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THE CANADA
EDUCATIONAL MONTHLY
AND SCHOOL MAGAZINE.

APRIL, 1897.

A FURTHER WORD ON CANADIAN LITERATURE.

BY EVELYN DURAND.

IT might seem admissible, in order to obtain a hearing, to introduce this subject under some disguise, if a second consideration did not make it a question whether an amused curiosity about what can be said next on the matter has not been aroused in the public mind. We shall soon be able to compile a bibliography of what has been written about Canadian literature, more voluminous than the literature itself. And the different sentiments expressed in these writings, which I am venturing to swell, but only in the least degree, might be distributed among three classes, which shall be briefly indicated.

It would be interesting to know if all countries, ambitious like ours for a literature, have undergone in early stages such self-conscious throbs of pride and despair. They must be largely attributed to the circumstances of our being and growth; inasmuch as we did not exactly rise up out of wildness and barbarism, we are without naïveté. But that which we lack in the beginning shall become ours in the end, for self-forgetfulness springs from earnestness and abandonment from devotion.

Meanwhile the cries of the Proud and the Despairing are equally obstructive. To the ranks of the former belong the men and women

whose ideals in art are accommodated to their means of earning their daily bread. They become editors of magazines and writers on newspapers. They have long columns at their disposal, and they "puff" that they may be "puffed." They publish literary monthlies and determine to live by art; but they do not determine that others shall live likewise, and therefore they make no provision for the payment of contributors. It follows that their contributors are of that class to which writing is not a chief concern. It follows too that the editor falls into a certain position of dependence upon those who gratuitously furnish him with their work. And an unholy alliance is thus formed between them, while the public suffers or becomes indifferent.

When a magazine devoted purely to art is established among us on the same principles as the best magazines in England and the United States, a standard will then be formed and a more reliable public taste. The negative quality of such things as are now received with congratulations, will then make their reception a proper disregard and silence. And may not only those who are quite without discernment be set aside, but may there be for every industrious Gottsched an inexorable Lessing.

We are in utter need of such a standard, for there is a plethora of poor and innocent writers, who should be, not suppressed, but assigned to their rightful places. It is a hopeful thing to see many stirred to artistic expression, nay, more, without the many, the surpassing few are seldom found. And it only becomes a discouraging thing to see the pen or pencil in every hand, when some uninspired canvas is called a masterpiece, or when some jingling rhymes are spoken of as poetry.

The Despairing section of the community entrench themselves behind three arguments which they consider strong enough to render others as passive as themselves. And the first is our lack of nationality. Upon the necessity of this hardly definable quality they dwell with such insistence, that we must almost conclude that the great poets and novelists of the past, first paused to find out whether they had a nationality before setting themselves to their immortal work. We are obliged to assert that we are the sons of Englishmen, Scotchmen and Irishmen; that we are the inheritors of British laws and ideals. The soil upon which we live is, truly, separated by a sea from that upon which our forefathers dwelt, but it would require more seas than the earth possesses to make us less than British. The very language of our art which is to be, is the most wide, most free, most noble English tongue. Genius is no less the creator of nationality than nationality of genius. Luther and Lessing, Schiller and Goethe and Herder, were no more the products than the makers of German nationality; and in every country this relationship is reciprocal and mysterious. They are rash who say this or that is not the ground in which genius can spring, for even as they speak, it shoots above the surface.

The second argument of the Despairing is our lack of wealth. To this it may be answered that wealth has never been the best patron of art. For art is not a manufacture which fluctuates with supply and demand. It may be purchased by money, but never produced. Wealth may indeed be the foster-mother to encourage, but never the true mother to give birth to art. It is certain, however, that material rewards warm both the heart and the hearth of the artist, and it is to be hoped that the increasing opulence of our country will increase these rewards.

And the third argument which is considered to explain the impossibility of a literature for us, is the scattered nature of our population, together with the division of races. Both of these objections disappear before an examination of the history of art in the past. For the greatest poets have had at first the smallest audiences and the fewest readers; nor are there many countries whose inhabitants are of undivided races.

Here again it must be urged as in the matter of wealth, that the workings of art are esoteric, and as independent as the principle of life, of the laws of the scientist.

It may be thought that in removing the three chief barriers to the growth of art, some other obstacle must be found, or the thing itself discovered, for its absence must surely be explained. But this is a mistake—the appearance and disappearance of genius is unexplainable. As it is a perpetual glory, it is a perpetual mystery. It is present or absent without a law discoverable by man.

This being acknowledged, it can be asserted that art has already shown itself among us. We have already made many attempts and castings and approximations. In a few isolated instances the spark was struck, and the imperishable flame is already lit

whose light will spread through the land.

If there are two classes distinguished by their attitudes to Canadian literature, as the Proudful and Despairing, there is also a third, the Believing. This is the effectual class, and to it belong alike many who themselves write, and many who do not. These are the men and women who have a simple faith in heart and spirit, which urge us now in the nineteenth century, and here in Canada, towards truth and beauty. They know that they must first seek to *live* in truth and beauty, listening "to stars and birds, babes and sages, with open heart." They feel within themselves, or perceive within others, the passing of desire from temporary to permanent forms of pleasure. They cherish this tendency in others, or in their quiet rooms bend humbly over their hard labor, rewarded already by the thrilling sweetness of their momentary glimpse of art.

They do not fear any kind of criticism, for they are aware that as much of it as errs, is harmless, and as much of it as does not err, is beneficial. And they would rather be found wanting than have anything unworthy pass uncensured.

These are the men and women who do not rush conspicuously forward for notice, who are more anxious for their work than for themselves. They are willing, indeed, to remain unknown, for they recognize the commonality of art. Their hope is not to proclaim themselves from the pinnacle of their achievement, but to step forth at last, and mingling with the throngs on whom they have bestowed delight and benefit, look on what they have accomplished, forgetting in their thankfulness and wonder by whose imagination it was wrought, as some ancient architect may perhaps have looked upon the perfect outlines of his temple, contented that it was.

AIMS AND MANAGEMENT OF HIGH SCHOOL LITERARY SOCIETIES.*

YOUR minute book will show that Literary Societies in connection with this High School are an old institution, and my experience testifies that some of them have been very prosperous—have succeeded in doing much good, while others have dragged along an existence, and have done little or no good.

Now success or failure to make yours a flourishing, useful Society will depend altogether on your having well-defined aims of what you want to accomplish, on the spirit in which you set about accomplishing it, and the methods you pursue. Now, I take it that if a literary society is to be

worthy of its name it will aim, of course, to make its members well and better acquainted with the literature of their own or of some other language, and to enlarge their acquaintance with the best writers in that language by studying their masterpieces. It will by discussing the beauty of thought and elegance of diction of these masterpieces endeavor to improve the literary acumen—the ability to decide wherein the excellence of a piece lies—and to improve the literary taste and literary expression of its members. Then, again, by means of its debates it will seek to increase the information of its members, by making them read up or glean from other sources facts and figures with which

* Substance of an Address given to the Port Hope High School Literary Society, by Dr. Purslow, Hon. President.

to support their own arguments or to refute those of their opponents. It will teach them to array these facts and this information in the most telling and convincing manner, and will give its members confidence and practice in presenting them in language calculated to please and persuade their audience. Am I not right, my young friends, in stating that these are the objects to be aimed at by a Society like that you are starting this evening? If I am right in stating that these are its aims, that this is what you desire to accomplish, then I have to tell you that it means work, it means effort, individual effort as well as collective effort. If good is to be gained, if benefit to mind and tongue is to be derived by each of you from membership in this Society, each must gain that good for himself; no one can gain it for you. This means that each member must read and study diligently the literary selection agreed upon, and bring to the critical discussion of its points some original thought or picked up information. It means that no member must shirk his duty when it becomes his turn to take part in reading, recitation or debate, and that in the latter, he will by diligent reading and research hold up his end of the argument, gain the approbation of the critic and the decision in favor of his side. Have I set the standard so high as to discourage you? I hope not. Remember that that person will never shoot high who does not aim high,—that he will never bring down the eagle if he aims no higher than at a rabbit. So with your Society. I, therefore, strongly advise you to set high your standard of what this Literary Society shall do for its members; with your best efforts you will fall far enough short of it, but if you set your standard low, you won't even reach mediocrity in the result.

But I think I hear some of you

saying that to study critically a masterpiece of English literature so as to appreciate the beauty of the thought, and the fitness and elegance of the language it is clothed in, and then to be able to read or recite it so that others shall be able to appreciate both—to read and look up information so as to be able to support an argument in debate, all this means hard work, and our teachers impose enough hard work upon us in our lessons, without our imposing any more upon ourselves. This is true, but it is also true that there is a vast difference in our feelings when we do work imposed by ourselves, and when we do work imposed upon us by others. A boy will work like a horse to drag a heavy bus up a hill, whose back feels broken when his mother asks him to bring in an armful of wood or fetch up a hod of coal; and that girl could go on skating for hours, who is scarcely able to crawl when her mother wishes her to go up stairs for her thimble or pincushion. So, although I am not denying that there will be work about it, I am saying that that work will be attended with a certain degree of pleasure, because you do it voluntarily. Again, suppose it does entail work, I would have you rest assured of the fact, true of Literary Societies as of everything else, that no good was ever got out of anything unless hard work and brains were put into it. If you want the gold you must delve into the mine; if you wish the harvest you must plow the land, sow the seed and reap the grain. Remember, too, that the person who receives a good, or derives a benefit, that he hasn't worked for or paid for in some way is something of a dependent or parasite, pauper or sponge. Don't, then, be discouraged with the work that success will entail. Idleness is not rest, change of work is the best recreation, and your work for the society will be a change from

your lessons. Let none of you shirk what work is necessary, and see to it that each one brings into the meetings of the society his very best work. Promise me this, my young friends, and I will prophesy that you will have one of the best Literary Societies the school has ever known.

Now, Mr. Chairman, ladies and gentlemen, so far I have been pointing out the straight high road which will lead to success. Kindly bear with me a little longer, while I indicate some byways and cross paths, down which you may wander and lose yourselves. Perhaps by talking so seriously as I have done, about the work that must be done, I have damped your ardor, have, as it were, thrown a wet blanket over the anticipations of pleasure you expected to get by being members of the society. I shall be very sorry if this is the effect of my remarks; it need not be. In your meetings, usefulness must have its place, and pleasure, too, must have its place, but I would give useful improvement the first place, and pleasure the second. If you reverse these positions, and make pleasure the all in all of your society, why then, by all means call things by their right names and change the title Literary Society into Pleasure-loving or Fun-seeking Society. I speak thus, because this is one of the bye-ways, down which some previous societies have come to grief and ended in failure, so far as mental improvement is concerned. Of course your society has no such members, but I have known boys and girls—I should say young ladies and gentlemen—join a Literary Society purely for the sake of having what they called “a good time;” and a “good time” as they understood it, was a time of unrestrained fun, noise and frolic. Should it be your misfortune to have any such members my advice would be, to weed them out, they will hinder and not

help, their influence will tend to wreck the society. On the principle that “all work and no play makes Jack a dull boy,” your meetings must be pleasurable, but seek to find your pleasure in the social intercourse, in the music and singing, in the wit and vivacity of the remarks; play pleasant music, sing pleasant songs—I would like to know that the boys make the house ring with the echo of the grand old college songs, songs which will come to their lips in after years in far distant lands. Have pleasure by all means, but don't let it usurp the chief place.

Your mental improvement and your advance in elocutionary and oratorical power, and in the accessories of gesture, tone of voice, etc., will depend very much on your critic. He or she must set high the standard of excellence, must hopefully encourage whatever tends to reach that standard and kindly deprecate every retrograde tendency, and your duty will be to profit all you can, week by week, by the criticisms. With a critic having the correct notions of propriety and the refined literary tastes of the one it is your good fortune to possess in your lady teacher, there is scarcely need for me to warn you of another crossroad—I refer to the temptation there is in young people to select for reading or reciting only pieces that are funny and amusing. The temptation to select such pieces lies in the fact that every reader or speaker naturally likes the approval of the audience, and that pieces of this nature always bring down the house. Let your Programme Committee keep a jealous eye upon such pieces when offered; they may now and then find that some are, to say the least, not elevating. Speaking of applause leads me to advise you to be sparing in the means of showing approbation. I have known literary meetings that noisily applauded all and everything.

This being the case, where was the inducement to read or to say a really good thing?—the poor article got as much approbation as the good. My advice is let nothing be applauded but what is of real merit.

The comfort and pleasantness of your meetings will depend very largely on your president, and on the attention and obedience you give to his rulings. He will have to see that all your meetings are conducted according to the strict rule of parliamentary procedure, and in doing so he will need to exercise a large amount of the *suaviter in modo* and the *fortiter in re*.

In conclusion, let me say that I was glad when I learned that you had formed this society; for I regard a

well-managed Literary Society as a most important adjunct to High School training. There will come a time when you will forget much, very much of your Algebra, Euclid, French and Latin, yet, don't think for that reason that you learnt these subjects for nothing. The good they did you lay in the mental effort you put forth in the learning. But the self-confidence you will gain by appearing before this society in stating a point and supporting it by facts and arguments, the knowledge and experience you will gain of the manner in which public meetings should be conducted—these are benefits which will never leave you, but which will stand you in good stead many and many a time in your future lives.

SIMPLICITY IN POETRY.

[Delivered at a Grammar-School Literary and Debating Society.]

THERE is a story told of some children living in an enchanted land who used to play carelessly with what they supposed were worthless pebbles, until one day a traveller came and told them that those stones which they counted as nothing were indeed jewels of great value. Indifference arising from ignorance, or undue familiarity, is not by any means confined to material objects; in matters of taste also the truth of the proverb is seen—"Familiarity breeds contempt." How many boys and girls there must be in the schools of our land who at some time or other have had set them as a repetition lesson. Cowper's well-known lines on the "Loss of the Royal George"! They probably think them absurdly easy, and fit only for children of tender years, which they will smile at as they grow older. But Mr. Palgrave says of this little poem: "For tenderness and grandeur under the form of severe

simplicity these verses have few rivals. They are Greek after the manner in which a modern English poet should be Greek. Readers who admire them are on the right way to high and lasting pleasure."

Now, if we will but consider the matter, it is more probable that Mr. Palgrave is right in his opinion, and that we, who are somewhat disposed to underrate this poem, are wrong. For Mr. Palgrave, besides holding a very honorable place amongst the poets of the present generation, stands in the front rank of critics in art and literature, and whenever he speaks out on these subjects we ought to listen to him with respect. Let us then for a few moments examine this poem in detail, and see whether we can discover for ourselves "the tenderness and grandeur under the form of severe simplicity" which the critic commends. And first of all we will make a few remarks on what is meant

by *simplicity* in poetry. A poem is properly said to be *simple* when the emotions it stirs, or the feelings of pleasure and pain it calls forth, are such as are common to all men alike, and which therefore all may share in. But there is another point to observe about *simplicity* in poetry, and that is the manner in which it shows itself. If we examine the best poems in any literature most conspicuous for this quality, we shall find that, when they are describing a scene or an emotion, they will do this in the most direct way possible; each word will be carefully selected that there may be no doubt as to what meaning is intended to be conveyed, and the necessary number of words for conveying the required impression will be used, and no more; there will be no superfluities, no indulging in flights of fancy which may tend to obscure the meaning, no playing with fine words for the mere sound alone; in short, the language of the poem will be adequate to the occasion.

Mr. Palgrave speaks of the severe *simplicity* of its form. How is this shown? In this way: its language and versification are adequate to the occasion. The "Royal George," at that time the finest ship in the navy, was accidentally overturned whilst undergoing repairs off the coast. A British admiral and nearly one thousand seamen were drowned. The event was justly regarded as a national calamity, and a whole nation mourned its loss. There is an awful silence in all heartfelt grief—words seem totally inadequate to express the sorrow that is surging below; or, if the burden of silence grows intolerable, it will find expression in the briefest ejaculations. The sympathy, too, which such a grief demands will be undemonstrative; many words, even though kindly uttered, will serve only to widen and aggravate the wound. If this is the case with individual sorrow, how

much more when a whole nation is thrown into mourning, when not one, but many hearts are wrung with a sense of unutterable loss, the difficulty is increased of finding words that shall adequately express not only one's individual sense of desolation, but the inarticulate motions of despair that are agitating thousands of hearts! The very occasion was an unwritten poem—the employment of verse could hardly have added to its poetical character and significance, which all could feel. How, then, has the poet treated his subject? He has presented us in the most direct way by a series of simple and touching pictures the scene of the catastrophe as it presented itself to his imagination: there are no violent expressions of grief and despair; all is calm and restrained, and yet the thrilling pathos of the situation is fully brought out. The monotone of grief is admirably rendered in the short lines, at the close of every one of which the voice is almost compelled to pause with slowly dying cadence, like the muffled peal of funeral bells. It is a characteristic of sorrow that, though it may be for a time diverted from its object, it continually passes back again to the thought of its particular loss. Read Stanzas i., iv., and ix., and you will see how grief reiterates itself:

- (i.) "Toll for the brave!
The brave that are no more . . ."
- (iv.) "Toll for the brave!
Brave Kempenfeldt is gone . . ."
- (ix.) "But Kempenfeldt is gone,
His victories are o'er . . ."

Again, Mr. Palgrave speaks of the *tenderness* of the poem. How is this shown? Chiefly, is it not, by the way in which the poet brings vividly before us the pathos of the situation, and the little human touches by which he contrasts and intensifies it? What an importance the most trifling acts and sayings assume in the retrospective memory when the author of them is dead! Thus the poet does not

fail to remind us that, when the disaster occurred, the admiral's sword was laid by, and he was engaged in the simple act of writing. A gentle spirit of the most tender irony pervades the whole piece. The ship had weathered many a storm, and fought England's battles at sea. It was a *land* breeze which overturned her, and in the calm waters of one of England's roadsteads. All the bravery of the crew could not save them from their fate; nay, might it not, in a sense, have contributed to their ruin, for had not obedience to orders, which the discipline of active service produces,

"Made the vessel heel,
And laid her on her side"?

But the tenderness and pathos of the poem are nowhere better shown than in the last three stanzas. In the midst of grief arises the thought that the good ship is not actually lost to the service; she may be raised by mechanical means from the bottom of the sea—

"Her timbers yet are sound,
And she may float again."

Then, immediately, to check the current of exalted feeling, the thought of the transitoriness of human life as compared with the durability of material objects succeeds, and the poem closes, as it began, with the sounding of the funeral knell over the brave souls thus suddenly snatched away—

"But Kempenfeldt is gone,
His victories are o'er,
And he and his eight hundred
Shall plough the waves no more."

Finally, the critic speaks of the *grandeur* of the poem. Where are we to seek for this? Is it not to be found in the ardent spirit of patriotism which pervades and gives dignity to the whole? The poem is intensely national in feeling; it appeals to sentiments dear to all Englishmen—love for the sea, and for the sea as the chief bulwark of England's freedom, and the scene of her glorious exploits.

It is this which intensifies the grief for the loss of Kempenfeldt—

"His last sea fight is fought,
His work of glory done."

It is the thought of England's dependence upon her sailors which inspired the hope that the good ship might yet again be fit for service—

"Weigh the vessel up,
Once dreaded by our foes.

Her timbers yet are sound,
And she may float again,
Full charged with England's thunder,
And plough the distant main."

What a combination of *grandeur* and *tenderness*, too, is there in the lines in which the poet invokes his countrymen to let the fate of the brave souls who perished enter as a solemnizing thought on the occasion of festivities held to celebrate any of England's victories! Let us, he says—

"... mingle with our cup
The tears that England owes."

Mr. Palgrave has another word of praise for these verses. He says: "They are Greek after the manner in which a modern English poet should be Greek." This is quite true; not, of course, in the sense that there is any conscious imitation of Greek poetry, but simply on account of their possessing those characteristics which the critic so justly praises, *i.e.*, "tenderness and grandeur under the form of severe simplicity," for in no other poetry are these two qualities exhibited in more complete perfection than in the poetry of ancient Greece. The famous passage in the "Iliad" describing the visit of the aged Priam to the tent of Achilles, to beg the body of Hector from the man that slew him, is a conspicuous example of those very qualities of genuine poetry which, as Mr. Palgrave truly says, conduce to "high and lasting pleasure." For the heart of man is the same in all ages, and speaks a universal language. Sorrow and death

are with us still, parental anguish is as poignant now as it was in the time of the ancient Greeks, and the natural and spontaneous expression of it unites both the present and the past with one throb of human sympathy.

After reading poems, or passages from poems, which possess this dateless character we are ready to exclaim with Wordsworth: "Thanks to the human heart by which we live."—*The Educational Times*.

CORRELATION OF STUDIES.

(Concluded from last month.)

THE work of art has a new principle, one that transcends life. It is the principle of responsible individuality and the principle of free subordination on the part of the individual to a social whole. It is in fact the exercise of original responsibility in opposition to a social whole, and the consequent retribution or other reaction that makes the content of the work of art. Further discussion is not necessary to show how absurd would be a purely mathematical treatment, or a biological treatment, of a work of art. Mathematics and biology must enter into a consideration of works of art only in a very subordinate degree. It would be equally absurd to attempt to apply the method in which a work of art should be studied to the study of an organic form or to the study of inorganic matter and forces.

The next co-ordinate branch includes grammar and language, and studies allied to it, such as logic and psychology. In the elementary school we have only grammar. Grammar treats of the structure of language; there is a mechanical side to it in orthography, and a technical side to it in etymology and syntax. But one cannot call grammar in any peculiar sense a formal study any more than he can apply the same epithet to one of the natural sciences. Natural science deals with the laws of material bodies and forces. Laws are forms of acting or of being, and yet by far

the most important content of natural science is stated in the laws which it has discovered. So in the studies that relate to man the forms of human speech are very important. All grammatical studies require a twofold attitude of the mind, one toward the sign and one toward the signification; the shape of a letter or the form of a word or the peculiarity of a vocal utterance, these must be attended to, but they must be at once subordinated to the significance of the hidden thought which has become revealed by the sign or utterance.

The complexity of grammatical study is seen at once from this point of view. It is a double act of the will focusing the attention upon two different phases at once, namely, upon the natural phase and the spiritual phase, and the fusion of the two in one. Looking at this attitude of the mind, at this method of grammatical study, we see at once how different it all is from the attitude of the mind in the study of a work of art. In grammar we should not look to an evolution of a feeling into a thought or a deed; that would be entirely out of place. But we must give attention to the literal and prosaic word written or spoken, and consider it as an expression of a thought. We must note the structure of the intellect as revealed in this form. The word is a part of speech, having some one of the many functions which the word

can fulfil in expressing a thought. Deeper down than grammatical structure is the logical structure, and this is a more fundamental revelation of the action of pure mind. Logic is, in fact, a part of psychology. Opening from one door toward another, we pass on our way from orthography, etymology and syntax to logic and to psychology. All the way we use the same method; we use the sign or manifestation as a means of discovering the thought and the scientific classification of the thought.

Much has been said in the report of the Committee of Fifteen on the abuse of grammar in the study of literary works of art. The method of grammar leads to wonderful insight into the nature of reason itself. It is this insight which it gives us into our methods of thinking and of uttering our thoughts that furnishes the justification for grammar as one of the leading studies in the curriculum. Its use in teaching correct speaking and writing is always secondary to this higher use, which is to make conscious in man the structure of his thinking and expression. Important as it is, however, when it is substituted for the method of studying art, it becomes an abuse. It is a poor way to study Shakespeare, Milton, Chaucer, and the Bible to grammatically parse them or analyze them, or to devote the time to their philological peculiarities, the history of the development of their language, or such matters. The proper method of studying the work of art is not a substitute for that in grammar; it does not open the windows of the mind toward the logical, philological, or psychological structure of human thought and action.

There is a fifth co-ordinate group of studies, namely, that of history. History looks to the formation of the state as the chief of human institutions. The development of states,

the collisions of individuals with the state, the collisions of the states with one another—these form the topic of history. The method of historic study is different from that in grammatical study and also from that in the study of literary and other works of art. Still more different is the method of history from those employed in the two groups of studies relating to nature, namely, the mathematical and biological methods. The history of literature and science has many examples of misapplications of method. For instance, Buckle, in his *History of Civilization*, has endeavored to apply the biological method and to some extent that of physics, apparently thinking that the methods of natural science, which are so good in their application to organic and inorganic nature, are likewise good for application within the realm of human nature. The reader of Buckle will remember, for instance, that the superstitious character of the Spanish people is explained by him as due to the frequency of earthquakes in the Peninsula. In selecting a physical cause for explaining a spiritual effect, Mr. Buckle passed over the most obvious explanation, which is this: The people of Spain were for many centuries on the marches or boundaries of Christian civilization and over against a Moslem civilization. Wherever there is a borderland between two conflicting civilizations—a difference either political or religious—there is a sharpening of the minds of the people so far as to produce the effect of opposition and bigotry. A continual effort to hold one's religious belief uncontaminated by the influence of a neighboring people leads to narrowness and to a superstitious adherence to forms. Narrowness and bigotry in religion are the foes to science and the friends to all manner of superstitions.

Mr. Buckle's work has interested

people very much because it is an attempt to bring the methods of natural science into the study of human history. But it cannot be regarded as anything more than an example of the attempt to substitute for the true method in history a method good only in another province.

In biology the whole animal is not fully revealed in each of his members, although, as stated in Kant's definition, each part is alike the means and the end for all the others. The higher animals and plants show the greatest difference between parts and whole. But in history it is the opposite; the lower types exhibit the greatest difference between the social whole and the individual citizen. The progress in history is toward freedom of the individual and local self government. In the highest organisms of the state, therefore, there is a great similarity between the individual and the national whole to which he belongs. The individual takes a more active part in governing himself. The state becomes more and more an instrument of self-government in his hands. In the lowest states the gigantic personality of the social whole is all and all, and the individual personality is null, except in case of the supreme ruler and in the few associated with him.

The method of history keeps its gaze fixed upon the development of the social whole and the progress which it makes in realizing within its citizens the freedom of the whole. This method, it is evident enough, is different from those in literature and grammar; different also from the biological and the mathematical methods. In history we see how the little selves or individuals unite to form the big self or the nation. The analogies to this found in biology, namely, the combination of individual cells into the entire vegetable or animal organism, are all illusive so far as

furnishing a clue to the process of human history.

From the above considerations it is possible to see what is the relation of this inquiry into educational values to the questions of child study and other topics in psychology, as well as to the Herbartian principle of interest. First and foremost the teacher of the school has before him this question of the branches of learning to be selected. These must be discovered by looking at the grown man in civilization rather than at the child. The child has not yet developed his possibilities. The child first shows what he is truly and internally when he becomes a grown man. The child is the acorn. The acorn reveals what it is in the oak only after a thousand years. So man has revealed what he is, not in the cradle, but in the great world of human history and literature and science. He has written out his nature upon the blackboard of the universe.

In order to know what there is in the human will we look into Plutarch's *Parallel Lives*. To see what man has done in philosophy we read Plato, Aristotle, Leibnitz, and Hegel. For science we look to the Newtons and Darwins. We do not begin, therefore, with child study in our school education. But next after finding these great branches of human learning we consider the child, and how to bring him from his possibility to his reality. Then it becomes essential to study the child and his manner of evolution. We must discover which of its interests are already on the true road toward human greatness. We must likewise discover which ones conflict with the highest aims, and especially what interests there are that, although seemingly in conflict with the highest ends of man, are yet really tributary to human greatness, leading up to it by winding routes. All these are matters of child study,

but they all presuppose the first knowledge, namely, the knowledge of the doings of mature humanity. There can be no step made in rational child

study without keeping in view constantly these questions of the five coordinate groups of study.—*From Report of Com. of Education.*

“THE NEW WOMAN” AND THE PROBLEMS OF THE DAY.

AS there is a new everything these days, we suppose it was inevitable that there should be a “new woman”; though why a new woman more than a new man it might not be easy to explain. For our part we believe but faintly in the “new” woman; we believe in woman. We believe in progress; we believe that new times call for new measures; we believe that these are new times, and that it behooves both men and women to prepare themselves to meet the demands which the age is making on them.

What is really new in the world is knowledge. We see the practical outcome of the new knowledge in the transformation that has taken place in the arrangement under which the life of society to day is carried on. With the new knowledge there has come a vast enlargement of human power in all directions and a vast development of human individuality. Custom, though still powerful, is no longer such a ruler of men's lives as it used to be. Men and women everywhere have been roused, we might almost say stung, into a sense of individual existence; and, looking round on their changing environment, they are asking a thousand questions to which as yet no very certain answers can be vouchsafed. Woman is awake because man is awake; the keenness of the times has roused them both; and from both we seem to hear the inquiry made by the jailer at Philippi, when startled from slumber by the trembling of the earth and the flashing of a strange light: “What must I do to be saved?” The difference

between the so-called “new woman” and woman without that qualification is that the latter would wish to be saved with man, and the former apparently without him. The new variety emphasizes the fact that she is a woman, and in that capacity is going to do wonderful things; whereas woman without the “new” is content to know herself a woman and to feel that with her it rests to accomplish her equal part in all the best work of the future.

The great change, as we have said, is that there is more knowledge in the world, and that the rule of custom is to a large extent broken. Things that once had all the authority that convention and routine could give them are now open to everyone's criticism. Morality no longer rests in absolute security upon dogma. The time has come which Voltaire predicted would be the end of all things, when *the people* have taken to reasoning. Fortunately, there is no need to agree with Voltaire; but it is necessary to recognize that something is needed to give wise direction to the emancipated thought and action of our time. The dogmatic morality of the past was in the main sound; and the problem of to-day is to secure a sufficient sanction for whatever rules of conduct are necessary to the well-being of individuals and of society. That much in the way of wise counsel and true inspiration may be expected from the increased reflectiveness of women we most gladly recognize; but we do not feel disposed to call a woman who thus responds to the needs of the time a “new” woman,

seeing that, for generations past, and particularly in times of emergency, women have more or less fulfilled the same rôle.

The two principal questions which to-day confront society relate to the future relations of men and women and the education of the rising generation. The allegation is freely made in many quarters that marriage is a failure; and no doubt frequently it is. None the less, however, is it the case that no scheme that has ever been proposed as a substitute for marriage merits a moment's consideration. It is easy to provide theoretically for the gratification of passion and impulse, but not so easy by any means to show how by any union less solemn and abiding than marriage the higher natures of men and women can be duly developed and their lower propensities kept in check. We do not look to any new woman for light on this question; but we do look to the best women of to-day, those who to purity and soundness of instinct add a trained capacity for independent and intelligent judgment to join with the best men in indicating the higher path which the generations of the future may tread. We may be sure of this, that the path is one not of less but of greater self-control, and that redemption from the miseries which attach, in too many cases, to marriage as it is will be found in an elevation and purification of the whole idea of marriage. Not that the idea has not been held in its highest purity by many in different ages; not that the world has ever lacked examples of ideal marriage, but that there has never been a sufficiently wide recognition of its true nature and possibilities. There is a gospel on the subject which has to be preached, and, so far as individual action can do it, enforced—the gospel that the true happiness of a man and woman united in marriage bonds con-

sists in learning, as years go on, to love and respect one another more and more, and in aiding and stimulating one another more and more to right and noble action, each gaining strength through the other, each finding in the other the means of achieving a true individual completeness. The true gospel is that there is more in marriage than for the most part poets have sung or romancers dreamed, and that the failures of which we hear so much have been, in the main, failures to grasp the true conception of it and to make a right preparation for the duties which it involves.

Does not all this mean, it may be asked, that many are unfit, through defect of character, and others through ignorance and general inferiority of thought and sentiment, to make the best of marriage. It certainly does, and here the no less important problem of education comes in. In these days we look too much to the state to solve our problems for us. There are some problems which the state cannot solve, and one, we do not hesitate to say, is the problem of a true education. The state can levy taxes and employ agents and make regulations; but it cannot speak with the voice of father or mother; it cannot speak confidentially to the young of their deepest interests. It can enjoin rules of conduct, but it cannot guide aspiration; it cannot meet what, in a broad sense, we may speak of as spiritual needs. If the rising generation is to be adequately educated, the best men and women of the day must come together and consider how it is to be done—how the work of the state is to be supplemented by individual endeavor, so that growth in character may keep pace with growth and knowledge and intelligence. There are two main ways in which, at first sight, it seems possible this might be done, or at least more or less hopefully attempted; first, by

an improvement of the home, and, secondly, by the action of a higher public opinion on the schools. We quoted, some months ago, an eminent French writer of our own day as saying that it was necessary to put more "soul" in the public schools. That is precisely what they want, as all the best teachers are fully aware. But you cannot make an appropriation for "soul." It is not quoted in the catalogues of school supplies; it is not among the prescribed subjects in teachers' examinations. It is a very real if not a very tangible thing; and it is a communicable thing. There are those who have it and can impart it; indeed, those who have it can hardly fail to impart it! If there is enough of it outside the schools, it will leak in, and our hope is that the best men and the best women of the day will so join forces as to create, especially around the public schools, an atmosphere of higher sentiment that shall affect for good the working of the state machine, and greatly strengthen the hands of all who, within the schools, have set for themselves a certain standard of spiritual as distinct from merely intellectual accomplishment.

Then as to the home. Here is where we want women with new knowledge, but not—we speak with all due fear and trembling—"new" women. The "new woman" would set every one discussing rights; but the true woman with adequate knowledge would see what the best women have always seen, that the home requires a principle of unity and not a system of scientific frontiers or an elaborately arranged balance of power. Home life and home influence have, we fear, been suffering in our day through a variety of causes; but the home, like marriage, is an institution which only needs to have its possibilities developed in order to stand forth more than justified. Without entering into

the question as to whether the wisest methods are being followed to-day in the education of women, it is beyond all doubt that women have gained a vast enlargement of their intellectual horizon, and that in many cases women are not only the peers but the superiors of men in the same station in life as themselves in knowledge and culture. Such knowledge and culture can nowhere be better employed than in the home, where the physical, mental and moral development of children has to be watched over. The question is, how far will it be employed in this way, and how far made a means of mere personal self-assertion? The true woman will use it for the good of others, and, if possible, will make it available for the improvement of the home; while others—the new type—will use it to make themselves conspicuous in the world, and, as they vainly fancy, add glory to the female sex.

The hope of the future lies mainly in well-ordered homes—homes in which children are trained to be just, reasonable and humane, in which they are taught to look with an intelligent eye upon the phenomena alike of Nature and of society, in which they learn lessons of industry and self-reliance, of honor, purity, and self-respect, and are guarded against the vulgar worship of wealth and worldly success. It is for the wise and noble women of our time to help to make such homes, and it is for men to see to it that they are worthy of partnership in so sacred a cause. It is no time for any silly rivalry or futile opposition between men and women, who are as necessary to one another now as at any previous age in the world's history—nay, more necessary. On the contrary, it is a time for earnest counsel and vigorous co-operation on the part of all who have the interest of the present and future genera-

tions at heart; and the less we hear of the separate and conflicting claims of men and women the better. There is ample scope to-day for the efforts of all, and if any stand idle in the vineyard it must be from lack of will, not from lack of opportunity.—*Popular Science Monthly*.

RELIGIOUS INSTRUCTION IN PUBLIC SCHOOLS.

WE have been greatly surprised at the ignorance of very many persons as to the existing regulations of the Department of Education with reference to the reading of the Bible and religious instruction in the public schools. For the information of our readers we give herewith the text of these regulations, as set forth in a bulletin of the department last month. They read as follows: The teacher of every Public and High School (unless excused because of conscientious scruples) is required to open his school with the Lord's Prayer, to be repeated by the teacher alone or preferably by the teachers and pupils in concert. At the closing of school a portion of the Scriptures shall be read, either from the Bible or the selections authorized by the Education Department, as the trustees may order. The Lord's Prayer, or the prayer authorized by the Education Department, shall follow the reading of the Scriptures. The trustees may also order the reading of the authorized selections or the Bible at the opening of the school. The Ten Commandments shall be repeated once a week. The Scriptures are to be read without comment or explanation. *The teacher shall, when directed by the trustees, require the pupils to commit to memory appropriate verses from the Scripture lessons.* The rights of parents or guardians to withdraw their children from all religious exercises should be carefully guarded by the teacher. (Reg. 99.) Any clergyman, or any person authorized by him, shall have the right to give religious instruction to the pupils of his own

church, at least once a week after the closing of the school in the afternoon. Where clergymen of more denominations than one apply to give religious instruction in the same school-house, the Board of Trustees shall decide as to the days of the week on which the school-house shall be at the disposal of each of such clergyman. By Regulation 15 it is provided that Public School pupils shall assemble for study at nine o'clock in the forenoon, and shall be dismissed not later than four o'clock in the afternoon, unless otherwise directed by the trustees, but in no case shall the school day be less than five hours. Where the clergyman of any denomination applies for the privilege of giving religious instruction, the trustees may close the school at half past three in the afternoon, or even earlier, if by so doing the teaching term of five hours per day is not reduced. It is the duty of the teacher in connection with the ordinary work of the school "to inculcate by precept and example respect for religion and the principles of Christian morality and the highest regard for truth, justice, love of country, humanity, benevolence, sobriety, industry, frugality, purity, temperance, and all other virtues." (Public School Act, 1896, s. 76 (1).)

It will be observed that certain of these requirements are directly binding upon the teacher. He must open the school with the Lord's Prayer. He must read at the closing of the school from the Bible. He must have the Ten Commandments repeated once every week. He must inculcate by example as well as by precept

respect for religion, and teach the principles of Christian morality. Ample scope is given here to every earnest teacher to promote effectively the moral and spiritual well-being of the pupils, to infuse a Christian spirit into the work of the school, and to set before the scholars the highest Christian ideals.

But, in addition, the trustees of each school have it in their power to order the reading of the Bible at the opening as well as at the closing of the school. They have also in their power to direct that the Scriptures be memorized by the pupils. This is a recent addition to the regulations which we have printed in italics to draw attention to it. It is a long step in the right direction, and one for which the gratitude of Christian men is due to the Minister of Education.

If our people appreciate these regulations and take advantage of them, without doubt the Minister of Education will be encouraged to proceed further, and at length to introduce a system of Biblical lessons as part of the regular curriculum of the schools. In the meantime, let Christian men and women bring their influence to bear upon the trustees and see that those regulations, which are optional, are adopted and introduced into every school in our land.

It is worse than useless for people to demand more in this direction, if they do not avail themselves of the privileges now available. Then there are the opportunities given to ministers to visit the schools to instruct the children—how few avail themselves of these! Let us make the most of what is now granted and seek in every way to encourage interest in Bible study on the part of the teachers and the children, and we will see splendid results. If this is not done, the fault lies with the people themselves and not with the Government.—*E.C.*

Those of us who have been laboring in the cause of religious education in our public schools must rejoice at knowing that so much has been gained, even if they would wish to have something more; and it is greatly to be hoped that they will frankly accept and work the system now sanctioned in our schools, even if they hope hereafter to get something better. No doubt, the ideal system is that every church should teach its doctrines to its own children. It must be inferred that there will always be a certain chilliness in undenominational teaching, seeing that the teacher, if he has any strong religious convictions, will be under the necessity of suppressing them. On the other hand, the habit of merely reading the Bible, without the teacher being allowed to ask any questions upon it, will hardly lead to a satisfactory knowledge of the sacred writings on the part of the children. Still, it is better than nothing. It is something that the child should know that there is a Bible, and that it gives the religious history of the world in its earlier periods. It is something that the mind of the child should be informed by the sublime maxims of Christianity, that its heart should be stirred by the contemplation of the perfect life of the Son of God and His sublime devotion to God and to man. Moreover, although positive doctrine may not be taught, the moral and spiritual principles of the Gospel are to be inculcated by precept and example. In addition to all this, there is an important provision for the teaching of the children of different denominations by their own ministers, who may instruct their young people in all the doctrines of their own communion. We are quite aware of the difficulty of working this part of the system, and it may be that such instruction must be less frequent than could be desired. But

it is something; and, supplemented by the work of Sunday schools, it may be worth a great deal. So far, then, from the point of view of reasonable men, we think we have got, if not all that could be desired, yet much to be thankful for, and the more so, that no denomination can be injured or offended by these arrangements. We are quite aware, and quite content with the knowledge, that in this country no religious body has a right to special privileges. There is perhaps only one point in which we could wish a slight change to be made, viz., that the re-

ligious teaching should not be outside the school hours. Of course, no child should be required to be present at the religious instruction, if his parents disapprove of the same. But in that case he should be put to some other lesson. It is a distinct inducement to keep away from the Bible lessons that those who do so should have so much time added to their hours of play. In this respect the children who are taught in the Scriptures should not be placed at a disadvantage. It would, generally speaking, be quite easy to find some other work for the children who are withdrawn.

EDITORIAL NOTES.

EDUCATIONAL ASSOCIATION OF ONTARIO.

The above Association will meet at Easter. The expectation is that the meeting will be a large one. There is promise of good men to address the various sessions of the Convention, and the time of the year is favorable for securing a good attendance. The railways grant reduced rates on the usual conditions.

The appeal of THE CANADA EDUCATIONAL MONTHLY to the teachers of the Dominion has not been without its effect, and the encouragement it has received since the new year began leads those connected with its management to believe that before the year is out, there will be no university, college, collegiate institute, high school or graded school in the land that shall not be in touch with the new movement of consolidating a common brotherhood of teachers from the Atlantic to the Pacific. In the advocacy of this movement there is no selfish motive as far as THE MONTHLY is concerned. Those who have had to do with the running of

periodicals such as THE MONTHLY, know that there is no money reward to those engaged in preparing its contents from month to month. Their only reward is the good-will and cooperation of those in whose favor they are content to labor gratuitously. There is one thing, however, which must be done, and that is, the labor of our contributors must be recognized in a tangible way if the sympathies of our most prominent writers are to be enlisted and secured. Many of our most distinguished educational writers in the country have already agreed to help THE MONTHLY, and it is to be hoped that their efforts in our behalf will be gratefully acknowledged by our readers. We therefore ask for an increase in our subscription list, not so much perhaps for the sake of revenue as for the advancement of the new movement among Canadian teachers. Teachers sending their names to any of our publishers will have them put upon our lists immediately. These publishers who are interested in our work will give any information intending subscribers, contributors or advertisers may de-

sire to have in regard to the standing of our periodical, which, it is to be hoped, will in time be second to none on the continent. The various educational systems of our common country have surely something to boast of, and there is no reason why these should not have an exponent in a well-supported educational periodical. Our readers, it is to be hoped, will excuse us, if this idea of representation is kept before them for a month or so at the start. It is no intention of *THE CANADA EDUCATIONAL MONTHLY* ever to place itself in the immodest position of speaking too much about its own affairs. But our readers must be taken into its confidence, for a time at least, in order that co-operation and well understood progress may be fairly inaugurated.

The examination idea, we are inclined to think, has run its course, and it is for our teachers to say, through our correspondence section, whether they agree with us or not. The philosophy of the thing has run to seed in the too palpable realism of the practice. As is so often the case, the means towards the end has become the end itself. No one can doubt that examinations are a necessity, but that they should ever become the most important element in our systems of education is something which no true educationist would think of maintaining. And in our animadversions against the somewhat ludicrous stress placed upon examinations, let it be understood that we have no quarrel with the central authorities who are inclined to make so much of them. It is our conviction that these authorities are conscientious in their efforts to make the most of systems of public instruction through this means. Our superintendents of education or our boards of education, who think they see in the examination a means of obtaining to the very high-

est pedagogic results, are no more to be assailed in this matter than are the teachers themselves in their emulation to be awarded a high professional status from the records made by those instructed by them, and who present themselves at these examinations. No good can come from laying the blame at any one's door, personally speaking. In Ontario, perhaps, of all the provinces, the intensifying of the standards has been considered a sign of educational progress; and yet no one need turn round and blame the Minister of Education personally for having given way to the general professional anxiety that favors the adoption of this as a sure sign of advancement on the part of our teachers and pupils alike. The notion is a mistaken notion, and that is all that need be said of it. A teacher is no worse a teacher this year than he was last year, because he has not succeeded in securing for his school as many passes as he did last year. There are fluctuations in the average ability of pupils as there are fluctuations in the school population. The examination cannot take cognizance of all the varying influences of school life; and it is this which those who have the directing of the examinations so frequently overlook when they desire to make the examination a hard and-fast rule of measuring success, as it is this which lies at the bottom of the unrest on the part of our teachers who feel the burden of preparing boys and girls for the examinations, an anxiety that is at times all but too grievous to be borne. In the other provinces examination and inspection go together hand in hand more than in Ontario. In the Province of Quebec, as we have discovered, the inspection has done more for the schools than the written examinations, while the system of examination there has less of the cram

about it than it has in Ontario. In a word, there is more of a balance between the inspection and the written examination than in any of the other provinces, although in the superior schools the system is based more or less on "payment by results." In the Maritime Provinces the inspection of the school is not followed by a special period for written examinations. In Manitoba there is an inclination to follow in the steps of Ontario, though the efforts to make the examination everything has not been so pernicious as in Ontario; while in the North-West Territory and British Columbia things are more or less at their beginnings, with a tendency to improve the school through the enthusiasm and personality of the teacher. As a final word, this month, we may say that this is by no means our last word on this subject. The question is too important from the standpoint of parent, teacher and pupil, to allow it to remain a mere irrevocable anxiety any longer, and we are anxious to have the opinions of our teachers on the subject.

When we said last month that the Quebec Government had come to the conclusion to retain the distribution of the new subsidy in behalf of elementary education in their own hands, the facts had not all come to hand in regard to their later action after the passing of the Subsidy Bill in the Legislature. We give the report of the late meeting of the Quebec Council of Public Instruction as it is given to us in the *Montreal Witness*, and after reading it our readers will, perhaps perceive for themselves what a leap there has been from the pot into the fire. It will be now for the educationists of Quebec to discuss how the elementary schools will be improved under the latest proposal of the Council of Public Instruction.

The report of the meeting is as follows:

"An important special meeting of the full Council of Public Instruction was held at the Parliament Buildings here this forenoon. As the public is no doubt aware, the council, which is composed of eleven Roman Catholic bishops, eleven Roman Catholic laymen and eleven Protestant representatives, seldom meets except for matters of common interest, but the two sections, Roman Catholic and Protestant, into which it is divided, meet regularly, each having control of its own schools. The meeting this forenoon was to determine the best method of dealing with the recent special grant by the Legislature of fifty thousand dollars for elementary schools. Most of the Roman Catholic members were present, and all the bishops except the Bishop of Sherbrooke, and among the Protestant members in attendance were the Rev. Dr. Shaw, the Rev. A. T. Love, the Lord Bishop of Quebec, Principal Peterson and Messrs. Finlay, Ames and Masten. By the terms of the Act three thousand of the fifty thousand dollars were appropriated to meet the current deficiency on the pension fund, ten thousand more to double the grant to poor municipalities, and fourteen thousand to teachers as bonuses for meritorious service, thus leaving only twenty-three thousand of the fifty thousand dollars to be really dealt with by the council. It was therefore resolved that in the case of the last two mentioned sums of ten thousand and fourteen thousand dollars, the same division should apply as in the case of the general legislative grant. As to the remaining twenty-three thousand some discussion arose as to the right of the council to apportion it. The Hon. Mr. Masson insisted that the administration of this money should be left to the free discretion of the Govern-

ment. The Hon. Mr. Langelier urged that the entire fifty thousand dollars should be so left, but finally Mr. Masson's view prevailed."

The decisions of the council will, no doubt, pave the way for the fuller discussion of the manner in which the grants are distributed at the present time; and the electors will possibly now be placed in possession of the whole facts of the case by the candidates who are anxious to secure their suffrages at the coming elections. The true spirit of reform is hardly to be detected as yet in this increased subsidy, or in the proposed manner of its distribution.

The daily newspaper but seldom knows what is going on by way of educational reform in the province near by it until some gentleman of foreign parts writes something or other to the papers of his own country about an educational necessity which ought to be seen to at once. Then the local or provincial paper at once takes for granted that the necessity for moving in this direction must be pressing everywhere, and nowhere more so than in the province or parish for which it writes. For example, one of our more important dailies (it is not necessary to say that it offends more in this respect than any other of our important dailies), discovers that some American educationist has lately been saying that there is no civilized country in which so little is done to cultivate the correct use of the vernacular language as in the United States. This, of course, may be correct, and possibly the statement is of some international moment, but when the newspaper which repeats the statement goes on to say that as the conditions of Canada are very similar to those of the United States, it may be worth our while to take note of what he avers and what he suggests, we certainly

must declare that Canada is not to be classified with the United States as a country which is doing little or nothing to cultivate the vernacular language spoken by her inhabitants. The Canadian newspaper that makes this statement ought to know, to say the least of it, that the province from which it draws the largest share of its subscribers has been making the most arduous efforts to improve the manner of speech of the rising generation. The French spoken in the Province of Quebec among the school children is possibly a village *patois*, but the French spoken in the French school is the French, we are told, of *La Belle France*; and the same may be said of our English schools in every part of the Dominion. In the Province of Quebec, the routine of the English schools has been more or less remodelled on the plan of getting the children to speak and write the English language correctly as a practical art, and possibly no man has done so much to bring this about as Dr. Harper, the present inspector of superior schools. In Ontario, the teacher is laboring in the same direction, as far as the routine preparation for the written examination at the end of the year permits him to employ himself in this seemingly unprofitable occupation. But let us quote what our daily contemporary says as it discusses the statement of the educationist who says that "there is no civilized country in which so little is done to cultivate the correct use of the vernacular language as in the United States." The quotation we make all the more readily as it is our intention to turn the attention of our teachers to this question in our next issue:

"*The Educational Review*," says our daily contemporary, "has an article by Mr. E. L. Erskin, which was also read before the Teachers' Association of that city, which takes

the ground that there is no civilized country in which so little is done, outside of the colleges, to cultivate the correct use of the vernacular language as in the United States. As the conditions of Canada are very similar to those of the United States, it may be worth our while to take some note of what he avers and what he suggests. He speaks of educated men caring, as a rule, little or nothing how they speak. 'Their speech is full of solecisms, their letters and notes are unpunctuated scrawls, and in their pronunciation the vowel sounds are summarily got rid of.' He tells of a dialect growing up among the new generation of the metropolis, which is supposed to go or to have gone to school—a dialect which has already a popular literature. If we wish to speak well, he says, there is nothing for it but to speak well every day, and this is what a large proportion of men wilfully do not do. Good speech has in the older lands been the traditional passport to good society, but good society in America exercises no such control, while newspaper vulgarity and so-called dialect tales vie with each other in depressing the general tone. Mr. Godkin thinks the cure is within the reach of the colleges, which should demand a much higher standard. It is, we believe, beyond the reach of colleges to communicate a good use of English unless the foundations are far better laid than they generally are before the students go there. A large proportion of our young people learn a very defective English at home, and if we wish to purify the speech of the country, the whole power of the schools should be turned to correct the evil. It may not be easy to deal with that quality which, for fault of a right word, is usually spoken of as local accent; but distinct errors, whether of grammar, pronunciation, spelling or punctuation, can be dealt

with, and so can vulgar idioms and slang. The colleges have an immense power over the schools through their matriculation standards, which necessarily become the standards of the academies and high schools and, directly or indirectly, of the common schools also. Colleges must in some degree suit the standards of their entrance examinations to the existing conditions of the country, but far more does the education of the country take its tone and trend from them. Certainly, in insisting on good English or good French, as the case may be, they would have the convictions of the people with them. Neither the learned or the unlearned would in this case raise question about requiring a man to study what he had no natural taste for."

For many years back, it seems, the Protestant ratepayers of the Province of Quebec have been nurturing the idea that the Protestant Committee of the Council of Public Instruction, which has more or less an indirect supervision of the Protestant educational interests of that section of the Dominion, ought to be made more of a representative body,—not that the committee should be reorganized, for anything like reorganization would be unconstitutional,—but rather that its members should individually represent in some kind of an indirect way the sections of the province from which they hail as citizens. Such an idea is ever likely, however, to be a mere dream. The internal interests of the Protestant Committee are too fixedly focalized by this time to allow anything but conservative suggestions to prevail within the circle of its practically closed doors, and lately this has come to be more and more apparent. Under the presidency of the late Bishop Williams, the forces at the board were fairly well kept in equilibrium,

but of late years an inner influence has been gathering strength within the committee, which has at last all but indicated, as our Montreal correspondent says, that if it is not allowed to have its own way in all things, it is determined "to add to its numbers," until there is nothing left of an independent spirit in the committee but the merest remnant. The committee is made up of members and advisory members, as far as we can make it out. The members of the council are appointed by the Government, while the advisory members of the Committee are elected by the committee. For a time the university men and college partizans used to have it all their own way, and whenever a vacancy occurred, the Government would appoint the nominee of "the university men," as they were called, or the university men would elect one to support the college interests. But now it seems, according to the showing of our correspondent, the policy of control has somewhat changed. The "Text-Book Committee" desire to have their innings. The members of that sub-committee have lately been bringing into the Committee, if all tales are true, anything but a savory way of doing things, and, having received a check, they are determined to elect a man who will stand by them through thick and thin, and the more ignorant he is of either the principles or practice of education all the better it will be for them, at least, all the better it will be for the influence that is seeking to consolidate itself as a one man power. The country at large will await developments with a good deal of interest.

Propos of the above, the St. John's *Vezis*, a paper which wields a great influence over the whole province, has uttered the following note of warning :

"Some time ago we took the liberty of referring to the functions of the Protestant Committee of the Council of Public Instruction, and though an effort was made, on the part of those who can perhaps sympathize more intimately than an outsider with what the committee does or does not do, to combat the position we took in favor of educational reform, the necessity for reform remains now as it did then, with the arguments we advanced as unassailable as ever. The eagerness for an improvement in one direction has, however, gone on increasing. The condition of our elementary schools can be no longer ignored; and now that the Government has espoused the cause we humbly desired to promote when we opened our columns for the discussion of the vexed question of education, the members of the Protestant Committee will hardly impugn our loyalty to the best interests of our province, when we again recommend that body to come into closer touch with the country districts in the matter of educational reform. The sympathies of the Protestant Committee of the Council of Public Instruction have been for the most part identified with the fostering of higher and intermediate education, and as the country districts think, the reason for such is not far to seek when the personnel of the committee is taken into consideration. The country districts may be wrong in their surmises; but rightly or wrongly they have continued now for many years to attribute much of the neglect to which our elementary schools have been subjected to the fact that the members of the Protestant Committee, as it is at present constituted, are more intimately acquainted with, and interested in, university and city school affairs than in the wants and necessities of the country districts. This may be a mere prejudice, as some of the mem

bers of the committee are for ever saying. But why should the committee not disabuse the minds of our country constituencies, if the contention be a mere prejudice, and if it will cost them nothing to do so? Not long ago they had an opportunity of doing this, and those who wish well to the committee and its work, regretted, and still regret, that the opportunity was allowed to pass, and now many are asking if every such opportunity is to be allowed to pass? There is a vacancy at present on the committee, and that vacancy is in the gift of the committee itself. That vacancy must be filled at the next meeting, and possibly it is no business of ours to make premature enquiries about the choice of the committee, and yet not a few in the country districts are already asking if it is again to be a man laboring for the special aggrandizement of the universities and colleges. We hope not, if the Protestant Committee would save itself from the prejudices that have been undermining its influence for so long. Is the appointment to be a Normal School man? Again we hope not, considering how

that institution is already over represented. Is the appointment again to go to Montreal, when so many of the members already hail from that city? Every friend of educational reform for our country schools earnestly hopes not. Who then is to receive the appointment? That is the question which the committee have to decide. It would no doubt be looked upon as an impertinence on our part to suggest even one name. We have been already accused of venturing too far in our animadversions, when the Protestant Committee and its doings have come up for discussion. And yet this we do say, with the sincerity of an honest well-wisher, that if the Protestant Committee does not now endeavor to show that it is anxious to be a representative body of the various sections of the province, through men who know the needs of the country districts, then we are prepared to join with the country districts in their legitimate demands to have proper representation in the conducting of our educational affairs, irrespective of what may happen to the Protestant Committee in the near or remote future."

CURRENT EVENTS AND COMMENTS.

THE erection of a new High School building for St. John, N.B., is a step in the right direction for the people of that important centre of Canada. As an outcome of the return of Dr. Brydes, of the New Brunswick University, to St. John as head-master of the Grammar School for boys, it points, no doubt, to the time when the commercial capital of New Brunswick shall be as proud of its High School for boys and girls as is Halifax or Montreal. The Grammar School of St. John has had a record with which the names of many of the distinguished men of the province has

been associated. The names of Dr. Patterson and Dr. Coster are still green in the memories of many who know of them and their work as head-masters of that institution, and it must be cheering to them to think that the near future is about to bring back the eclat of former days to the institution through the energies of one of the best teachers the Province of New Brunswick has produced.

We are sorry to see that the Governors of McGill University, a body which many were beginning to think

had eliminated the word "difficulty" from their vocabulary, are raising a seeming difficulty in the way of improving the status of the McGill Normal School as an institution whose function is to supply trained teachers for the Protestant schools of the province which so liberally supports it. Notwithstanding the ruling of the Governors in regard to the capabilities of that institution to overcome the work for which it was originally established, and which it has virtually failed in accomplishing up to the present time, there are many who are of the opinion that with its present staff, and with its present accommodation, it is capable of being so reorganized on the model of the Ontario Training Schools and of the Normal Schools of the other provinces as to succeed in doing all the work that may be demanded of it. If the Governors of McGill University persevere in their raising of difficulties, such petty difficulties as the providing of boarding accommodation in the great city of Montreal for a hundred more people and the providing of class-room accommodation, it will not be out of place for the Government to appoint a commission to see how the large revenues annually voted to the institution are disbursed, and how the appliances are utilized at the present time.

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This is what the Governors of McGill University have been saying on the matter: "By a recent resolution, the Protestant Committee of the Council of Public Instruction has provided that, with a few exceptions specially reserved to the action of the committee itself, diplomas to Protestant teachers shall henceforth be issued only after a course of training of at least four months' duration, received in the Normal School. In all probability, the result will be a much increased attendance at that institution

during the last four months of the annual session. In consequence, three difficulties of grave import arise: first, the class-room accommodation of the building is scarcely adequate to the reception of perhaps one hundred additional pupils; secondly, the teaching staff is numerically too weak to meet the increase of labor involved, while there are no means at the disposal of the Normal School Committee for providing help; and, thirdly, suitable lodgings for a large number of women students, who will remain in the city for four months only, are not available at a moderate price. It is not too much to say that the situation constitutes an impending crisis in Protestant popular education in the province."

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The Montreal School Commissioners have abolished what are called for a better name "Subject Prizes" in their schools. For some time past it has been felt that too much money was being spent upon prize books. The amount was usually about \$1,400. Silver and bronze medals are in future to be given for general proficiency, punctuality and attention to study, in the order of merit. Not only was the money consideration involved in this matter of subject prizes, but many felt that the pupils were being unduly stimulated by them to excel in one special subject, to the neglect of others, which, in their totality, comprehended a good education.

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They are coming to it in the Maritime Provinces, though coming to it slowly. In the last report of Dr. Inch the following appears, and the teachers down by the sea may not know how soon the examination will lie on their minds as an incubus. "A uniform system of grading into the High Schools is very desirable," says the superintendent. "Entrance to these schools should be barred to

pupils unprepared or unable to take up the work of the course. The present arrangement, which leaves the work of grading into the High Schools entirely under the control of local officials, fails to secure either uniformity or efficiency, inasmuch as different standards obtain in different places, and it often occurs that expediency rather than scholastic qualification determines admission. The consequence is, that the proper work of the school is hindered, and a considerable part of the first year has to be devoted to the lower grade drilling of the unprepared, to the serious detriment and discouragement of the well-prepared pupils. The whole course of study is thus thrown into confusion, and the teacher pursues his work under disheartening influences. The only remedy that seems practicable, is the holding of a uniform High School entrance examination in connection with the July departmental examinations. It would follow that only those capable of passing such an examination could be admitted to the higher course; and those who failed would have to be provided for, either by requiring them to repeat the work of the eighth grade, or by special arrangements, as circumstances would seem to require. Some difficulty would result for a year or two by the congestion of the lower grade, or the necessity of making special provision for those refused admittance to the higher grade; but in a short time these difficulties would disappear; and the energies of the High School teachers—then expended on proper High School work only—would produce much better results than are possible under present conditions. The increased appropriations for High School work add weighty reasons to those given above why entrance to the High Schools should be guarded by the Board of Education. The additional grants

are intended for the accomplishment of a specific work, and it is incumbent upon the board to take every precaution that High School grants shall not be expended upon lower grade work; and that greater claims shall not be entertained on behalf of any school than the actual number of properly prepared pupils may warrant. I propose to submit, at an early day, for the consideration of the Board of Education a scheme of Entrance Examinations, which will aim to accomplish all that is desirable in the directions indicated, without at the same time creating local difficulties or unduly interfering with local management."

The parent who had measles in his house and never "let on" but sent others of his children to school all the same, has been discovered and fined, and this is how the superintendent of schools in Montreal advises his board of the fact: "Mr. Arthy reported to the School Commissioners that the person who had sent his children to school, while members of the family were suffering from measles at home, had been fined by the Recorder, he himself conducting the case on behalf of the Commissioners. He hoped that publicity would be given to this, as it might deter other persons from following the example in this case. It is quite against the law—both school law and municipal law—for any child to be sent to school while any other member of the family is suffering from a contagious disease."

The Board of Governors of McGill in the early part of their last report, make the following allusion to the death of one of themselves in terms that will meet with the sympathy of Canadians generally. Perhaps no name was better known in Canada than the name of Sir Joseph Hickson,

the late manager of the Grand Trunk Railway: "Though the sad event," says the report, "did not occur till a few days after the close of the year, reference must be made at the outset to the loss which the University has sustained through the death of Sir Joseph Hickson, who for twenty years had rendered loyal service as a member of the Board of Governors. At a recent meeting of the board the following resolution was adopted: That the board desires to express its deep sense of the loss sustained by McGill University, and by the members of the Board of Governors individually, in the removal by death of their late esteemed friend and colleague, Sir Joseph Hickson. Sir Joseph was always a leading friend of education in Montreal, and had served as a member of the Board of Governors since 1876. More especially in later years, since his retirement from the great work of his life—in connection with which he will always be remembered in the history of the Dominion—he displayed a warm interest in the work of the board, and freely placed his time at its disposal; while his eminent business capacity rendered his services of the utmost value to the University in connection with its recent rapid extension."

The *Manitoba School Question* is getting deeper and deeper into the mire of polemics and politics, so that to mention the matter in a periodical such as ours would hardly escape serious animadversion from some of our readers. Meantime the schools of Manitoba are going on the even tenor of their way, and that is about all our teachers care to know. Under the able supervision of Superintendent McIntyre, the schools of the city of Winnipeg have been brought into a condition of thorough organization. The politicians are on the *qui vive* over the arrival of the newly appoint-

ed ablegate from Rome. Whatever heart's case he may bring to this party or to that party, he will hardly introduce any new methods of imparting instruction among us, and our schoolmasters will therefore greet his arrival with more equanimity perhaps than they will the last reports issued by the various educational departments throughout the country.

It is a remarkable and significant fact that the last four Archbishops of Canterbury—Longley, Tait, Benson, Temple—should all have been schoolmasters. And the significance is twofold. It shows that the headships of our great public schools are posts that divert from their proper work the very flower of the clerical profession, and it shows also that the surer way to the episcopal throne is not by the pulpit, but by the desk. That this admixture of professions is a survival from a primitive age, when prophet, priest and king were undifferentiated, few will dispute. Whether the practical gain so outweighs the loss as to reconcile us to the anomaly is still an open question. Had the same principle been extended to the other professions, Lord Selborne, Sir Andrew Clark, and General Gordon would all have made admirable archbishops. So says the *Educational Journal*, of England.

A year ago the public schools of Boston employed a number of physicians at a small annual salary. Their duties were to visit schools each morning, and examine the children who gave any evidence of physical disturbances; 14,666 children were examined. Over 9,000 of these were found sick, 1,800 out of them ill enough to be sent home; 437 cases of infectious diseases were discovered, including 70 cases of diphtheria, 110 of scarlet fever, and a great many of measles. Children suffering from

impaired hearing and sight were found. This physical condition was not suspected by either parents or teachers.

It seems that there is danger of a disruption in the National Union of Elementary Teachers in England. That body, as our readers are aware, is made up of the vast majority of the elementary teachers of England—both board school and voluntary teachers. The latter have taken offence at the hostile attitude assumed by the Union towards the late Education Bill. That bill was calculated to improve the prospects of the voluntary teachers at the expense of the board teachers, and for this reason, as well as for others, the latter, who form the majority of the Union, opposed the bill to the utmost.

In a letter addressed to the headmaster of Claysmore school, Enfield, Dr. Conan Doyle, referring to the recent holiday camp tour of the school, writes as follows: "The struggle for existence applies to nations and to races as well as to individuals, and if Young England is to hold its own, it must be by preserving the qualities which made our fathers great. I confess that I fear that we are becoming soft with the increasing comforts of civilization. We seem to shun pain more, and we are not ashamed to show it when we feel it. I hate to see a young fellow wringing his hand

because he has got a crack on the knuckles at cricket, or hopping about because he is hacked at football. It ought to be, and used to be, part of a gentleman's traditions not to show pain—and the same applies to discomfort of every sort. To teach our youngsters to adapt themselves to whatever may come, and to lead a natural open-air life is to teach something even more valuable than dead languages."

One cannot be surprised if Irishmen here and there are grumbling over the money which is annually paid out of the taxation of the country for the maintenance of the Queen's College, Cork. The Belfast Queen's College seems to be in a thoroughly healthy condition, and so is the Cork College in its medical department. But for some reason or other the Arts Faculty presents a contrast to the Medical Faculty. Its lecturers are paid at the rate of £2,728 for the year, and they lectured in 1895 to thirty-six students—an average of £80 a student. Twenty-seven scholarships and one exhibition were distributed amongst the thirty-six; and, of the twenty-eight recipients of State aid, only four secured their exhibitions at the open examination of the Royal University. So far as these figures warrant us in drawing a conclusion, the nation does not appear to be getting value for its money at Cork.

CORRESPONDENCE.

To the Editor of THE CANADA
EDUCATIONAL MONTHLY:—

I am sure you will not consider me vain when I inform you that my last letter to you created not a little stir amongst us educational men, not to speak of the disturbance it caused among the *coterie* who would rule the

educational affairs of our city, beyond the advice of anybody else. While the gossip continued, I was not a little afraid that my personality would be discovered, and when I found that nearly all my colleagues, good honest men that they are, had come under suspicion and that I had escaped, I

felt still more uncomfortable; and when I further heard that "the powers that be" had actually located a whole group of us "in their mind's eye" for "things not good but unmentionable" whenever the opportunity occurred, I all but made up my mind that I would write you no more letters that would thus be likely to involve myself and others. The anonymous letter has many objectional features about it which an honest straightforward man shrinks from. But what are we teachers to do? Are we to put up with our burdens and let things drift, until they become insupportable? If we write and subscribe our own names to our letters, what heed is there given to what we have to say by men who are more concerned about who writes a thing than what one writes? Then there is the reprisal to consider. A man may have convictions, but every man is not made of the stuff out of which martyrs are made: a wife and a small family has kept many a "village Hampden" among us from taking the field against abuses, while many a Milton of the second or third degree has too often perhaps decided to remain "mute and inglorious" to save himself from dismissal from office. So there is nothing for us teachers than the anonymous statement of our grievances, if we would come to one another's rescue; and I for one, Mr. Editor, am glad that you have give us the assurance that our anonymity will be safe in your hands. In a word, I am now quite willing, with your assurance in my hands, to let the "little tyrants" pother round my personality for a time, until they come to forget me and mind what I have to say on educational topics.

I need hardly tell you, sir, that perhaps the most interesting topic of conversation in educational circles in this part of Canada is not the lately produced Latin Play, nor the coming

elections, nor even the re-organization of the McGill Normal School, but is rather the fate that awaits the Text-Book Committee of the Protestant Committee of the Council of Public Instruction. What is the said Protestant Committee going to do with the members of their own body who have been accused of betraying a public trust? What line of action are the members of the said text book committee likely to take, not to exonerate themselves, for that they cannot very well do after the confessions they have made, but to deliver themselves from their dilemma between the Protestant Committee and the public, to call it by a very mild name?

Perhaps you do not know, Mr. Editor, that there is at present a vacancy on the Protestant Committee which will no doubt be filled at the next meeting of the committee. The committee consists of two sets of members, some appointed by the government, and others by the committee themselves. The present vacancy is one that has to be filled by the members themselves, and the members of the Text-Book Committee are bound, it would appear, to secure the election for one of their own kind. And why should they not be successful? What has there been in their conduct that the Protestant Committee should not approve of? What has there been in their conduct which any body of honorable men acting for the public cannot afford to overlook?

To explain, the said Text-Book Committee have not been acting very judiciously of late. They have been serving their own purposes, I am afraid. One of them has been revising text-books for remuneration, while another has been recommending the authorization of certain text-books of which he himself was said to be the compiler. Of course such a way of doing things could not be hidden

for long. The *denouement* had to come. The plates of the new series of Readers were found to have been stolen from an American firm. The would-be compiler declared that he had had nothing to do with the theft and had never received any recompense for the compiling of the books, while the other gentleman made a confession that he had certainly received money from certain publishers, but that the amounts had been very small and had been received for actual work done. The Protestant Committee, of course, have had to protect its good name from such conduct as this, on the part of those who were acting in trust for them. The action they took was naturally displeasing to the Text-Book Committee, and now to obviate further punishment from the hands of those who have dealt with the misdemeanants too leniently perhaps, the latter and their helpmates on the Protestant Committee have decided, so it is said, to do everything in their power to strengthen their own hands at the Educational Board by electing a man who shall support the Text-Book Committee through good repute and through bad. The right kind of a man to suit their purposes, I am told, has been found; and now from the McGill Normal School to the Montreal High School there is a rallying of forces to fill the vacancy on the committee, not with a representative man—that would hardly suit at this time—but with a member who shall support the text-book in their misdeeds through thick and thin—one who shall stand by them as they continue to mangle the list of text-books, to the perplexity of us poor teachers,—one who shall possibly wink at their further making a little grist by revising or compiling, or at their venting their spleen on some unfortunate publisher who may not be inclined to carry out all their sugges-

tions. I find that this letter of mine has grown too long, and hence I will have to delay till my next, the saying of further on this subject. I may, however, tell you that the man the clique has pitched upon as their candidate is a lawyer, and now their cry is that no more university men are wanted on the Protestant Committee, no more clergymen, no more teachers, only lawyers, only a lawyer, only a certain lawyer, who by his vote shall screen those who have brought indignity on the Protestant Committee, no matter whether the whole of the northern section of the Province of Quebec be without representation, or the said committee be stultified by a loss of public confidence.

Yours faithfully,

MONTREAL TEACHER.

To the Editor of The News:

SIR,—Very many are watching with keenest interest the trend of educational matters in the Province of Quebec. The comparative listlessness on the part of the Protestant community may be misinterpreted. Your advocacy of the “common schools” might have been expected to lead to enthusiasm in its support. The quietness in lieu thereof simply evidences the gathering of forces. Canada and the Province of Quebec pay largely for educational facilities. These have been generously afforded, and sufficiently long to apply the prize of results. A superficial glance at the personnel of faculties proves that educationally Canada does not exist. Her teaching staffs are not of the soil. The prize winners and medallists vanish into obscurity. The chairs of our universities are not open to them. The blowing of trumpets as successive batches of decorated students pass from our halls of learning, are demonstrated to be blowing falsities, otherwise merit could not be denied its reward, even though to prophets in

the land of their birth. The late appointment of a bursar to McGill University is a signal exemplification of a pernicious ostracism of the sons of the land. The gentleman selected doubtless is eminently qualified and may be honestly and warmly congratulated, but where are the hundreds of McGill men who fail to secure from Alma Mater even the lowest place? This, however, *en passant*, on the value and success of university education in the Province of Quebec. When we come to the common schools, there is still less to satisfy. Plainly, educational matters are in the hands of a *coterie*, which is not representative of the will and wishes of the people. In presence of distinct and ever advancing encroachments on the privileges of the latter, the servility of the large body of teachers under the regime of an oligarchy deriving authority extraneous to the teaching body itself, carries with it masked reproach and discredit of their certificates and credentials. Is teaching indeed a profession? and an honorable and creditable one at that? If so, where do we discover the first principle of this in their boards of control? The bar, the college of physicians and surgeons, the board of notaries, pharmacutists, dentists and what not, provide for autonomy and self-government. Are the actual educationists of the country incapable or unworthy? To judge from condition and from facts, none other than an affirmative verdict can be rendered. Is such a verdict worthy of review and appeal? We think so. But if there be either the capacity or spirit of a profession it must needs find an expression at such an arbitrary proposition as the centralization of all educational sanctions in the Normal School of Montreal. Decentralization has been the demand on the part of the judiciary and all the liberal professions, and this claim has been

conceded and works for the acknowledged benefit of these several callings. Presumption proceeded far, when a few officials, nominees not of the body of teachers but the figureheads and actual representatives of interests quite divergent from the great mass of teachers bearing the burden and heat of the day, arrogated to themselves the unrestricted control, irresponsibly exercised as far as the teachers are concerned, of the annual examinations. Our heads of the educational department may be men of unapproachable culture, but their pretension is only reasonably defensible, when they can affirm "our mandate is from the whole body of teachers." Until this first principle be recognized our teachers cannot respect their own position nor expect the respect of others. Emancipation of the teaching body is the demand of the hour. Self-control and self-government are its common right. The best material of the past has sprung from the struggling units who overcome most unpropitious environments and some of our most illustrious statesmen made their first advance as teachers in the common schools.

The present Governor of the great State of New York started his illustrious career as a poor country lad, whose first prize was a district school. A hard and fast rule requiring teachers, without exception, to spend a period in the Normal School, is to close the door in the face of the most promising factor of the intellectual kingdom of our land. Make the standard of diplomas as high as you please, but do not substitute mere drill or arbitrary moulding for those more virile and native powers which, if permitted, will oftentimes rise superior to all normal advantages. If a uniform standard be maintained it is a species of ignoble cowardice to decline a race with less privileged elements. Uniformity based upon

privilege or mere imitation is an extinguisher of genius and an index of palsy. Discussing the absence of any "uniform system of teaching or training" as declared by a state commission, a leading writer argues that this want of uniformity is one of the excellencies which makes common, normal, academy, schools more efficient.

EQUALITY.

Missisquoi, Feb. 26th, 1897.

POLITICS AND EDUCATION.

SIR,—Politics spoil everything in this country. We have high judicial authority for the statement; for the remark was made a few months ago by a judge of the Supreme Court sitting upon the Bench in Ottawa, and he spoke the truth. The boatman finds out the snag when he runs against it, and I have lately realized the force of this remark in connection with a discussion upon our Educational System which is now being carried on in *The Globe*. It is charged by the tax-payer that indiscriminate free higher education is largely, if not entirely, responsible for the overcrowding of certain lines of occupation, and for the exodus of the cream of our young men to the United States. The charges are admitted. But the editor of *The Globe* says that education is paramount. The educationist is not concerned with these interesting phenomena. He must not be checked by the contemplation of results. The tax-payer replies that he is not concerned with the education of American citizens, or in filling our cities and towns with a lot of young men of mediocre ability, who cannot find employment, or if they do make a living, help to drive the good man out of the country by increasing the competition when he is fighting for a start. He proposes as a solution of the difficulty that, by a system of scholarships, free higher education should be given only to those who

show that they have the ability to make an honorable living by means of the education which they receive; and that all others should pay their own way in the higher branches. For it is generally recognized now that education is used directly as a means of livelihood. It is nothing short of cruelty to give a thousand dollar education to a ten cent boy; the interests of the State and the pupil alike demand discrimination by the State, for, generally speaking, both boys and parents are ignorant of the world of competition, and parents are too liable to overestimate the ability of their offspring.

Everybody will admit that the question is one of very great importance to Canadians, especially in this Province; and, because it is a very difficult and delicate question, it is absolutely necessary that it should be freely discussed upon its merits without fear of interruption by considerations which are not pertinent. And we want the advice of the best men in the country. But it seems that this is impossible so long as education is subservient to politics. Professor Goldwin Smith can talk, for he is not looking out for votes. A short time ago, before a farmers' meeting in Toronto, he indorsed the Scholarship suggestion and declared that the Government had no right to take the people's money for fancy education. On the other hand, I have been told by two prominent members of the Provincial Legislature that they hold the views which I have placed in the tax-payer's mouth, but political considerations tie their tongues. One is a member of the Government; he won't speak out for fear of embarrassing his minister. The other is a member of the Opposition, and he is afraid that his opponents may twist his words, and tell the people upon the platform that he wants to keep them down. So we see that politics hamper free

discussion, and we naturally ask ourselves why is education mixed up with politics at all? Every consideration would seem to point against it. There is no man in Canada who has greater power for good or for evil than the head of our educational system. The man that we want is a man of rare combinations. A general, a scholar, a gentleman, and a man who can feel the wants of the people. We don't want the pick of a few politicians, but the pick of the whole Dominion. If he is not suited to the office, we don't want to keep him till his party is turned out of power; on the other hand, if we have once been so fortunate as to secure the man that we need, we don't want to make a change with every change of Government.

Again, if politics and education are wedded together, is there not a mani-

fest and natural danger that the educational system may be utilized as a part of a political machine? And surely, this would be a national misfortune! In support of the present arrangement, it has been argued that it is necessary that an opportunity should be afforded to the responsible head to answer any attack that may be made upon him in the House. Is this impossible without casting the blight of politics upon our system? What is there to prevent us from having education "as it is in England," have it managed by a commission, with a non political head? One member of the commission might be chosen from the members of Parliament, and in the House he could act as the mouth piece of the whole.

ERNEST HEATON.

Goderich, February 27th.

SCHOOL WORK.

PUBLIC SCHOOL LEAVING ARITHMETIC.

1. Find the alteration in income occasioned by shifting \$1,500 stock in the 5 per cents at 120 to the 4 per cents at 96. Answer. No change.

2. Extract to three places of decimals the square root of 2.5. Answer 1.581.

3. Extract the square root of

a. .00000 3330625. Answer .001825.

b. 00027. Ans. .016.

c. 28.4. Ans. 5.3

d. .00134. Ans. 036.

4. A ladder 26 ft. long stands upright against a wall. Find how far the bottom of the ladder must be pulled out to lower the top 2 ft. Ans. 10 ft.

5. What is the surface of a board 16 inches wide at one end, 23 inches

wide at the other, and 21 ft. long. Ans. $34\frac{1}{8}$ sq. ft.

6. Find the area of a circle whose radius is 2 ft. 4 in. Ans. 17 sq. ft. 16 sq. in.

7. The hypotenuse of a right-angled triangle is 101 inches, the base is 99 inches; find the perpendicular. Ans. 20 inches.

8. The base of a right-angled triangle is 24 inches, and the area is 84 inches; find the perimeter. Ans. 56 inches.

9. The sides of a rectangle are in the ratio of 4 to 5, and the area is 11 sq. ft. 36 sq. inches. Find the sides. Ans. 3 ft. and 3 ft. 9 in.

10. Instead of using a yard measure, a dry goods merchant uses a measure 36.25 inches long. Find his loss per cent. from this source. Ans. $\frac{20}{29}$ per cent.

11. The perimeters of a square and a rectangle are each 80 inches. Find the difference in their areas, if

the sides of the rectangle are in the ratio of 1 to 3. Ans. 100 sq inches.

12. A rectangular field containing 15 acres is 10 chains wide, how long is it? Ans. 15 chains.

13. A side of a square field is 60 rods. Find a side of a square field twice as large as it. Ans. 84.85 rods.

14. What is the superficial area of the outside of a box whose dimensions are 8 ft., $7\frac{1}{2}$ ft. and 6 ft. respectively? Ans. 306 sq. ft.

15. The length of a log of uniform dimensions is 10 ft. and its radius is 1 ft. 9 in. Find (1) its surface; (2) its solid content. Ans. (1) 110 sq. ft.; (2) $96\frac{1}{4}$ cu. ft.

16. The area of a chess board having 6 squares along each side is 108 square inches. Find to six places of decimals the length of a side of one of these squares. Ans. 1.732050.

17. A ladder 25 ft. long, stands upright against a wall; find how far the bottom must be pulled out from the wall so as to lower the top one foot. Ans. 7 ft.

18. Which requires the more fence, a circular field 14 rods in diameter, or a square one whose side is 13 rods? Ans. The square field.

19. Find the area of a circular path, the outer circumference of which is 88 yards, and the inner 66 yards. Ans. $269\frac{1}{2}$ sq. yards.

20. A ladder 50 ft. long, placed with its foot 14 ft. from a wall, reaches within 1 ft. of the top; how near the wall must the foot of the ladder be brought that it may reach the top? Ans. $\sqrt{99}$ or 9.949873 ft.

ENTRANCE WORK.

1. Bought 7 lbs. tea and 5 lbs. coffee for \$5.25, the tea costing 15 cts. a lb. more than the coffee; find the cost of a pound of each. Ans. Tea, 50 cts.; coffee, 35 cts.

2. 10 geese and 8 turkeys cost \$12.40, the geese costing 20 cts. each less than the turkeys; find the cost

of a turkey and of a goose. Ans. Turkey, 80 cts; goose, 60 cts.

3. Eleven horses and sixteen cows cost \$1,140, and a horse cost \$30 more than a cow; find the cost of a horse and of a cow. Ans. Horse, \$60; cow, \$30.

4. A man's annual income is \$2,500; find how much he may spend per day so that after paying a tax of 2 cents $2\frac{1}{2}$ mills on the dollar he may save \$983.75. Ans. \$4.

5. A workman was employed for 30 days on condition that for every day he worked he should receive \$1, and for every day he was idle he should forfeit 50 cents. At the end of the time he received \$27.50; find the number of days he worked. Ans. $28\frac{1}{2}$.

6. A and B can do a piece of work in 4 days, B and C in 6 days, C alone in 10 days. How long would it take A and C together to do it? Ans. $3\frac{4}{17}$ days.

7. If 4 men or 6 boys can do a work in 12 days, in what time would 8 men and 2 boys do the work? Ans. $5\frac{1}{7}$ days.

8. If 7 men or 9 women do a work in 60 days, in what time will 14 men and 2 women do the same work? Ans. 27 days.

9. If 2 men or 3 boys can remove the stones from a field in $5\frac{3}{4}$ hours, in what time can 5 men and 4 boys do the same work? Ans. $1\frac{1}{2}$ hours.

10. 3 men or 5 boys can do a piece of work in $2\frac{1}{3}$ hours, in what time would 7 men and 10 boys do the same work. Ans. $\frac{1}{2}$ hour.

It is not knowledge anywhere that is the end and purpose of man's labor or of God's government. It is life. It is the full activity of powers. Knowledge is a means to that.

Rich gifts wax poor when givers prove unkind.

—Hamlet, iii. 1.

ALGEBRA.

FORM II.—1896.

Editor—PROF. DUPUIS.

2. (a) Show that $x^4 + y^4 + z^4 - 2x^2y^2 - 2y^2z^2 - 2z^2x^2$ is divisible by each of the four expressions $x \pm y \pm z$.

This is unfortunately worded, since $x \pm y \pm z$ is only one expression, although denoting four distinct quantities; namely, $x + y + z$, $x + y - z$, $x - y + z$ and $x - y - z$.

This may be shown in a number of ways: *i. e.*, by substitution; by actual division, etc. But probably it is most easily shown by multiplication. For if the statement be true,

$$(x + y + z)(x - y + z)(x - y - z)(x + y - z)$$

must be a factor of the given expression; *i. e.*,

$$\begin{aligned} (x^2 - y + z^2)(x^2 - y - z^2) &= x^4 - x^2[y + z^2 + y - z^2] + (y^2 - z^2)^2 \\ &= x^4 + y^4 + z^4 - 2y^2z^2 - 2z^2x^2 - 2x^2y^2 \end{aligned}$$

must be a factor of the given expression, . . . etc.

3. Add together the following fractions, and express the result in its simplest form.

$$\frac{1}{x(x-y)(x-z)} + \frac{1}{y(y-z)(y-x)} + \frac{1}{z(z-x)(z-y)}$$

The common denominator is $xyz(x-y)(y-z)(z-x)$. And the numerators become, paying attention to sign,

$$zy(z-y), xz(x-z), yx(y-x)$$

and their sum is $(x-y)(y-z)(z-x)$.

. . . The sum of the fractions is $\frac{1}{xyz}$

4. Simplify $\frac{x^4 + x^2y^2 + y^4}{x^3 + y^3} \times \frac{x^3 - y^3}{x - y}$

$$x^4 + x^2y^2 + y^4 = \frac{x^6 - y^6}{x^2 - y^2}$$

. . . The expression becomes $\frac{x^2 - y^2}{x^2 - y^2} \cdot \frac{x^3 + y^3}{x + y} \cdot \frac{x^3 - y^3}{x - y} = 1$.

6. A, B and C together subscribe \$100. If A had subscribed one-tenth less than he did and B one-tenth more than he did, C must have increased his subscription by \$2 to make up the amount; but if A's subscription had been one-eighth more than it was, and B's one-eighth less, C's would have been \$17 50. Find what each subscribed.

There is an advantage in this kind of question to use a b c for the subscriptions of A B and C respectively; and students should be practiced in employing any letter as a variable or unknown, even in the same question, when literal.

The statements expressed in the language of algebra are

$$1. \quad a + b + c = 100$$

$$2. \quad \frac{9}{10}a + \frac{11}{10}b + c + 2 = 100$$

$$3. \quad \frac{9}{8}a + \frac{7}{8}b + 17\frac{1}{2} = 100$$

These are equivalent to

1. $10a + 10b + 10c = 1,000$
2. $9a + 9b + 10c = 980$
3. $9a + 7b = 660$

The elimination of y and z is then easy enough, giving $a = 50$. Thence from 3, $b = 30$, and from 1, $c = 20$

7. (a) If $\frac{a}{b} = \frac{c}{d}$, prove that $\frac{ac + bd}{ad + bc} = \frac{a^2 + b^2}{2ab}$

There are two prominent ways of doing this. The first consists in building upon the second equation from the first by legitimate rules of operation.

Thus, evidently, $\frac{ac}{bd} = \frac{a^2}{b^2}$, and $\therefore \frac{ac + bd}{bd} = \frac{a^2 + b^2}{b^2}$

Also, $ad = bc$, $\therefore ad + bc = 2ad$. $\therefore \frac{ad + bc}{bd} = \frac{2a}{b}$

And dividing the first equation by the second, $\frac{ac + bd}{ad + bc} = \frac{a^2 + b^2}{2ab}$

The second method consists in proving that the second equation is an identity, by means of the relations expressed in the first.

Thus, $\frac{a}{b} = \frac{c}{d} = m$, say. Then $a = bm$, $c = dm$, and by substituting these values for a and c in the second equation it becomes an identity.

(b) If a, b, c are unequal, and of the fractions

$$\frac{(a+b)(c+d)}{ab+cd}, \frac{(a+c)(b+d)}{ac+bd}, \frac{(a+d)(b+c)}{ad+bc}$$

any two are equal, show that each is equal to -1 .

This is rather difficult for the paper in which it appears, and the "any two" makes it to some extent ambiguous. It means that only two are to be equated, and the value of the third is to be drawn from the results of this equation. Suppose the first two to be equal; then,

$$\frac{(a+b)(c+d)}{ab+cd} = \frac{(a+c)(b+d)}{ac+bd}$$

and making use of the principle that if $\frac{a}{b} = \frac{c}{d}$ each fraction $= \frac{a-c}{b-d}$, we have

$$\frac{(a+b)(c+d)}{ab+cd} = \frac{(a+b)(c+d) - (a+c)(b+d)}{ab+cd - ac - bd} = \frac{(a-d)(c-b)}{(a-a)(b-c)} = -1$$

Then $(a+b)(c+d) = -ab - cd = ac + ad + bc + bd$

\therefore Rearranging,

$$\begin{aligned} ac + ab + bd + cd &= -(ad + bc) \\ \text{or, } \frac{(a+d)(b+c)}{ad+bc} &= -1, \text{ the value of the third fraction.} \end{aligned}$$

Symmetry shows us that we would have arrived at a similar result if we had equated either two of the fractions.

10. If $x + y + z = 0$, prove that

$$\frac{x(y^3 - z^3)}{y - z} + \frac{y(z^3 - x^3)}{z - x} + \frac{z(x^3 - y^3)}{x - y} = 0$$

The second expression immediately reduces, by division, to

$$\begin{aligned} xy^2 + x^2y + yz^2 + y^2z + zx^2 + z^2x + 3xyz, \\ \text{or, } xy(x+y) + yz(y+z) + zx(z+x) + 3xyz. \end{aligned}$$

But from the first relation $x + y = -z$, $y + z = -x$, etc., which gives $-xyz - xyz - xyz + 3xyz$; which is identically zero.

GUMPTION PAPERS.

The value of periodical school examinations in the common facts of everyday life is recognized in not a few of our public and private schools. It may interest some of our readers if we reproduce the following "Observation and General Information Paper," set in December at a large private school in England:—

1. Mention a very important fact relating to the Queen, which attracted universal attention in September, 1896.

2. Give the names of the Prime Minister, Lord Chief Justice of England, Leader of the House of Commons, the M.P.'s for Clapham and Battersea, the present and next President of the United States, past and present Archbishops of Canterbury and Bishops of London, the President of the Royal Academy, and two former Presidents.

3. Name the authors of "The Pilgrim's Progress," "Paradise Lost," "Bleak House," "Utopia," "She," "The Earthly Paradise," "Sartor Resartus," "A Tale of Two Cities."

4. In connection with South Africa, give (a) the name of the President of the Transvaal; (b) the names of three of the leaders of the recent raid into that country; (c) the name of the English Colonial Secretary. (d) Where are the leaders of the raid at the present time?

5. What are motor cars? Describe the conditions under which they were placed as to their progress on public roads before and after November 14, 1896.

6. In connection with Nelson, give (a) the date of the Battle of Trafalgar; (b) the exact words of his celebrated signal; (c) by means of slight rough sketches, illustrate the great difference in appearance between the "Victory," Nelson's flag-ship, and a

modern battleship; (d) sketch the Nelson Column on October 21, 1896; (e) where is Nelson buried?

7. What planet is now a brilliant object in the S.E. sky at 8 p.m.? Make sketches of the Great Bear and Orion. During what months are meteors most common? Compare the weather of October and November of this year.

8. In connection with cricket, give (a) the Champion County for 1896; (b) the name of the Australian Captain; (c) the name of the batsman who made the greatest number of runs last season; (d) the winner of the 'Varsity Match; (e) fill in the names to the following initials of celebrated cricketers:—W. G. —, K. S. —, J. T. —, W. W. —, K. J. —, S. M. J. —.

9. Show by a sketch how the field is placed for Association Football, with names of the various positions; also, by a sketch, the difference between the Association and Rugby goal posts.

10. At what times (approximately) does the sun rise and set on Midsummer Day and Christmas Day? What are the dates of Lady Day and Michaelmas Day?

11. Sketch, side by side, a leaf of an oak tree and one of a Spanish chestnut.

12. Illustrate, by a rough sketch map, the following details in your town:—Churches: the Parish, the Congregational, Catholic, Wesleyan. Streets: High Street, Pavement, Old Town, Cedars Road, Elms Road, Nightingale Lane. The Ponds on the Common.—*Exchange.*

Our doubts are traitors,

And make us lose the good we oft might win,
By fearing to attempt.

Measure for Measure, i. 4.

CONTEMPORARY LITERATURE.

E. L. Kellogg & Co., of New York, have recently issued three small books specially adapted for the needs of teachers in primary classes. The first is entitled "The Geography Class," and is by M. J. Dean. It follows the approved method of combining history with geography in this early stage, and outlines lessons of interest and merit, first on continents and their various counties, and then on more general geographical ideas. The second is "How to Teach Botany," by A. M. Kellogg. The number of scientific terms used is limited, and stress is laid on a method which will develop powers of observation rather than give a merely book knowledge of Botany. The third is devoted to what is called "Busy Work," that is simple and interesting exercises which may be given the children while they remain in their seats. These ingenious devices will be found extremely useful in school work.

"Pope's Essay on Criticism," edited by John Churton Collins. Macmillan & Co., London; Copp, Clark Co., Toronto. The notes of this edition will be found full and accurate, advantage has been taken of the many previous editions of Pope, but the present editor has wisely made his explanations fairly concise.

"Geography of Africa," by Edward Heawood. Macmillan & Co., London; The Copp, Clark Co., Toronto. Following the general plan laid down in this series, the author proceeds from a general view of the continent of Africa to a consideration of its more particular features. Especially valuable chapters will be found on "Races of Man in Africa on Exploration and Political Re-

lations." Not only the ordinary school student, but the general reader, will find in this book information somewhat hard to procure, and yet necessary to the understanding of the political movements of the present day.

"Review of Historical Publications Relating to Canada," edited by George M. Wrong. William Briggs, Toronto. The present volume is the first of a series of "University of Toronto Studies in History," and it has been met with the favorable reception which it deserves. Beginning at page 5 will be found a notice of recent "Canadian Bibliography," written by James Bain, Jr., one who is eminently fitted to speak of such work. In this department, as well as elsewhere in the book, much will be found which is new even to many Canadians, who are interested in whatever work is undertaken in Canada. With the minor notices will be found a brief review of Gilbert Parker's "Seats of the Mighty," which may be characterised as a little severe, not so much in what it says as in what it leaves unsaid.

Two important additions have recently been made to the International Education Series, published by D. Appleton & Co., of New York. "School Management and School Methods," by Joseph Baldwin, in which the author, in a scientifically practical manner, treats of the best school environment and how to obtain it. The second volume is on "Fröebel's Educational Hours," and is by James L. Hughes. This gentleman's wide practical knowledge and enthusiasm have made him a worthy exponent of the founder of a great part of modern education. The

book will be found clear and interesting, but surely the author would wish to alter his closing words: "The Gospel ideal in practice is already the greatest controlling and uplifting force in the world."

"The Story of the Birds," by James N. Baskett. D. Appleton & Co., New York. Anything which helps to make us see when we look is from a benefactor. This lively and companionable book is apparently intended more particularly for boys whose circumstances have made rich in many spoils. The spirit of the book may be divined from such headings as "What mean the marking and shapes of Birds' Eyes?" (it sounds a little like guessing), and "How Some Grown-up Birds Get a Living."

"Topical Studies in Canadian History," by Nellie Spence. Chas. J. Musson, Toronto. The book consists of careful and accurate outlines of lessons in Canadian History, evidently the outcome of diligent work in classes. The author proceeds from well-known recent events to those of an earlier period.

Sometime ago, in a letter defending himself from newspaper attacks, Richard Harding Davis stated that he was proud to consider himself a reporter still. An ideal reporter he can make good claims to be, if he gives the world many more accounts such as the crowning of the Great King of sad Russia, or the Banderium of Hungary, which may be found in the March number of *Scribner's Magazine*. But it is not a reporter who writes "Soldiers of Fortune," now appearing in the same magazine—a most agreeable story, with a fairy prince, but more than one princess. Poor things, they will be sadly in each other's way. Elizabeth Robins Pennell contributes a

lightly written and appreciative study of J. McNeill Whistler, the Master of the Lithograph. "The Story of a Play" is the beginning of a new serial by W. D. Howells, evidently to be of the difficulties of a young pair of Americans. "The Art of Travel," the first of a series, will appeal to all well-regulated minds.

There is a chapter taken from C. G. D. Roberts' new story in the *Littell's Living Age* for March 13th. No small praise has been given to this proof of Canadian letters.

Conan Doyle must have enjoyed the magazines of '96: he admires Napoleon. His admiration is made evident in his short serial which has appeared in the *Cosmopolitan*, and which is concluded in the March number. Zingwill, who last year was to be found at home in the *Pall Mall*, now speaks of Art and Letters here. It is also announced that Mr. Julian Hawthorne has been sent as the representative of this magazine to India, where someone is needed to bring back the story.

Rudyard Kipling told some truths about the American Boy and "saved him at the last" in "Captains Courageous." In some such plain way an American girl is being dealt with in "Miss Nina Barrow," which is at present appearing in the children's faithful friend and lover, *St. Nicholas*. It is written by Francis Courtenay Baylor. There is a most refreshing and delightful paper on "Animal Tracks in the Snow," which should help to open eyes, old and young, to the visible but neglected world. And so Laurence Hutton once hear Thackeray speak—happy Laurence.

The complete novel in the March *Lippincott* is by Julia Magruder, and is called "Dead Selves," which, in this case, appear to make substantial

stepping-stones almost any distance up. "Sue's Weddin'" is a most diminutive story of a phenomenal gossip. "The Contributors his own Editor" is a sensible and kindly article which ought to do good to a head-strong race.

To the *Youth's Companion* of March 18th Justin McCarthy contributes "Personal Recollections of Great Americans." Among those of whom he has something interesting to say, are Sheridan, Logan, Grant and Sherman. The usual stirring tales of adventure will be found in abundance, as well as the little ones that have laughed away many a weary thought, never better chosen than in the *Companion*.

"The Queen in the Babylonian Hades and her Consort" is from the pen of Prof. Peter Jensen, and appears in the *Sunday School Times* for March 20th. The various writers in the *Times* are being made at presents the subjects of short biographical sketches, which will doubtless give pleasure to many readers to have come to look to them for help and

guidance. A short account of Prof. A. R. Wells is given in this issue.

In the report of the school trustees of the city of St. John to the Superintendent of Education for New Brunswick, the following paragraph, which every board should read and inwardly digest, has been given a place:

"It was discovered during the year that a paper purporting to be a school debenture for \$2,000 was held by a bank in the city. An investigation was made by a committee of the board, and the utmost endeavors were made to trace by whom and under what circumstances the fraud had been committed. An information was laid against a party, towards whom suspicion seemed to point, and a preliminary examination was held before the police magistrate resulting in the commitment of the accused for trial, but the grand jury did not find a bill. In the meantime the board has taken all necessary steps for the public protection, and will, as occasion may require, do whatever may be necessary to guard the interests of the citizens of St. John in respect to the matter."

THE CANADA EDUCATIONAL MONTHLY.

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

The MONTHLY is by this time one of the oldest educational periodicals in Canada, and it is the intention of all connected with its management to

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

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

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

The third section, when fully organized, will refer to all matters connected with a proposed BUREAU for the purpose of finding situations for

teachers or promotion in the service. Every subscriber will have the privilege of inscribing his or her name on the lists about to be opened for those who wish to have their names thus enrolled. As an experiment we hope many of our teachers will find this section of great service to them.

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

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

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

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