces.

The last convocation of Bishop's

College, Lennoxville, gave not a little significance to the efforts which have been put forth under Principal Adams' régime to raise the institution in the estimation of the community, and to promote its prestige as one of the three Universities of the Province. Bishop's College occupies a unique position among the educational institutions of Quebec, as its buildings certainly occupy one of the most picturesque sites that could have been selected for a college quadrangle. The grouping of buildings is a round, spacious quadrangle on a bit of rising, peninsular ground at the confluence of the Massawippi with the St. Francis, and, as far as the natural environment is concerned, there is every convenience for the development of the physique of the students in attendance as well as for the promotion of their health. There is excellent boating to be had on the rivers, and a splendid campus for the games of the students. In appropriating the halls and places of residence the same wholesome surroundings are to be observed. Around the quadrangle are arranged the Theological Hall, the main building of residence, the beautiful little chapel, the spacious buildings for the school, the Williams' wing, and the gymnasium. At the convocation there were bestowed several degrees, not only upon prominent men from abroad and from the other provinces, but on many of the "old boys," who had been maturing their scholarship or had attained some distinction in the walks of life which they had chosen. Two highly distinguished men who have no connection with the Anglican body received the degree of D.C.L., namely, Principal Grant, of Queen's University, Ontario, and Dr. Robert Lily, the encyclopædist, of New York. Bishop Potter, of New York, and the Bishop of New Hampshire were honored with degrees, as were also Dr. Tyles, the etymologist, Professor Scarth, Hon.

Mr. Ives, and Sir James Edgar, Speaker of the House of Commons, Ottawa. An institution that thus brings itself in touch with its outer environment enlists the sympathies of all who take an interest in the welfare of education, and much of the success which has attended the institution in these later days may justly be given to the energetic and scholarly Principal of the College. The closing ceremonies were graced by the presence of the Chancellor, Dr. Heneker, who presided on the occasion with his usual urbanity.

Arrangements have been made for penny postage between Great Britain, Canada, Newfoundland, Cape Colony, Natal, and such Crown colonies as are willing to adopt it. The Australian colonies remain outside the scheme, one reason being that, in order to increase the revenue, internal postage in Australia has been raised from a penny to twopence. There is every reason to hope that before many years have passed a universal system of penny postage will be adopted throughout the Empire. The far-reaching effects of such a change can scarcely yet be appreciated. The colonies will be drawn closer to the mother country; they will be removed, as the *Spectator* reminds us, from the category of foreign regions into the home-world of Britain. The number of letters passing constantly to and fro will be enormously increased, the bond between severed families will be tightened, and the poorest emigrant will no longer feel that his home at the "world's far end" is his only home, and that a gulf like death divides him from his early friends. In view of the advantages, practical and commercial as well as sentimental, that must follow from this change, the wonder is that it did not take place sooner. Mr. Henniker Heaton, who has fought the battle almost single-handed for so many years, has now reaped the first-fruits of

victory. But the credit for actually bringing the question to an issue belongs to the Canadian Government, which proposed penny postage last autumn.

In framing regulation 87, as found in the revised regulations of 1896, the object was to meet the different conditions of various parts of the Province. In a few inspectorates some difficulty was experienced in securing a sufficient number of properly qualified teachers, while in other localities the number of teachers appeared to be in excess of the demand. It is desirable that all successful teachers having Junior Leaving standing should be encouraged to obtain second-class certificates. It is found that in many counties the supply of teachers has warranted the Board of Examiners in refusing to grant renewals of any kind, while in other places renewals have been granted only to those holding Junior Leaving standing, and who have proved themselves successful teachers.

As an outcome of this action, the number of applicants for admission to the Normal Schools is greater than can at present be accommodated. Under these circumstances the County Board might fairly consider the propriety of granting a renewal, under regulation 87, to teachers holding expired third-class certificates, who have the necessary Junior Leaving standing, provided evidence is given that they were unable, on application, to gain admission into either Normal School. This would protect them against the consequence of a condition in which they may find themselves, from no fault on their part.

GREATER EGYPT AND THE NEW ERA.

The success of the expedition against the Dervishes indicates the resumption by England of a task begun by an Englishman more than a score years

ago, and the abandonment of which to other hands cost England an enormous sacrifice of blood and treasure. Every point in the ascent of the Nile from Assouan to its sources has acquired a dramatic interest in relation to British exploration, administration or warlike achievement that throws the ancient history of that famous river into the shades of oblivion. Of that interest Khartoum, where Gordon watched and waited and died, is the central stronghold. He first set foot in that fatal city on the 18th of March, 1874, and was received with protestations of friendship by the Governor, Ismail Yakoob. From there he issued his first decree as Governor of the Equator. He then set out for Gondokoro, bearing the Khedive's firman, and, after a good deal of locomotion, he succeeded in organizing his province, stationing his lieutenants, raising a native military force, putting down the slave trade and making his name respected. In order to assure the last result, he convinced a venal generation of his own utter integrity by declining to accept more than £2,000 salary, though he was offered £10,000. He wished them to know that neither self-advancement nor self-enrichment was his aim. During his three years' governorship at the Equator he served a rough apprenticeship for the higher responsibilities of Governor-General of the Soudan. After three more years of journeyman work he could then say that through the whole extent of the Soudan no man could lift his hand without the Governor's leave. By what combination of qualities he attained so complete a success in that great wild region may be conjectured from two incidents in his career. When the Chinese treacherously slew the rebel chiefs to whom he had pledged his honor for their safety, he wept like a child. Yet Statin Pasha saw him in the very thick of a battle with "those horribly plucky Arabs" coolly light a cigarette. It

was by his fearlessness, his stern sense of justice, his sympathy with the colored races in their conflict with wrong, his unshakable firmness, and his splendid courage that he won such an ascendancy over the minds of the Soudanese. That such a man should have been trapped and held and slain in his own old stronghold was a reproach to barbarism, a disgrace to civilization.

How did it come about? How did it happen that all his successes in the regions of the Upper Nile were made to pass for naught, and in the irony of untoward fate to contribute to his death? What influences had been at work between 1879, when he left the Soudan orderly and prosperous, and 1884, when he undertook the mission from which he was never to return? It would be a mistake, doubtless, to regard Gordon as a man whose judgment never erred. He obeyed suggestions from within, and impressions, of which no one else knew the source, and sometimes himself but vaguely. Though often clear and practical, he did not always pursue a direct or consistent course, as is shown in his varying attitude towards the slavery question and towards Zebehr, whose son he had put to death. But no mistake of his is of the slightest moment in comparison with the blunders and the crimes of those who rejected his counsel and betrayed his confidence. How far he was right in defending Ismail against those who supplanted him it is needless to ask, but that he was correct in his estimate of the influences that had caused the revolution in the Soudan cannot well be disputed. There is no doubt that Gordon had hardly withdrawn from the Soudan when the corruptions and exactions which the Soudanese identified with Egyptian rule began to recover their predominance, so that discontent and resistance to official injustice soon spread from centre to circumference.

Evils that Gordon had kept in check broke out anew and those who had gone up from the D 'ta aggravated the unrest by telling of designs that were being hatched there. In the very year after Gordon's departure Mohammed Ahmed began his strange career, and among those that gathered around him was the Khalifa Abdullah, now a fugitive. Arabi's rising first called for measures of repression on the part of the new Khedive and the Dual Control. It fell to England to put him down. But Mahdism has a vitality that the Government at Cairo was slow to realize. When the year 1884 began Ahmed and his lieutenant, Osman Digma, had the mastery in the whole Soudan save the tract from (and including) Khartoum to Dongola. Then was made the disastrous announcement that Egypt was to evacuate her upper provinces, thus giving the Soudanese to understand that

Ahmed was resistless. Then and not till then, when the situation had become desperate, did the British Government have recourse to General Gordon. A year earlier the mission that, even at the last hour he so cheerfully undertook, might have been successful. How any chance of success was made impossible by delay in answering his appeal or his more pathetic silence all the world is aware.

And now what he said has come true. It has cost much more to win back the provinces, once abandoned, than it would have cost by promptness, vigilance and energy to have retained them. Still it is a grand victory that the Sirdar has won—a victory that marks the beginning of a new era for the larger Egypt of Mehemet Ali's ambition, of Gordon's forecast. May it be an era of justice, progress, prosperity and happiness.—*Montreal Gazette.*

MAGAZINE AND BOOK REVIEWS.

THE *Atlantic Monthly* has considered summer weather, and has made its August number to partake largely of fiction. Where *Angels Fear to Tread*, *The Tinkling Simlius* and *The Commodore*, are three short stories that may be read without fear of disappointment or disapproval. Those who read many magazines will have noticed that Mr. Richard Hovey has been turning his attention to love sonnets. There is a fine one here, *After the Day's Business*. My friend Ah-Chy is an agreeable Chinese reminiscence, by Christina Ritchie. The Spanish character is considered by Irving Babbitt, and W. D. Howells contributes an enthusiastic criticism of the late Edward Bellamy.

The Century Magazine is still devoting itself to war, eleven contributions can be said to have some relation

to it, including *Sangre de Cristo*, a romance of Spanish America, and *A Mother of Spain*, a short piece of verse, by Minnie Leona Upton. Outside of the war, Sarah Orne Jewett has a short story called *The Coon Dog*, and there is a splendid instalment of *The Adventures of Francois*.

Littell's Living Age, for August 6th, reproduces a slashing piece of criticism in the old style from *Blackwood's Magazine*, entitled *Among the Young Lions*.

The American Monthly Review of Reviews apparently approves of the present Anglo-American Alliance. Last month it collected numerous specimens of the kind things various writers in the States had said about Britain. This month appears *British Greetings and Tributes to America*. One of the main articles on the war is by Winston

Churchill, the author apparently of *The Celebrity*, and not the gentleman who wrote recently of Indian wars. It might be a good thing for these two writers to adopt some distinguishing mark. The Spanish cartoons on the Spanish-American war are really quite pathetic, now that it is over.

There is a charming little story called *Uncle Labon* in *The Youth's Companion* for August 4th. It is about an old man who had some one to be kind to him, and who found a very decent kind of a young woman who was willing to undertake the duty. But it is to be hoped that the readers of *The Youth's Companion* won't forget about it. There are a great many old people in the world who might be happier than they are. Mr. C. A. Stephens contributes a story in two parts of the bombardment of Alexandria.

From The Copp, Clark Company, Front street, Toronto, may be obtained a number of well-selected books for summer reading at a moderate price. Among these may be mentioned *The Pride of Jennico*, by Agnes and Eger-ton Castle, which is a charming tale of a German country, not altogether unlike that land in which the eager reader discovered the castle that made Zenda what it is. But the family of Jennico has traits of its own most agreeable to read about, and it finally captures by exciting means a very sweet princess. There is a secret which may be discovered by a master reader on the 34th page, but it serves its purpose very well for all that.

The Girl at Cobhurst is the latest effort that Mr. Frank R. Stockton has made on behalf of his many admirers, and they cannot but be pleased with it. Stockton's people are all characters, most of them are odd, but none of them are foolish, and many of us cannot help but wish that we might meet a few of them. How charming

it would be to go out some day and encounter Miss Panney coming to find out all about one! But in order to make the acquaintance of Miss Panney, La Fleur, and the Doctor's wife one must read *The Girl at Cobhurst*.

The School for Saints, by John Oliver Hobbes, is evidently the product of a union of wit to a studious mind. The lady who wrote it has already been intrusted with the writing of a life of Disraeli, and Disraeli, outlined with astonishing skill, is one of the most interesting characters in this book. But let not the indolent be afraid, there is nothing incompatible with a hammock in the reading of *The School for Saints*.

Richard Harding Davis is at present, one supposes, engaged in writing the history of the late war, but before the war began *The King's Jackal*, illustrated by Mr. Gibson, was appearing in *Scribner's Magazine*. Now it is printed in a book, and one may make the acquaintance of Kalonay at one's leisure. The story is interesting. Mr. Davis is always interesting, and his views of life are exceedingly romantic, but he might do better work even than *The Soldiers of Fortune*, and *The Soldiers of Fortune* was better work than this.

John Marmaduke, by Samuel Harden Church, is a story well worth reading. The fighting, and a great deal there is of it, takes place in Ireland in the time of Cromwell. The hero is a hero, but the heroine is worth her weight in gold, which numerous readers have, doubtless, already paid for her.

Weeping Ferry, by Margaret L. Woods, appeared a short time ago as the complete novel in one of the numbers of *Lippincott's Magazine*. Now it makes quite a stout volume, printed along with a couple of short stories in

Longman's Colonial Library. The author is a writer of established reputation, and knows the rules of her craft, as may be seen in this interesting and well-balanced story.

Dawn, by Rider Haggard, is another of the issues of Longman's Colonial Library. It is a very long and complicated story, and has an awful dog called Snarleyow as one of its characters. Indeed, the trials of the heroine and her beauty are quite on a par, and they both extend through many exciting pages.

The August *Lippincott* contains as its complete story "The Last Rebel," by Joseph A. Altsheler. This is an interesting tale of the Civil War, the verse is well up to the average, and a quatrain by Helen Gray Cone, entitled "Desire of Fame," is specially good. The new status of our neighbors is indicated in an article by Fred. Perry Powers, "The United States as a Colonial Power"; this article should be read and appreciated by every patriotic American who sees *Lippincott*, it is so full of sound common sense and statesmanship.

ASTRONOMICAL NOTES.

VENUS, the brilliant evening star, which we all have admired during the mid-summer days, reaches her greatest elongation east of the sun on September 22nd, at a distance of forty-six degrees. When we remember that the sun is then in the vernal equinoctial point we see that Venus, so far to the east, must be in far south declination and does not remain long above the horizon after sunset. When the elongation occurs in the spring months the planet is a beautiful object, high in the heavens for nearly four hours after sunset. In the telescope, Venus is half-moon shape, and not yet at her brightest. Dark tints on the disc have been observed, but the genuineness of the many surface markings, drawn at the now celebrated Lowell observatory, is not yet established.

Jupiter is almost gone into the sun's rays. It will be impossible to see the satellites after the middle of the month, until November, when the planet comes round on the other side of the sun as morning star. Saturn may be still fairly well observed during September, though it is also nearing the sun and setting early in the evening. It has been a magnificent object in

the telescope during the summer, the plane of the ring being at the maximum angle to our line of sight, and therefore broadly opened out.

In view of the rapidly accumulating mass of literature treating of the planet Mars, it is not too early to begin observation in September. He rises before midnight towards the end of September, and if we sit up late enough to see the stars of Gemini we have the little red disc of Mars among them. The opposition of Mars occurs early next year, and, although it will not be a favorable one on account of the planet's distance, yet the giant telescopes, with their high magnifying power and great light grasp, will probably add something more to the stock of knowledge. The latest publication discussing this ever interesting object is from the observatory of Lussinpiccolo, in Istria. Prof. Herr Brenner, a renowned observer, gives a large number of drawings and a map of the whole surface. The remarkable features, called canals, are all shown in his drawings, and also the dark patches, like oases, at the junction of two or more of the straight lines.

To the mathematical astronomer the

oppositions of Mars have been interesting events, as affording a means of determining the sun's distance. But it is now found that observations of the minor planets between Mars and Jupiter will give the most accurate results. The astronomers at the Cape of Good Hope have published the details of their work in this direction, and have arrived at an estimate which will now be accepted as final. The minor planets are near enough to have a measurable displacement on account of parallax, and if this angle is known

the distance is known; then if the linear distance of any one planet is known we have an accurate measuring rod for the whole system. The advantage in observing the minor planets lies chiefly in this, that they are merely points of light in the telescope. Their positions, therefore, can be much more accurately determined than is possible with Venus or Mars, where several corrections are necessary before an observation of the limb can be reduced to the centre of the disc.

THOS. LINDSAY, Toronto.

This is what the Bishop of London is reported in the papers to have said: "People knew nothing about education, and cared nothing. England really possessed no public opinion, and was entirely indifferent in the matter. All people troubled about was getting their children pushed through school, and they seemed to regret that education could not be laid on by means of a pipe like gas and water, and that the

sooner the pipe was detached the better. He felt he was not exaggerating when he said that that was the opinion of the general body of Englishmen on the question." Dr. Creighton well expresses the root of the difficulty in all "education questions." The general public does not care. Consequently there is in England at present no public opinion on the matter.

DEPARTMENTAL EXAMINATION PAPERS OF PAST YEARS.

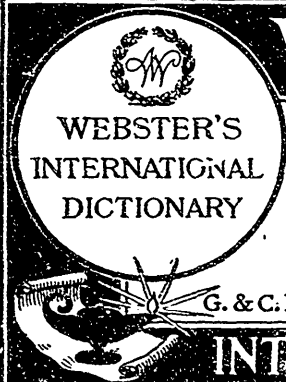
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