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THE CANADA
EDUCATIONAL MONTHLY
AND SCHOOL CHRONICLE.

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EDUCATION AND CO-EDUCATION.*

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BECAUSE the aims of your Association are modest, and therefore suited to the present condition of popular sentiment with regard to Education for ladies in this part of Canada, because they are in the right direction, and promise to lead to greater things, I had much pleasure in acceding to your request to give the Inaugural address of this year. The higher education of women and such various questions connected with it as co-education in the recognized colleges of the country, and the fitness of women for professional and industrial careers other than those to which they have been usually limited, are now discussed everywhere. Sides have been taken, with more or less vehemence, and as usual in the heat of discussion extravagant language has been used all round. We may classify the positions taken on the whole subject into the customary three, Extreme Right, Extreme Left, and Middle. The Right wing includes those

who resent all interference with use and wont. Departure from traditional views of education and life by any woman they associate with, a tendency to part the hair at the side, and with lax views of morals and religion. They hurl the vigorous words "unmaidenly," "unwomanly," "indelicate," at the innovators, well aware that such words are offensive, perhaps not so well aware that they could be easily retorted against themselves, were retorts desirable. Is it more unwomanly to walk to college than to ride to hounds? More indelicate to sit in the same room with young men listening to lectures on philosophy or science, for two or three hours in the day time, than to dance fast dances with them all night? More unmaidenly to practise the healing art than to cultivate the art of husband-hunting? Is it less unworthy of the sex to know something than to know nothing, to do something than to do nothing, to cultivate faculties than to dwarf them?

* The Inaugural Lecture of the Ninth Session of the Montreal Ladies' Educational Association. From the *Canadian Monthly* for November, by permission of the publishers and the author.

"My daughter would like to be a physician," said a lady to her medical man. "I trust, madam, that you will sanction nothing so indecent," was the immediate reply. With gentlemen the question has now got beyond this style of argument; but it is still the favourite with a few bores and not a few ladies. It is the initial stage of argument with which every step in the progress of the race has been met; and as it is admirably suited to hurt the feelings of women, I have little doubt that it will be used for some time yet against any step in advance that women may take. As usual, the best allies of the Extreme Right have been the Extreme Left. Their loud cry of "Woman's Rights" has led them to forget that there is such a thing as Woman's Duties; their contention that "there is no sex in mind" to forget that there are undoubted mental differences corresponding to the physical differences between the sexes. I have no desire to allude to the extravagances in speech and conduct of which they have been guilty. Let the scant justice which women long received serve as their excuse. The Middle school includes all who desire to see the same thought given to the education of girls that has hitherto been given to the education of boys. What that may involve or result in, they are not equally clear about. Neither are they agreed as to the practical steps that should be taken in the matter. This party has its Right Centre, and Left Centre, and Cross Sections. "The air is thick with schemes for the education of women," some advocating one scheme and others another. But this very variety shows how the question has advanced. Where there was formerly indifference or contempt, interest and intelligence are everywhere manifested, and these ensure that right conclusions shall eventually be reached. For the improvement in England much is due to

Her Majesty, the late Prince Consort, and the Royal family,—our own gracious Princess especially. It was owing to the Queen's insistence that the first vote—the modest vote of £30,000, which has now swelled to between one and two millions—for the promotion of Common School Education in England was pressed upon Parliament. Her Majesty founded the first scholarship in Queen's College, Harley St., the first public institution opened in England for the higher education of girls. And when, in 1871, a society was formed for establishing on a comprehensive scale good secondary schools where girls could be prepared for such colleges as Girton, Newnham Hall, Cambridge, and others, the Princess Louise consented to be its first President. Her Royal Highness did as much for the true education of girls in Canada by the wise words she spoke on the occasion of consenting to become the Patroness of your Association—words which have been read from the pulpit, and which should be written in letters of gold in your annual reports; and perhaps not less by the first walk she took from Rideau Hall into Ottawa and back again, sustained only by thick-soled boots and a memorable little cane.

The ground on which I advocate a thorough mental training for girls similar to that which is thought essential for boys is the equality of the sexes. That ground is given to me in the first chapters of Genesis. The account of our origin given there assigns to man a dualistic constitution both as to nature and sex. As to nature, it is two-fold, matter and spirit. Matter-day-Saints, as Matter-Evolutionists have been called, profess to evolve consciousness and conscience from protoplasm, thought from no thought, dominion over the world from the elements of the world. And in all ages ascetics have dishonoured the body. Both are wrong. Man's na-

ture has two sides. Both sides are from God, and both are sacred. As to sex, we have also a dualistic conception of humanity. It is declared that two sexes are needed to make up the perfect type. "Male and female created He them." Here is the familiar truth of the equality before God of man and woman, a truth unrecognized by any other religion, but imbedded in the deepest stratum of the Christian revelation. They are different but equal, and the two make up the ideal one that was in the mind of God when He created them, and that received full expression in the Son of Mary who combined in His character all that is excellent in both. Tennyson, speaking of the relation between man and woman, caught this true conception, and so writes more grandly than Milton.

Here is Milton's view:

"For contemplation he and valour formed,
For softness she, and sweet attractive grace;
He for God only, she for God in him."

Tennyson, in his *Princess*, strikes a far higher note:

"For woman is not undeveloped man,
But diverse. . . his dearest bond is this,
Not like to like, but like in difference;
Yet in the long years liker must they grow;
The man be more of woman, she of man;
He gain in sweetness and in moral height
Nor lose the wrestling thews that throw the
world;
She mental breadth, nor fail in childward
care,
Nor lose the childlike in the larger mind;
Till at the last she sets herself to man,
Like perfect music unto noble words."

The figure in which the distinct creation of woman is Biblically revealed is very expressive. Much has been written on it; but nothing that seems to me better than the words of the old commentator, Matthew Henry, I think. "She was taken, not from the head, for that would have indicated that she was to rule over man; not from the feet to be trampled on by him; but from his side, under his arm and nearest his heart, to show that she

was to be loved and protected by him." In God's sight the two are one—

"Each fulfils

Defect in each, and always thought in thought
Purpose in purpose, will in will, they grow,
The single, pure, and perfect animal;
The two-cell'd heart, beating with one full
stroke,
Life—"

'There! you have just proved what I have always asserted, exclaims one of my friends on the extreme right. What need of a woman learning Greek or Mathematics? Her end and aim is marriage; her kingdom, a happy home; her subjects, little children clinging about her knees. Exactly so; and just because her relation to man is so close, just because her sphere is so important to man's highest welfare is she entitled to the best that education can do for her? Because of her relation to man, and because of what she is in herself, a thorough mental training is due to girls. These are the two grounds into which the first—the equality of the sexes—divides itself.

I. Because of her relation to man. It is interesting to note how a great practical statesman, educator, and born conservative like Stein saw the truth on the subject from this point of view. In a letter to Frau v. Berg, he writes: "I think the lot of women in the upper classes of society is less happy than that of men; the latter are generally educated for definite vocations, and live in the discharge of them. The former are seldom educated for the vocation intended for them by nature, that of mother and educator. We develop in them only the vague wish to please, and instruct them in the material means of doing so, and their whole life is devoted to an empty struggle for universal admiration, which is never attained, and an observance of a multitude of aimless duties. Their whole system of ideas consists of incoherent fragments of opinions,

usages, and judgments of the great world, and everything concurs to estrange them from their one true vocation." As his English biographer, Professor Seeley, remarks: "This last reflection is rather curious, when we consider that the standing argument of conservatives in female education is that women ought to be educated for their natural vocation, that of wife and mother. What strikes Stein as the fault of the established system is precisely that they are *not* educated for this." The same thought struck the first Napoleon, a man far greater as a practical statesman than even as a soldier. One day he said to Madame Campan: "The old systems of education seem to be worth nothing. What is there wanting in order to train up young people properly in France?" "Mothers!" was the reply. "Well," said he, "therein lies at once a complete system of education. It must be your endeavour, Madame, to form mothers who will know how to educate their children."

The great majority of women will be wives and mothers. Their influence in both relations is paramount. In the latter, there is no one to compete with them for the first ten years of the child's life, and in that time more is done towards the formation of character than in all the rest of life. Seeing that this enormous power must be in their hands, have we educated them so that it may be used to the best advantage? As a rule, we have not. Their education has been partly received in society and partly in the boarding-school, and in both cases erroneous ideals and aims have been set before them. A native lady in one of the zenanas visited by Miss Carpenter in India, exclaimed, with longing and pathos that revealed her own true heart, "your existence is that of a river bearing blessings wherever it runs, whereas ours is an enclosed well or stagnant pool." The Hindoo fancied

that all Englishwomen were like Miss Mary Carpenter. She was not aware that in many circles in England such a lady would be called "blue," or some other epithet still more vigorous, and that the objects set before the average young Englishwoman in good society are not much more elevated than those thought most highly of in the zenana. Last century Captain Cook found the hearts of the South Sea Island women set upon beads and feathers. Does not society teach our young ladies to estimate such things as the chief good? The form varies, but the thing remains the same. The ideals of savages are their ideals. Distending the delicate rim of the ear, the cartilage of the nose, and the lower lip, must go under one category. The one practice is fashionable with us, the second with Hindoos, the third with the ladies of Africa. Compressing the head, the waist, and the feet out of shape are alike useful and ornamental. The Flatheads adhere to the first, Christians to the second, and the older civilization of China to the third custom. When I think of the varieties of dress, head-gear, and ornamentation that have been thought fashionable among us in this century, and of all that is involved in the disproportionate degree of time, thought, and money bestowed on these things, of the poor and false ideals set before our girls in good society, of the dreary, aimless, brainless round of exhausting frivolity to which they are doomed, I cease to wonder that there are so many unhappy marriages, and that the race should be so slow in learning the alphabet of Christianity. For Rousseau did not exaggerate in that much quoted word of his in the *Emile*, "Men will be always what women please; if you wish men to be great and good, teach women what greatness and goodness are."

And what shall I say of most of the boarding-schools that profess to give a

fashionable education? Not much, for their supply is according to the demand. It is of no use in any case to rail against outcome. We must go deeper. The popular idea is that any lady, especially if she be a widow not so well off as she once was, can keep a boarding-school, and if she brings in teachers to give instruction in French, drawing, music, dancing, deportment, and fancy-work, what more can be wanted? Scraps of history and science may be thrown in, but as to the systematic study of anything, or methods of study, or mental training, it is seldom dreamed of. Why should it, if insipidity of mind and apathetic elegance of manner be considered more valuable? There has been improvement, but I fear that the complaint made by a French reviewer, a generation ago, is still too well-founded: "Philosophers never conceived the idea of so perfect a vacuum as is found to exist in the minds of young women who are supposed to have finished in such establishments. If they marry husbands, as uninformed as themselves, they fall into habits of indolent insignificance without much pain; if they marry persons more accomplished, they can retain no hold of their affections. Hence many matrimonial miseries, in the midst of which the wife finds it a consolation to be always complaining of her health and ruined nerves." Were it not for the love that God has implanted in the hearts of women, and love, instead of being blind, is that which gives true insight, were it not for those instincts which are the inherited thought of the race, the results of such education would be unspeakable. As it is, they are bad enough for women themselves, their children, and the race. Their own health and the lives of their children are often sacrificed from ignorance of elementary knowledge of anatomy and physiology; and, because of their prejudices and wrong

ideas, they give a twist to the moral and intellectual nature of youth from which it never completely recovers. We are now finding out that all we have done for India avails nothing, simply because we have not reached the women. The question with statesmen and missionaries is, how shall we educate or influence the women of India? Had we not better begin nearer home?

Speaking of things as they are today, and not as they were a quarter of a century ago, let us thankfully acknowledge that improvement both in the physical and mental training of women has been and is being gradually effected. Girls are more encouraged to take active exercise in the open air, to move about freely without thought of the posture-master, and to lead the same out-door life as boys. And blessed be the man or woman who invented or made fashionable the game of lawn-tennis. No one can excel in it dressed in tight stays or pull-backs. I have indeed seen a young lady try to play the game so dressed, but shall not attempt to describe the ridiculous figure the poor creature cut as she hopped from court to court like a "hobbled" donkey or a very lame and limp duck. But she was the sad and sorrowful exception that proves the rule. Physical invalidism is now not thought "lady-like." Perhaps Muscular Christianity has helped to dispel that idiotic notion. And for a brief comprehensive account of what has been done in Europe and America in the way of giving women means and opportunities of mental training, particularly as regards the secondary education that leads up to the University, and also in the way of opening the avenues that lead to professions from which custom, at least, formerly excluded them, let me refer you to a thoughtful paper by Mr. McHenry, Principal of the Cobourg Collegiate Institute, on "The Higher Edu-

cation of Women," which you will find in the Report of the proceedings of the Toronto Teachers' Convention.

I would like to face the real question that is at the root of all the present discontent and present movements. What kind of mental training should be given to women? Should it be substantially the same as that given to men, or should it be substantially different? In order to answer this, we must first ask, what is the great object of education, whenever we get beyond that familiarity with the three R's which opens to us the gates of knowledge, and with which the mass both of men and women must for a long time rest content? It can never be too much insisted on that the aim of education is not to store the mind with facts, but to train the mind itself; to develop it in the natural order and relations of its faculties, and so aid in developing character to all its rightful issues. That is a good education which enables us to look at things in the clear light of reasoned thought, and to consider impartially all questions with which we must deal instead of seeing them under the false colourings and refractions of prejudice, emotion, or individual temperament. Education should guarantee not merely the possession of truth, stumbled into by us somehow or other, but the knowledge of how to proceed so as to attain truth, and the knowledge of what is and what is not attainable. We must be able to give a reason for the faith that is in us, for our belief that it is true, not that which has been called woman's best reason—I believe that it is just because it is—but a reason that we come to, as the result of articulated thinking. We are all biased in different ways. And that is the best education which delivers the mind from bias, sets it in *equilibrio*, and enables it to act normally and vigorously. Now, it has always been thought a matter of the last importance to give such an

education to men. Our methods may have been defective, but such an aim has been always professed. The whole structure of our magnificent educational systems has always had this in view. Every improvement suggested is with the view of securing this more completely.

The first question then to be asked here is, do women need such a mental training as much as men? Unless mind in women is something essentially different from what it is in men, that is, unless they do not possess minds at all, but something else they call their minds, there can be no hesitation as to the answer. We may go further. There are physiological reasons to show that women require a sound mental training more imperatively than men; and that therefore no obstacles should be placed in the way of those who are struggling to obtain its advantages.

Mr. Herbert Spencer points out ("The Study of Sociology," p. 374) that there is a somewhat earlier arrest of individual evolution in women than in men, and that this shows itself in their physical and mental constitution. "The mental manifestations have somewhat less of general power or massiveness; and beyond this there is a perceptible falling-short in these two faculties, intellectual and emotional, which are the latest products of human evolution—the power of abstract reasoning and that most abstract of the emotions, the sentiment of justice—the sentiment which regulates conduct irrespective of personal attachments, and the likes and dislikes felt for individuals." If this be so, and probably most people will admit the fact, though they may not necessarily accept the cause assigned by Mr. Spencer, it follows that the best mental training that can be had is even more indispensable in the case of women than of men. Women are already handicapped by nature. Is it necessary that they

should be, in addition, artificially handicapped by unwise restrictions, by the foolish customs and opinions of a half or quarter educated society?

It being granted, then, that the best education is needed by women, the next question is, where are they to get it? Well, it is not at all likely that the great colleges and universities that have been built, equipped, and endowed in the course of centuries by pious founders and wise States, and that have hitherto been used by young men, can be duplicated at once. That is out of the question. Even if duplicates were provided, such institutions would have as a rule empty benches for many a day. We may be quite sure that we shall have no "ugly rush" of ladies seeking higher education. Hence the so-called "Ladies Colleges," that are to be found in various parts of the country, must accommodate themselves to the average condition of female education, and can afford to supply only those branches and "accomplishments" that the majority demand. Such adventure institutions, unendowed and possibly aiming at annual dividends, cannot possibly give such an education as the old recognised institutions. We are thus driven to ask, why should not ladies, in search of a sound education, seek a regular college and university training?

Why not? It has been said or hinted that grave evils would result from allowing young men and young women to attend the same college. There is no evidence to this effect. The evidence that we have is all the other way. Surely by this time we have got far ahead of the gross idea that woman's virtue depends not on herself, her modesty, self-respect, and principle, but on thick veils, padlocks and duennas. It is best to imitate nature, and nature by sending boys and girls to the same family has ordained that they should grow up together in mu-

tual honour and helpfulness. As a rule, boys are best when they have sisters, and girls are best when they have brothers. The two sexes now attend the same Common Schools, High Schools, Collegiate Institutes, and Normal Schools, and no one dreams of there being anything improper in their so doing. And, who would not rather trust them when they have attained the age of mutual self-respect, than in the years immediately preceding? Of course certain practical regulations would be needed, and these could easily be made; such as, not allowing both sexes to board in the same house, and, in colleges where residence is enjoined, having a separate hall with a lady at its head; sitting on different benches in the class-rooms; perhaps entering or leaving by different doors; though, in my opinion, the fewer the regulations the better. The essential idea of college life is that students have attained to years of understanding, and that they are to be trusted. Professors who cannot manage students on this principle have mistaken their vocation. And students who are strangers to it should be taken or sent home as soon as possible. So far as there is evidence on the subject, it is to the effect that the influence on young men of the presence of female students is good and only good, and *vice versa*.

It is asked sometimes, with the alarm begotten of profoundest ignorance, are the subjects of a regular college course suited to ladies? A simple enumeration of these is sufficient to dispel the alarm. Take the old or any proposed new curriculum, and what subject in it is in any way objectionable? Language, literature, mental philosophy, mathematics, physical science, natural history, at which does male or female modesty or incapacity take alarm! Besides, all these subjects need not be taken by every student. Every college now allows a

great measure of liberty in this respect. More and more, too, options are being allowed. Very radical proposals are being made in Britain for bifurcating or trifurcating the subjects required for a degree. And I do not see why some subjects considered specially desirable for ladies should not be allowed to rank in place of others not considered so desirable. A thorough knowledge of music, for instance, might stand for Greek or senior mathematics. As to regularity of attendance, here, too, the college is not subjected to the rigid rules of the school. In most colleges it is considered sufficient if actual attendance is given from two-thirds to four-fifths of the session.

But is not excessive study injurious to young women? Very, and to young men likewise. Many of the noblest young men I have known have killed themselves. The best are apt to injure themselves. No fear of the idlers. But we do not, therefore, exclude diligent and talented young men from college. Bad results flow chiefly from entering college too soon or insufficiently prepared in the secondary school, from 'cheap and nasty' boarding-houses from the too numerous examinations now in vogue, and from over anxiety to attain honours. These causes, the last excepted, should and could be easily guarded against. A moderate amount of regular study is physically and mentally beneficial to both young men and women. No one doubts this as far as men are concerned, and I would refer those who want testimony for it in the case of women, to an article in the *Contemporary Review* of January, 1878, by Frances Power Cobbe, on "The Little Health of Ladies." It is not work but worry or mental vacuity, not regular but irregular study, or study under conditions prejudicial to health, that injures.

Besides, it is a mistake almost ludicrous to suppose that excessive

study is required for the ordinary B.A. examination. The knowledge represented by the possession of a pass degree, no matter from what university, is exceedingly moderate, though the value of the training received may be said to be incalculable. There is nothing like the regular university course. It is adapted to average minds, and confers benefits on the greatest.

I know of no reason that can be urged against women studying in our recognized colleges that has not been urged from time immemorial against every step in advance taken by the race, against every reform that has ever been made in the realm of thinking or of action. Of course this reform will come slowly. The mass of social prejudice to be overcome is enormous, and women are peculiarly sensitive to social opposition. At first, average young men in our colleges will be subjected to rather an unfair competition, for the young women will be a select class, chiefly those who survive the operation of a very rigid natural selection. But in time this will be righted.

II. Woman should have every possible opportunity of obtaining a sound mental training because of her relation to man and the importance of her position as a probable wife and mother. But to consider woman as merely a satellite of man—or, as Von Hartmann respectfully calls her, "a moral parasite of man"—is a caricature of the truth that man is her natural head and protector. She is "a primary existence," owes responsibility directly to God, is bound to cultivate her faculties for her own sake, and has, in many cases, to fight her own way through the world. It is impossible to overlook the fact that there is an immense number of unmarried women, and women who are not likely to be married, or who have no disposition to waste their lives in frivolity or idleness until they meet with some man

whom they can honestly marry. This class is increasing, and as civilization progresses it is sure to increase still more. The law of all progress is that the simple and homogeneous is, through a process of continuous differentiation passing into the complex and heterogeneous. Where woman is the property, and the servant, or plaything, of man, there is no woman's question. All women will be pretty much alike, and all will be provided for after a fashion. Whenever she is really recognised as his equal, variety will be seen in women as in men. All savages are alike. Converse with one savage and you have conversed with the tribe. The more advanced the civilization the greater variety among individuals. There is a higher unity, but the uniformity has gone. In an advanced civilization, then, you will no more be able to class all women as simply wives than to class all men as simply husbands. There will always be some kinds of work that men can do best; and other kinds that women can do best—but no longer can all the honourable professions be reserved for men. We may discriminate on the ground of ability or fitness, but not on the ground of sex; and before we can decide as to ability a fair field must have been granted. Here, too, the question is solving itself. Gradually women are finding their way into new employments. We see them in railway and telegraph offices, and hear of them at bank meetings. Thousands are employed as teachers, copying-clerks, type-setters, writers, artists, house-decorators, and thousands more might be employed in dry-goods and other establishments. The medical profession has been thrown open to them in Great Britain and in the United States; and Miss Cobbe believes, and with reason, that there will soon be women-doctors and women's hospitals, attended by women-doctors, in ever town in the United Kingdom.

All the nineteen British medical examining bodies are now allowed to confer their licenses or diplomas upon women. In Canada the Medical Faculty connected with Queen's University has decided to open classes for women next spring, the matriculation examination and the curriculum to be the same as for men. Of course, this means double work for the Professors, for it is generally recognized that co-education is out of the question in medical and surgical studies. Naturally enough the Professors were unwilling to undertake so much additional labour, but they could not resist the appeals made to them in letters from young women who felt impelled to devote themselves to the profession, and who were unwilling to exile themselves from their own country in order to get the necessary education. Large classes are not expected, but I understand that a sufficient number have engaged to attend to make the experiment worth trying.

But the question of higher education should be looked at apart from professional education and apart from the employments or careers to which it may lead. Culture is a good in itself, and should be sought for its own sake. If it be true that "in this world there is nothing great but man, and in man nothing great but mind," then to neglect the proper cultivation of the mind is a sin against our highest interests, and inexorable nature forgives no sin. What would any man who has received a thorough University training barter it for! He may have sought it at first not for its own sake, but because by that avenue only he could enter some calling that would give him honourable position as well as bread and butter. But having obtained a measure of culture, he usually values it aright. Unless he is an incurable Philistine, he has been taught to know himself, his intellectual strength and

intellectual weakness, the meaning and range of his powers, and the impassable walls that hem him in. He has learned to be modest, and to be confident. He looks through appearances to the heart of things; and refuses to bow down to the idols that lead the crowd astray. My only astonishment is that all such men do not resolve, as a matter of course, to give to their children that which has been their own chief solace, that which has refined and strengthened their own natures, making them independent of the accidents and changes of time by giving them unfailing resources within themselves. Why should I deny my son the highest possible training of which he is susceptible, even though he may have to earn his bread all his days by the sweat of his brow? Why should I deny my daughter the same true wealth that cannot be taken away from her, even though I see no prospect for her but to be a sempstress? If their external lot is to be circumscribed and their fare scant, the more reason that they should have compensations in themselves. Have worthier conceptions of human nature. Set high and not poor ideals before your children, and they will seek to attain to them. We talk on Sundays of the dignity of human nature, of the worth of the soul, of the sufficiency of character; and throughout the week we are materialists pure and simple. The object set before our sons is to get money; and the prize dangled before our true-hearted girls' eyes is a husband with money. We do boys and girls grievous injustice. Too often we succeed in debasing them. They owe to us their stunted natures, their worldly minds, and the general atheism of their lives, venerated with the form of religion prevailing in their day. Can we not believe the great Teacher's words, "the Kingdom of God is within you," and so believing, care for that which is within

rather than for that which is without?

We should, I say, value culture for itself, and not for the career to which it may lead, or the external advantages it may secure. But here, as in every other similar case, the first leads to the second. What the world needs above everything else is well-qualified workers in every department. My great difficulty is, not to find positions, but to find persons qualified to fill them. Work is always needed to be done. But who shall direct us to honest and competent workers? They are at present establishing a new industry in Halifax, and they have sent two of their leading merchants to roam over the Great Republic to try and find some one fit to be entrusted with its management. I understand that it was difficult to find a person qualified to fill a situation in Montreal worth \$25,000 a year. There are Professorships vacant in our Universities every year, and men competent to fill them are not easily found. When a lady applies to me for a governess, though I know of many out of work, I am thankful to find one whom I can recommend. Principals of Ladies' Colleges assure me that their difficulty is the same. We need not be alarmed at the spread and improvement of education. What the world needs, and greatly needs, is not less of it, but more and better. Depend upon it, the well-educated man and woman can always get work to do, and food and raiment, at least, as recompense. They ask for no more. In themselves they have a kingdom and an inexpugnable fortress into which they can at all times retreat, where no storms beat, and no famine threatens. "Not by bread alone is the life of man sustained; not by raiment alone is he warmed," writes a seer who did much for the higher life of England, in the first half of our century, "but by the

genial and vernal inmate of the breast, which at once pushes forth and cherishes; by self-support and self-sufficing endeavours; by anticipations, apprehensions, and active remembrances; by elasticity under insult, and firm resistance to injury; by joy and by love; by pride, which his imagination gathers in from afar; by patience, because life wants not promises; by admiration; by gratitude, which—debasement not when his fellow-being is its object—habitually expands itself for his elevation, in complacency towards his Creator." Every word of this is as true of women as of men. And the substance of what I have written is this,—throw no obstacle in the way of those women who seek to

develop and cultivate to the utmost their higher nature, intellectual, emotional, and moral. Let them know that all the avenues, and all the pages of knowledge, are open to them; and that it is not unworthy of their sex to think and to hope. For a very long time, only a small minority will seek to obtain this good thing of full-orbed culture. Among that minority may be—probably will be—some fitted to bless mankind. In the name of Justice, for man's sake as well as for woman's sake, let the few who seek, find; or if they fail, let them not have to blame any but themselves. Failure—both men and women must acquiesce in. Injustice—neither man nor woman can bear.

THE STUDY OF PHYSICS IN THE SECONDARY SCHOOLS.

BY JOHN TROWBRIDGE, ASSISTANT PROFESSOR OF PHYSICS IN HARVARD UNIVERSITY.

PHYSICS is a comprehensive term for the laws of the physical universe, and is gradually superseding the old term natural philosophy, which held together in a disconnected manner various facts in mechanics, light, heat, sound, electricity, and magnetism. Under the head of Natural Philosophy most of us were taught that a body falling from the vertex of an inclined plane acquires the same velocity as it would if it rolled down the plane. A considerable knowledge of mathematics was required to prove this fact, and the youthful mind could hardly see the bearing of it when it was demonstrated. We were shown what we learned to call the falling machine of Atwood, which proved simple laws with such ponderousness of structure and complexity of appliances that even the

name of the machine made more impression upon the memory than the laws of which it was the servant. The brightest boys could prove that the square of the velocity of a falling body was equal to twice the acceleration of gravity multiplied by the height through which it had fallen, and the rest of us mutely followed the rule, and substituted in a formula which was forgotten as soon as the exigencies of school life were over. We also carried away vague recollections of a pump which worked by means of a curiously constructed valve. We had forgotten whether the centre of gravity is where the centre of pressure is applied, or where specific gravity exerts itself. We remembered a tuning-fork, an electrical machine, and a big electro-magnet which lifted the smallest boy in

school, and that was all that we remembered of natural philosophy. At that very age most of us, if not all, were curious about air and water, the motions of the earth and the moon, the light of the stars, the curious manifestations of frost, fire, and electricity and magnetism. I remember how glibly we recited portions of natural philosophy where the author forgot his grim mood for a moment, his triangles and square roots, and explained in a simple manner why the rising moon appeared so large between the small branches of a wood, and why fog came up the bay when the sun went down. When we succeeded in getting the right answer to a problem we were elated and began to think that natural philosophy was not so difficult to study after all; but these moods of elation were too often succeeded by those of blackest night and incendiary desires. In looking back, the thought comes to us that there must have been something radically wrong in such teaching; for the subject of the laws of the physical universe has such infinite possibilities and contains so much that can stimulate the imagination of even young children, that any method which represses, or does not encourage a child's desire to know the reason of things, must be radically wrong.

It must not be supposed, however, that the picture we have presented has not its bright side: there are always teachers who are especially interested in physical science, and who excite an interest in the subject among their pupils. The hour of the lecture on physics is looked forward to by the pupils of some schools with great relish, and some date their interest from the school exercises in this branch. Generally speaking, however, most men who have more than the ordinary knowledge of science have had their enthusiasm awakened out of school, and by actually working with appara-

tus, or handling specimens, have taught themselves.

The opponents of the study of physics in the secondary schools generally regard it as of less importance than the mathematical or grammatical studies, and class it among what they regard as superfluous subjects, the number of which has very much increased of late years. Not a few of these remember the manner in which they were taught, and have no desire that their children should repeat their experience. It is very natural also that the teacher whose training has been exclusively literary should be indisposed to teach a subject like physics, which requires a certain facility with apparatus and some inventiveness which a purely literary training has the effect of obscuring and even crushing out. Who has not seen an excellent teacher in the languages or even in mathematics fail completely before a class of boys and girls in showing some simple experiment? It is very natural that he should fail, for this facility and inventiveness of which we have spoken come, except to the few, only by practice and from an early habit of observation. More time also is consumed in getting ready for one lecture or exercise in physics than in six recitations in the straightforward subjects of language and mathematics. A refractory piece of brass, a wire wanting here and there, a shrunken bit of bladder, a broken glass tube, may involve hours' labour for one who is generally hard-worked in other ways. It is easy to theorize on the subject of teaching science, especially physical science, in the second grade of schools, but one should not forget the wearing nature of routine work which is apt to deaden one's enthusiasm. One cannot expect a teacher to hold weekly talks with his pupils on force, or to rely upon treatises which are merely descriptive, or to be patient with apparatus which, by frequent use, seems almost

puerile, without giving him also a comparatively rigid standard in the shape of a book by which he can advance in a more or less mechanical manner. Many teachers, therefore, comply with the letter of the law, and with one of the many text-books called *Natural Philosophy* shorten the popular exposition of the subject to a minimum and demand a certain number of problems under the lever, the screw, the inclined plane, and the pendulum. This mechanical teaching succeeds to a certain extent with the bright boys of some mathematical tendencies; but it fails with the great majority, who speedily get a disgust for the whole subject. To add to the teachers' difficulties, many of them have not a sufficient knowledge of the subject to enable them to courageously reject the descriptions of machines with which many text-books are filled, in which the principles are lost sight of in a multiplicity of levers, pulleys, and connecting pieces.

In teaching a language or a branch of mathematics in a grammar school, one has all his materials ready at hand, a certain author, a certain dictionary, a grammar. In teaching physical science, almost every text-book requires to be supplemented by some apparatus which is not provided with the text-book, and contrivances must be resorted to, and judgment must be used in regard to aids in teaching upon which experience seems to be very indefinite. There are wide limits in regard to the cost of this or that piece of apparatus, and difficulties in deciding between instrument-makers. Very often there is no one available to repair an instrument, and the instruction has an added tendency to become mechanical.

On the other hand, there are enthusiastic teachers who are imbued with the modern popular method of teaching physics by the aid of a lime-light stereopticon. Small appropria-

tions are saved until an expensive instrument can be obtained; and what may be called a college course in physics is inaugurated in the second grade of schools. It is a laudable ambition to desire to illustrate the subject of physics by the method of projections; but the policy of expending from one to two hundred dollars for a lime-light for the use of a grammar or even a high school is questionable.

Professor Mayer, in his excellent little books on the experimental study of light and sound, shows how a water lantern can be constructed for three dollars, which answers every purpose; and if there is no suitable one of the many forms of kerosene lanterns is admirable for showing diagrams, the deflections of a galvanometer, crystallizations, and minute experiments which a class could not otherwise see to advantage. With the aid of such a cheap method of projection, a grammar school master can give quite an extended course in physics with simple apparatus. He can draw his own diagrams on smoked glass, fixing the drawing by exposing it to the vapour of alcohol, which is evaporated from a shallow dish; and for the money which is expended for a lime-light apparatus enough apparatus can be bought which, supplemented by a water or a kerosene lantern, would illustrate a full course of elementary lectures on physics. In many school collections of apparatus, a few expensive instruments will be found: an air-pump; a Holtz electrical machine; a large induction coil. One or two of such instruments form the rallying point of the department of physics, and are accompanied by meagre and disjointed apparatus. The student collects, so to speak, his thoughts about the picture of a complicated machine; his ideas of the pressure of gases or rarefied air are complicated by the imperfect remembrance of certain valves.

Electricity of high tension means something evoked by an electrical machine. These pieces of apparatus which I have mentioned form a salient point of attack upon the system of instruction in physics too common in many schools. A good air-pump is difficult to keep in order, and finds its true place only in the private laboratory of an investigator, or in a college collection of apparatus. In the secondary grade of schools some form of Sprengel's pump, or, where there is an available head of water, an aspirator, will illustrate varying pressures sufficiently well. The new Holtz machine which schools are anxious to possess can only serve as a toy, for the theory of its working is very hard to comprehend even by those who have studied the subject in mature years.

The modern view of the physical universe is that there is no such state as rest: the particles of a gas are in an incessant state of motion, and it can be maintained that when a stone rests upon a table it is not at rest; for it is forced downward by the action of gravitation through a very small distance, and the elasticity of its support tends to move it upward through the same distance. The term statics is apt to be misleading, and the best writers on science of to-day begin treatises on natural philosophy with the subject of dynamics or forces in motion. In no subject, however, is the division into statics and dynamics so illogical as in the subject of electricity. In most schools a student begins the study of this subject with frictional electricity and the electrical machine. An advanced student in a university pursues the opposite plan, and approaches the subject, even if it be for the first time, from the standpoint of the voltaic cell, and traces the development of the force up to the point of the generation of electricity similar to that produced by an electrical machine. Very little knowledge

can be obtained from the exhibition of toys like dancing pith-balls, insulated stools, miser's plates, and apparatus for obtaining shocks.

The method of instruction in physical science, therefore, in the secondary grades of schools, seems to me to be too costly and not sufficiently logical. The remedy does not consist in curtailing the amount of attention paid to the subject in the lower schools, or in relegating it to a more advanced period of education. It is more reasonably embraced in leading teachers to seek simpler methods of instruction, simpler apparatus, and to avoid abstruse conceptions, and the solution of mechanical problems for which mere formulas are given. It would be well, also, if the best students are led to experiment themselves, and are stimulated to observe. This is hardly possible in crowded grammar schools; but the excellent little treatises of Professor Mayer on experimental physics would lead many children, under proper encouragement from their teachers, to try simple experiments at home.

An ideal method of teaching physics in the secondary grade of schools would consist in developing the whole subject from the standpoint of motion, insisting upon the larger facts, correlating them as far as possible, and neglecting special applications and special facts. A number of interesting experiments can show that work must be done in all cases to produce work, and that motion can be changed into heat, and heat into motion. The student's mind should be tempted to take, at the very beginning of his study of the subject, an extended view of the application of the law of the conservation of energy. While treating the subject of force, a little descriptive astronomy can be given which will aid in stimulating the imagination. The subjects of heat and acoustics can be taught purely under the head of mechanics, with a variety of most inter-

esting and simple experiments. I am inclined to place the subject of electricity and magnetism under the same head; and, beginning with the fact that electricity is generated by a voltaic cell, I should trace its simple manifestations until they conduct one to the law that all motion can be converted into electricity, and that electricity can be entirely converted again into heat and light. Having then shown that light can be produced by motion, the undulatory theory can be cautiously introduced. As a review of the subject of physics, one could take as a text the impossibility of perpetual motion, and enforce it with a variety of illustrations. The utility of the study of physics in the grammar schools is often questioned, and indeed the larger question of the value of scientific training except to the few in the world at large is often mooted. There is no doubt that the study of the humanities, in which the great story of men's deeds in the past is recorded, will always prove the most fascinating to the majority; and it can be maintained with reason that those subjects which readily excite an interest in the largest number will prove the readiest means of intellectual training. Science is regarded by many scholars merely as a practical branch of human knowledge, and, although its great value in contributing to the good of the world is acknowledged, yet its study is regarded as inferior in intellectual results to that of language or philosophy. It cannot be denied, however, that the study of physical science gives a certain definiteness to our modes of thinking, even if it will not be granted that it affords a better method of intellectual training than philological study. It supplies a tonic which minds much accustomed, from the exclusive study of language, to take things for granted and to look no further than the grammar and dictionary, stands much in need of, and also

corrects a certain credulity and superstition which is rampant even in our time, and to which it is well to devote a few words in connection with the subject of scientific training. There is a strong undercurrent of superstition and belief in supersensible or wonderful and not-to-be-explained marvels which makes its way beneath the crust of society. Occasionally it bursts forth in so-called manifestations of spiritualism and animal magnetism, or belief in mesmerism and clairvoyance. There is hardly a family of which some member has not applied to a clairvoyant for relief in diseases of which the regular practitioner has failed to treat successfully. A literary education does not cope successfully with the insidious advances of this form of ignorance; for the very element of education which can do so is not generally cultivated among even so-called liberally educated persons. This lost element is the spirit of investigation. The students who come to a physical laboratory for the first time can be rapidly classified into three classes: 1. Those who can reason from A to B over what may be termed a straight line with considerable ease. 2. Those who naturally reverse their process of reasoning and test the way from B to A; this is a rarer class of mind. Copernicus was unable to explain the motions of the planets by supposing that all the visible stars revolved around the earth: he reversed his process of reasoning, and explained the facts by supposing the earth to turn and the stars to remain at rest. Kant, in his "Critique of Pure Reason," speaks of the revolution which he had brought about in philosophy, and likens it to the logical process which led Copernicus to his discovery. "Hitherto," he says, "it had been assumed that all our knowledge must regulate itself according to the objects; but all attempts to make anything out of them *à priori*, through

notions whereby our knowledge might be enlarged, proved, under this supposition, abortive. Let us, then, try for once whether we do not succeed better with the problems of metaphysics, by assuming that the objects must regulate themselves according to our knowledge, a mode of viewing the subject which accords so much better with the desired possibility of a knowledge of them *à priori*, which must decide something concerning objects before they are given us." In practical matters this process of reversals is often exemplified; the inventor of the sewing-machine finds that his needle will not work with the eye at one end, and accordingly reverses its position and is successful. 3. The third class comprises those who may be said to think in directions at right angles to their previous method of thinking, and there may be minds which possess what is analogous to the fourth dimension in space—an ability to think in all azimuths. It is strange that there are so few psychological impostors in the world; for the first class of minds, those who only think from A to B, when a new class of facts are presented to them, is very large. An ingenious man can make a small magnetic motor which apparently runs with only the assistance of permanent magnets, and by means of extremely small clockwork, maintain the motion beyond the period which a mind of class 1 is willing to give to an observation. It would naturally occur to such a mind to take the motor to pieces and examine the casings or box. If it finds nothing, and perceives that, when the apparatus is put together and is placed by the inventor on his table, it still runs, the investigation ceases, and another story confirms the previous rumour of a new marvel. A mind of class 2 goes over the same process of reasoning, and moves the instrument to different points for fear of concealed mechanism under the table or in the

wall. A skilful manipulator, however, can still edge the motor to a third or fourth position, where other concealed clockwork can be taken advantage of, and in this way exhaust the number of what may be termed linear combinations of the investigator. The success of impostors in spiritualism and of the fabricators of new motors which are built to delude people resides in this, that they restrict the liberty of this system of reversals, or the spirit of investigation.

Any plan of education which prevents a man or woman from becoming the dupe of those who pretend to use natural or supernatural forces is to be commended. One of the quickest ways of training the mind in the logical process which I have indicated is to undertake some simple investigation in physics. Here mere observation is combined with a careful study of the interaction of various forces, and the mind must assign a logical weight to different observations. One truth, moreover, is forcibly brought forward—that, generally speaking, a number of observations under varying conditions, must be made to prove the correctness of any result. The man who has been through the process will not be found among those who are convinced by a single manifestation of clairvoyance or of spiritualism. He will not spread the stories of a wonderful new motor until he has put it to an exhaustive test.

It would be well if our common schools made some provision for a certain amount of experimental work in physics to illustrate this method of studying. A great deal of education is comprised in the knowledge of how to change the conditions of an experiment in the process of which I have termed a reversal, and also in the process of depending only upon a number of observations taken under different conditions. It would certainly be a great boon to the world if

the general level of scientific education could thus be raised, so that each young man or young woman, when he or she issues from school doors, should have enough definite knowledge of the great laws of the physical uni-

verse to instantly denounce blue-glass theories and attempts at perpetual motion, not from the pride of knowledge, but from the feeling that error, credulity and superstition, should be combated with truth.—*Popular Science Monthly.*

COUNTY MODEL SCHOOLS AND THEIR WORK.

BY S. B. WESTERVELT, PRINCIPAL, MODEL SCHOOL, MOUNT FOREST.

WITHIN a few years many and important steps have been taken towards giving a more thorough education to the masses. In 1871 was passed, somewhat in its present form, the amended School Act, which introduced many important reforms, and scarcely a session has passed since which has not added something to what was so well begun, until we have at the present time a system of education perhaps second to none in the world. Our schools are so far free that the poorest in the land have every facility afforded them for securing an education; and as a result every one is becoming more or less educated, and many are receiving sufficient education to enable them to pass the non-professional third-class examination, notwithstanding the fact that the standard of qualification has been gradually raised, till the third-class teacher of to-day stands quite superior to the old County Board first-class teacher of the past. So many have been successful in passing those examinations, that three-fourths of the schools are now taught by them. This being foreseen by the leading educationists, it was felt that a crisis had arisen in our history, when some attempts should be made to give at least some training to those young teachers for the very important work they were undertaking: hence the

establishment of the County Model Schools. What holds true in nearly every case, holds especially true with regard to the teacher, viz., that a man is not capable of doing anything well until he has had some teaching and experience in that work. We would think that this proposition need but be stated to be assented to, nevertheless we find some holding the opinion that when a person has passed a prescribed examination, having no reference whatever to his profession, he is quite capable of teaching a school without any instruction whatever as to how it should be managed,—without any knowledge of child nature, and not having the first idea as to discipline. It is true he cannot be a successful teacher without the education required to pass such an examination, and the better education he has the better teacher he will be, other things being equal; but it is also just as true that he may possess all the scholarship of the age, and utterly fail in managing a school. I will freely grant that if a person who is very observant be placed in charge of a school, he may in time acquire tolerably correct ideas as to how it should be managed, but before he acquires such proficiency he will have made a great many very serious mistakes. A celebrated oculist was once complimented on his skill. He replied "Yes, but I spoiled a bushel

of eyes before I acquired that skill." His mistakes were serious. Not so much so, however, as those of the untrained teacher. His work is of such a nature that its results cannot easily be seen as in the case of the oculist. In fact his work is such that eternity alone can reveal its true results, but if they could be seen and computed, the spoiling of a bushel of eyes would be small compared with them. Think of a man assuming to practice in law or medicine without any training for his profession. We would no doubt hesitate long before committing our case to such hands. If then we would not be willing to trust our property, or our persons, in the hands of those untrained for their profession, why should we be expected to trust work of infinitely greater importance to those without any preparatory training? Guizot says, "Let no schoolmaster be appointed who has not himself been a pupil of a school which instructs in the art of teaching, and who is not certified after a strict examination to have profited by the opportunities he has enjoyed." All the leading countries—Germany, France, England and the United States—have their training schools, and the leading educationists of our own country have seen the necessity of having some provision for the training of every teacher in the Public Schools. In 1847 our Provincial Normal School was opened. It has done a noble work in sending out trained teachers to all parts of the Province, and trustees have not been slow in availing themselves of their services as their superiority became manifest. Just thirty years after witnessed the inception of the County Model School, well called "the last link in our Public School system," and I think I may safely say not the least important link in our renowned system of education. The County Model Schools are designed

for the training of third-class teachers, a work which could not be overtaken by the Provincial Normal Schools, except by vastly multiplying their number, which would entail a very great expense on the country. They are comparatively inexpensive, and are designed to do a great work in giving preparatory training to the inexperienced teacher. Certainly before a teacher is allowed to take charge of a school, he should understand that he has to deal with the pupil in all the aspects of his nature as a physical, moral, and intelligent agent, and that he but imperfectly performs his work who fails in educating the pupil in all those aspects. The regulations for the conduct of the County Model School make provision for training the teacher for this work. They provide for instruction in the Science and Art of Teaching, and it is satisfactory to know that Education is now, more than at any time in the past, regarded as a Science. The Convocation of the University of London, deeming it desirable that proficiency in the Science and Art of Education be recognized, lately requested the Senate of the University to establish a Degree of Education. In fact it is now all but universally conceded that there are certain laws and principles regulating the activities of the human mind, and that he who would be successful in training the young must understand these principles and obey these laws. The lectures to the teachers-in-training are designed to teach them those principles and the work in the school-room to give them illustrations of how they should be applied. They are thus being taught by precept and example. Besides this, provision is made by which each teacher-in-training is to conduct a recitation before the principal, or some of his assistants, and in the presence of the student-teachers, after which the

criticisms by the students show at a glance how far the principles have been grasped, and to what extent they are able to apply them. It is true there are some who cannot understand what all the talk about education means, why so much need be said about the nature of the child, the mode of questioning and conducting recitations generally, and of the management of schools. These, however, are the exception; the others acquiring professional skill and the general principles of school management in a short time. So much for the intellectual aspect of the teacher's work.

The teacher again has a great work to do in inculcating good morals. The pupils are more or less under his care from, say, five years of age to twelve or fourteen, during which time they are most susceptible to impressions. They are brought in contact with other pupils and are placed in very favourable circumstances for the development of character, and whether that character be good or bad depends to a greater extent than I sometimes dare think of, on the conduct of the teacher. Currie says of the school: "It is a little world in which the pupils devise and carry out schemes as in the world without; in which individual interests are often concurrent and not seldom in opposition, but where both the concurrence and the opposition give rise to indefinite activity." It is for the teacher then to be very watchful of what is passing among his pupils while at their play, and during their associations generally, and to embrace every opportunity to teach them lessons of truthfulness, honesty, forbearance, and kindness. This is very important, as habits are now being formed which are to a great extent shaping their future character, and, as habit is a power which is not left at our own option to call into existence, "being given to us to

use or to abuse," how very important that good habits be formed. The lectures to the teachers-in-training are designed to bring this before them, and to teach them what are their duties in giving moral instruction to their pupils, and how it can be done with the best results. Here again the Model School, if properly conducted, furnishes examples of the formation of correct habits.

The teacher, further, should know something of the laws for the preservation of health, if he is to bring about the best results in his teaching. He should understand something of light, heat, ventilation and cleanliness, and their effect upon the health of his pupils, and he should know something of what is required in regard to exercise and recreation. He should understand that his pupils should have much time for recreation and should know about what work to assign so that they may not require to take the time for their school work which should be more properly given to recreation. This is, I fear, too much overlooked by many at the present time. While I doubt not "we are living in an age on ages telling" in regard to the mental activities called into action at the present time, yet I frequently fear that not only the present but future generations will feel the strain upon the nervous system which the present generation is enduring. That our present system, with all its excellencies, tends rather to enervate than invigorate, I have my fears. Can it be called education in its fullest sense when the nervous system is so prostrated that the mind is not capable of vigorous action? I think not. We should not aim so much to fill the mind as to make it vigorous to grapple successfully with the difficulties of life. While a proper amount of exercise of the mind is calculated to develop brain power, just as a proper amount of exercise of the body develops muscular power,

more than that proper amount fatigues and weakens just as surely in one case as in the other. Here again, in the Model School, instruction is given in regard to physical education. Students are taught that man possesses a brain and nervous system, being part of his physical organization, and that it is useless to expect those to act vigorously except when they are kept in a healthy state. They are taught the effect bad air has upon the brain and nervous system, leading them to deduce the necessity of a good system of ventilation. They are taught a good system of admitting light to the school-room so that they may be in a position to give advice in this direction if trustees should require it of them. They are also taught the necessity of exercise and recreation and their duty in making provision for them.

Again, there are some who do not know what they are best fitted for, who have thought of teaching without seriously considering whether or not they are adapted for it. While I believe firmly that the Model Schools can do much to develop what talent for teaching the student may possess, I do not believe that it can implant that talent. If a student does not possess some tact for teaching, he had better try digging, or some other honourable occupation, 'if to beg he is ashamed.' Now, I believe that God made nothing in vain, and that He has a place for every man to fill, but I do not believe that every man's place is that of a teacher. There are other positions where he may be an ornament if he can only find that suited to his capacities. Here, then, the Model School has its work. According to the regulations, "No candidate who . . . is devoid of aptitude for teaching . . . should receive a certificate." It is their duty to reject those who do not display this aptitude.

But I must pass rapidly over these

and give a few hints as to their better working and greater efficiency.

First.—There are subjects on the programme which should not be taken up in the Model School. They have quite enough to do when confined entirely to Normal work without taking any literary subjects as at present. Is there any reason, for instance, why mental arithmetic, reading and elocution should be taught, that would not apply to the teaching of any other subjects? If, then, there exists no reason for teaching, say geography and grammar, then certainly there exists no reason for teaching these subjects. It is felt by many trustees of Model Schools (let it be understood that I am, not now speaking of my own trustees) that the principal requires to spend too much of his time with the student teachers. Why, then, not drop those subjects and have them taught in the High Schools, where (without, I think, detracting in the least from the merits of the Model Schools) they could be better taught?

Second.—Model Schools are not at all compensated for the work they do. The Government grants \$100 a year and the County is expected to grant at least a \$100 a year in addition. This, in many counties, goes to pay the principal and the teachers for their extra work in the school. Where, then, is the compensation to the trustees, who are required to furnish an extra room and keep teachers of a certain class, besides having their schools taught to quite an extent by inexperienced teachers, whose work at first, I suppose, will be like that of any other "prentice hand" a great deal of it requiring to be done again before being well done. I am satisfied that our County Councils do not consider the benefits their counties at large are reaping from having a much superior class of teachers taking charge of their schools or they would not think of granting less than three or four hun-

dred dollars, for such training. This would enable the trustees to engage a teacher to take the principals division during the sessions of the Model School, and leave him free to devote his whole time to the management of the school, and to the instruction of the teachers-in-training.

Third.—In regard to the teachers in the Model Schools, they should be the best that can be had in their class, so that student-teachers may see teaching done, which it would be their ambition to emulate. They should see the pupils managed with that kindness and firmness, and that vigilance over their conduct which would lead them to look upon the school as more than in name a model school.

Lastly.—If they are not yet all they

WE are glad to note that an effort is to be made to obtain some authoritative opinion on the vexed question of corporal punishment in schools. A teacher of thirty years' standing having been summoned twice in a few months to answer charges of assault committed upon pupils in his school, and contrary decisions having been given by the magistrates who heard the cases, a meeting of the school managers and teachers of the district was held to consider the whole question. The meeting was unanimous in the opinion, that it is impossible for elementary schools to be maintained efficiently unless teachers have the power to inflict judicious corporal chastisement for certain offences, and to such culprits as are amenable to no other kind of punishment within their powers to administer. It was determined, in order to elicit, if possible, the opinion of the Education Department, and so far settle this question, that the chairman should sign the following resolution on behalf of the meeting, and forward a copy of it to the Council Office:—"That difficulties having arisen in this and other parts of the kingdom in the matter of corporal punishment in elementary schools, through convictions having been obtained before magistrates against teachers for administering the same, we think that the time has arrived when the Education Department should make its opinion on the subject known to managers, teachers, and the general public (1) as to the necessity of corporal punishment, (2) its mode of infliction, and (3) the punishing powers generally of the teachers and managers of our elementary schools." It may be too much to hope

ought to be (and their most ardent admirer, I am sure, does not think they are), no doubt they are doing a noble work. There is many a young teacher leaves there with broader and nobler views and higher aspirations, seeing much more in his calling than a mere means by which he is to gain a livelihood, regarding it as it deserves to be regarded—the noblest of all professions. In 1877 and 1878 nearly 100 received training in my own County Model School, and in other counties I suppose the numbers would be much the same. If then so many are being trained, and if the schools are designed to accomplish that with which I have credited them, then surely they are worthy of the hearty support of all true friends of education.

that the Department will respond to the invitation to favour the managers and teachers with an opinion respecting corporal punishment, but the ventilation of the subject must do good. We are pleased to find that managers are so ready to use their influence to obtain for teachers fair play in the matter. Reason and justice demand that if teachers are to be held responsible for the maintenance of good discipline, they ought to be supplied with the necessary means. Teachers are nearly unanimous in the assertion that in certain cases discipline cannot be properly maintained without the infliction of corporal punishment. In this view school managers and school inspectors, as a rule, concur. The objectors are chiefly a few well-meaning enthusiasts, who have no experience of school work, and whose efforts in certain cases to abolish corporal punishment from schools have given rise in some cases to public scandals. Some punishment being absolutely required, and corporal punishment forbidden, recourse has been had to means calculated to injure children for life. Teachers have everything to gain from a full and free discussion of the question. Such discussion must lead to the conclusion that while all punishments should be avoided as long as possible, and severe punishments never inflicted in cases which can be met adequately by the adoption of milder means, yet there do occur cases with which the teacher is bound to deal which can be treated in no way so well calculated to benefit the child himself as by the judicious administration of corporal punishment.—*The Schoolmaster*, London.

TWO OF THE CONDITIONS OF A TEACHING PROFESSION.

BY THEODORE H. RAND, D.C.L., CHIEF SUPERINTENDENT OF EDUCATION,
FREDERICTON, N. B.

THE supply of qualified teachers, and their retention in the school service, is a problem which no Province or State on this continent has satisfactorily solved. In the business of education, the man or woman who educates is everything; a qualified teaching staff is, therefore, necessary to the wide diffusion of sound education. This truth has been clearly apprehended and deeply felt by those entrusted with the administration of public school systems. While too much attention can hardly be given to school-houses, furniture, text-books, and apparatus, it is evident that these, however skilfully devised, stop short of the requirements of the case. The matter lies deeper. The living agent, the teacher, is the power which actually determines the efficiency of all other instrumentalities. What is manifestly required, therefore, as an essential part of a public school system, is a staff of efficient teachers, men and women skilled in the difficult profession of teaching. This is the very heart of the whole thing. Failure here is not made good by houses, books, or other appliances: it is failure out and out.

My experience and observation, both on this continent and abroad, have forced home upon me the truth of the old maxim, "The Teacher is the School," and I can hardly overstate the strength of my convictions on this point. Let the reader fix his mind for a little on the best teacher he

ever knew. Call to mind the simplicity and sweetness of his manners, the clearness of his methods, the accuracy of his knowledge. How skilfully he put one in possession of one's own powers. How soon his pupils came to respect themselves, and to have confidence in their own abilities. How delightful to them was study, and how soon they learned, and with what an outcome of real power, that the boundless world of knowledge was not his only, but theirs, and all men's. Place now such a teacher in every school in this "Canada of ours:" what possibilities of noble endeavour and achievement could be denied to a people reared under such guidance! And yet, having brought into existence a system of public schools, every province is under the gravest obligations to do its utmost to secure this very result. Just as far as it approximates this, and no further, will it attain the object for which any public educational provision can properly exist.

Assuming that the business of teaching can fairly be shewn to meet the conditions demanded of the general professions, though differing of necessity, in some of its aspects from them all, what conditions are essential to its actual assumption of such a character before the public? None will dispute that the first condition is this: *only those persons who prove themselves qualified in a prescribed degree must receive authority to act as teachers*

in the Public Schools. It is certainly possible to ascertain with sufficient accuracy whether the attainments of any applicant for authority to practise in any recognized department of the profession are such as to warrant, without injustice to any, the granting of that authority, in accordance with established principles, applicable alike to all. A common authority must guard the door of admission to the profession in the province, and the character of this common authority, and the uniformity of its operations, must be such as to preclude all suspicion of favouritism, and command in all respects the confidence of the public.

Granted that suitable means are set in operation by which scholastic and professional preparation may be had, and applicants for admission to the profession worthily tested, none will question that a second condition is this: *teaching must offer such pecuniary guarantees as shall permit qualified persons to make it their business for life.* I do not refer especially to the obligations resting upon the local communities in this matter. These obligations are great, and must, of course, be assumed before we shall see a staff of qualified persons making teaching their life work. These obligations will be acknowledged and discharged very much in accordance with the estimate placed by the Legislature of the Province upon the *quality* of the work performed in the schools. This estimate can find effective expression only in the means adopted by the province to insure to the people that the character of each teacher's work shall be regularly and adequately tested, and publicly made known. Were such well done by the province, it is plain that the local communities would, in this way, be continuously and powerfully appealed to by the importance assigned to the business of teaching. To overtake this work

successfully, an outline course of school instruction, having the sanction of representative teachers, and adapted to graded schools in cities, towns, and villages, and ungraded schools in country districts, should be issued by the Education Department, that, among other benefits, every teacher might know what is expected of him. The ablest teachers should be selected as Inspectors, and the quality of the work done in the schools carefully ascertained by annual inspection. I believe there is such a thing as too frequent official inspection, and it appears to me that semi-annual inspection (I do not mean visitation) is calculated to foster neither freedom in teaching nor permanency of schools. The evils which inhere in the English plan of inspection may be avoided, I think, by classifying schools as schools. I do not propose, however, to detail a plan of school classification. When a teacher has been admitted to practise in a specified department of the profession, in accordance with the first condition I have mentioned, there is a reasonable presumption, *and that is all*, that he has the essential qualifications for his office. When he has had charge of a school for a year, the character of his work should be tested and made known, and this process should, for the benefit of all concerned, be annually repeated. I see little use in laboriously classifying a school which has not been in charge of the same teacher for a year immediately preceding such classification.

My special object in presenting the above outline is to indicate the practicability of an intelligent adjustment of provincial pecuniary guarantees to teachers—a Relief and Aid Fund—available in the event of loss of health in the school service, or disability from old age:—

1. A school (or department) classed

in the first, second, or third rank, to entitle the teacher to a yearly allowance from the province equal to the following amount, per year, for every year of service performed,—

MEN.	WOMEN.
First Rank.	First Rank.
Second Rank.	Second Rank.
Third Rank.	Third Rank.

When the series of annual classifications includes different ranks, the proportional average amount affixed to these different ranks, to form the yearly unit; but when the whole series of annual classification shews less than seventy-five per cent. in some rank, no claim to exist until this percentage is restored.

2. A teacher who shall have taught for a period of at least five years, on an average, in each district in which he or she has been employed, and the whole series of annual classifications of whose schools shews seventy-five per cent. of the first rank, to be entitled to a larger amount, per annum, in the event of being disabled.

It is specially to be observed that the rank assigned to the school, under the plan suggested, has no necessary connection with the class of license held by the teacher, but is dependent upon the character of the work done under such standards as are adapted to the school, in accordance with the outline course of instruction. This would leave ample verge for the recognition of every form of teaching ability, and afford no shelter for talented indolence.

Referring now to the two conditions which have been specified, it is my conviction that they include in essence and must evolve in operation, a fullness of sound results far beyond what the first blush of the subject might disclose. I shall briefly put these suggestions to the test, and in doing so let me anew direct the reader's attention to what it is we wish to accomplish. It is this simply: the right

education of the people,—not the right education of the few, and the wrong education of the many, but a measure of the veritable possession for all. This is the aim, nothing more, or less, or else. Any proposition, come whence it may, that seeks incorporation into a school system is to be condemned, if it can be shewn that its operation will not always be a means to this end. But if it fairly passes this test it is genuine. Do, then, the conditions which I have named so touch the complex sources of school life as to evoke concurrently all the forces of the school organism in the spread of sound education? A reply to this crucial question may be rapidly outlined:—

For the province to demand specific qualifications as the basis of conferring authority to teach, involves the determination by the province of the nature of these qualifications, the ensuring of suitable facilities for their attainment, and the careful examination by competent persons of all applicants for license. Thus, at one stroke, scholastic and professional preparation is quickened over the whole country, and quickened for all time.

Persons who are not capable of demonstrating a reasonable degree of fitness for the work of teaching will not seek to enter upon it, or, seeking, will be debarred. Young men and young women of good parts observe that the province has work for them to do,—work which it impressively declares to be of great moment, and which unqualified persons will not be commissioned to undertake, and their sympathies are enlisted in this department of the public service.

There is ever being born into the community a host of true souls, such as real teachers are made of, who are ready to renounce the prospect of becoming wealthy, for the sake of doing service in a great and worthy cause. All that is needed is the public assur-

ance that the material wants of themselves and theirs, shall be provided for in a manner tolerably in keeping with the functions to be discharged. Let this class of persons once know that the province is pledged to make public declaration of the quality of every teacher's work, and that those who do good work can devote their lives to it without being exposed to want and distress, in their days of weakness and old age, and the province will have their services in the schools of the land. And let me here remark that the pecuniary guarantees which I have suggested are not pay for the services done, but simply the removal of an obstacle, which would have prevented the service being done; and the recognition of the importance and value of the service.

To keep the door of the profession wide open for the admission of the best talent of the country, and at the same time to keep another door open for the quiet withdrawal of those who, from whatever cause, are not successful teachers, is a problem that must be solved before sound education can be widely diffused. But the careful classification of all teachers by the province, and the periodic classification of their schools in the manner suggested, with the accompanying guarantees, would set the door of entrance wide open, render those happy who love the work, and ever motion the remainder towards the door of exit. Both on this continent and in Europe a superannuated teachers' fund is thought to be a most desirable thing. In this opinion I fully concur, but not on the principle on which any such fund known to me is administered. The benefits of such funds do not flow to the recipients as the recognition of the *excellence* of service ren-

dered. The benefits are open to good, poor, and indifferent teachers alike. Hence persons who lack the energy necessary to make a decent livelihood in other callings, find themselves powerfully drawn towards "keeping school." They can eke out the present as well at teaching as at anything else. Their presence in the profession drives many worthy persons out of it, and keeps more from entering it. Poor teachers multiply, and the school system is weighed down with them. This is the obvious tendency of a fund so administered, and to the degree that it so operates it retards the spread of sound education among the people. Unless I greatly mistake, the pecuniary guarantees I have suggested exactly meet the needs which the ordinary superannuated funds were created to meet, and on principles which pass the test. These guarantees are for excellence of work,—excellence not of to-day, or of to-morrow, but throughout the entire period of service. Those whose schools fail of classification, or of maintaining the minimum status, are not doing a tolerable measure of the educational work required, and so find themselves forced out of the profession. The migratory habits of teachers would also be effectively checked by the operation of the plan proposed, so far as it is desirable to check them.

I have sufficiently indicated, perhaps, the far-reaching influence of the conditions referred to, and shewn their adaptation to the end in view. Fairly and intelligently applied, they would, I believe, remove the chief hindrances to the *bona fide* existence and universal recognition of a teaching profession in any province.

TACT.*

BY MISS RIDDELL, OF THE MADOC MODEL SCHOOL.

TACT, discretion, aptness, adroitness, and many other words and phrases are used to express in other language the much abused term *common sense*. Every day we hear some such expression as the following:—"What great tact she has." "Oh! he never had any tact." "Tact is necessary in that business," etc., etc. How many, hearing these expressions, ever ask themselves the question, "what is tact?" Like the term common sense, it has been so much and so often used that were you to ask the one who uses the word every day, and many times during the day, to define tact, you would get an answer that would agree neither with your own idea of tact, nor with the opinion of anyone else. If I were to ask each one in the room to give a definition of the word, how many are there who would be able to tell what it really means?

The dictionary gives the meaning of the word "tact" as "peculiar skill or faculty," or "nice perception," from which the conclusion might be drawn that it is a natural faculty, not an acquired one.

While this to some extent is true, still there is a way in which people, naturally possessing very little tact, may, as I shall endeavour to show further on, become as skilful in the art of smoothing difficulties and avoiding snares, as those who—I had almost said from infancy—always say and do the right thing, in the right place, and at the right time.

This ability, faculty, art, or whatever it may be called, is a large ingredient in the success of any profession. The doctor, who by his pleasant and agreeable manner, by his *tact* in other words, makes his patients, suffering, it may be, under a very trifling ailment, think (we will hope with truth) that he feels as deep an interest in their complaints as it is possible for him to feel, is more apt to become a successful practitioner than one who with perhaps greater skill and medical attainments treats such cases as well as they very likely deserve to be treated, but in such a manner as leaves the patient mortified and angry. The candidate for parliamentary or even municipal honours finds this faculty in the highest degree necessary to him in his electioneering campaign. The candidate who has tact enough to enable him to overcome all objections raised against him and to bring his very enemies round to his side, and more difficult still, to interest those before indifferent, stands a very good chance, even against one, who, by his superior knowledge of the needs of the riding, is better qualified for the place, but who, by the absence of the necessary mother wit, fails to win the approbation of the people. Time would fail me were I to attempt to show how necessary tact is to the success of any profession, but observation will teach you much better than anything I can say on the subject, that it is so; and while this is true in all the different walks of life, in the teaching profes-

* A paper read at the North Hastings Teachers' Association.

sion above all others it is impossible to get on without it. True, some may possess it in a greater degree than others, but certainly all must have it and develop it to the best of their power, if they wish to succeed in the profession. With so many trustees, parents, and children to agree with and instruct, how necessary it is that the teacher should be able to explain difficulties, encourage industry, and keep peace and harmony in the school-room and section.

As these meetings are supposed to be for the benefit of teachers more particularly, tact, as shown in that profession, will be the subject treated of; and although I cannot pretend to tell you any new facts, I may be fortunate enough to drop a few hints that will prove useful to some teacher in the Association, and, if so, I shall consider the time spent in the preparation of this essay as being most usefully employed.

Almost every man thinks he knows all about teaching, though no two think alike; and those who know the least are generally the readiest to impose heavy tasks on the teacher, but will never think of assisting him to bear one of them. The teacher, therefore, needs to be courteously decided in holding his own opinion, and to be able to adapt himself to existing circumstances, for on that, too, a great degree will depend his success in the section. It is necessary that the teacher take notice of and remember all that takes place in the school-room, to guard against the garbled tales carried home by the children, and to be able to set right any trouble arising from them.

A parent may come full of rage to complain of some real or imaginary wrong done his child. Let the teacher show his tact by keeping calm and not causing anger to be increased by opposing anger. Always remember that a "soft answer turneth away wrath,"

and that "real glory springs from the silent conquest of ourselves, and without this the conqueror is naught but the first slave." Let him speak calmly and kindly, giving such corrections and explanations as the case may demand, and in nine cases out of ten the angry man will be subdued and return home a better friend to the teacher and a more judicious parent to his children. Another may come after a quarterly examination, perhaps, full of righteous indignation because his child has not been promoted, not taking into consideration the neglected lessons and the half or whole holidays granted him during the term. An exhibition of the absent marks in the register and the marks of imperfect lessons in the class-book, with a kindly explanation of how and why he could not help but fail at the required examination, will not only appease the parent's wrath, but send him home resolved to see that his child is regularly in school, and has ample time and opportunity for preparing his work at home. Let the teacher strive to meet all such cases as these with a spirit of kindness and self-control and he will seldom fail of doing good.

But dealing with outsiders is only a small part of the teacher's duty. He will find that the place where tact is most necessary is in the school room, and there it should always be borne in mind that whatever interests the children will exercise no small influence on the parents, and that teachers, parents, and children are joint partners in the work of training, and while something can be done by each party individually, the greatest success can be attained only by the harmonious co-operation of all. When this has been obtained, the teacher will be able to prosecute with zeal the real work of education.

On the teacher depends, in a great measure, the atmosphere that pervades the school-room; it will be precisely

what he shall decide to make it. If the teacher enters in the morning with a gloomy countenance, and shows a discontented spirit, his pupils will be apt to be restless and wearisome; but, if, on the other hand, he is cheerful and shows a happy frame of mind and a kindness in every tone and movement, he will do much towards making the pupils contented and happy. How necessary, therefore, is the cultivation of all these kindly feelings and traits of heart, which are such an adornment to the whole life and character of the possessor, and which go far to render him a more agreeable companion and useful citizen. Only from a sincere love for his calling and a sincere desire to do good, with a kind and feeling heart, aided by a growing knowledge of the world, will the teacher gain the power, so much to be desired, of rendering himself more agreeable, and, what is of greater importance, of making study more pleasant to the children under his charge.

Tact is necessary in every department of school work—in discipline, government, recitations, assigning of lessons, and in the other duties of the school room. In fact, as was said before, nothing can be done successfully without it.

If there is any place on the surface of the earth where order is the first and last, and highest law, that place is the school-room—without it there can be no such thing as progress. While it is a fact that the true spirit of obedience and subordination will tend to the happiness of the young while in school, it is also true that it will prepare them for higher spheres of usefulness and happiness when manhood's cares and duties and responsibilities shall be assumed. With what earnestness, then, should every teacher ask himself the question "How can I best discipline the tender minds entrusted to my care and training?"

The greatest discretion must be used in classifying and governing the many minds, each differing from the other in disposition and attainments. There will be the idle and indifferent to arouse and urge onward, the diffident to encourage, the too forward to check and reprove. Besides these, there will be need of correcting and directing the whole, and imparting to all the spirit of inspiration and earnestness necessary in the pursuit of knowledge. Have few regulations and the justice and necessity of those obvious to the very youngest. Let the teacher be careful to say only what he means, and mean only what he says, and carry out firmly, decidedly, and kindly, every rule that he makes, and above all things let him be uniform in action, not saying or doing one thing one day and the opposite the next. Be self-controlled, kind, and determined, never letting the pupils see that they can vex you or make you lose your self-command. Be very sparing of the voice, for the more noise made in attempts to obtain order the more is needed, and order obtained at the expense of a great noise is usually of short duration. There are looks and tones of the voice which can awe into obedience more readily and completely than the most severe language of reproof and threatening. Individual character must be studied. To some a look or word of reproof will be more efficacious than the severest personal chastisement to others. Great tact must be used, as you see, in obtaining and keeping order; and one more suggestion may not be out of place here, and that is, that music is a valuable instrument in preserving order in a school. Try it. When you see the pupils becoming restless, listless, and dull, drop the work in hand and start some simple tune. If you have not already tried it you will be astonished to see how quickly and effectually good feeling is restored.

There may and there *will* be times when it will require all the self-government of a teacher to refrain from the use of harsh expression and acts. A pupil may be guilty of the grossest misconduct or of the most provoking impudence, and strongly excite the indignation of the teacher. Remember your tact. Let such a one be dealt with in a decided but calm manner, and the deserved punishment inflicted more in sorrow than in anger, and it will be doubly effective. View carefully all the circumstances, that you may in this as in other cases, as nearly as possible, say and do the right thing, at the right time, in the right way. Wisdom in planning and skill in performing are two great and essential elements of success in any undertaking, and emphatically so in the school-room. There is nothing that demands so much skill, judgment, and prudence in the teacher, as the proper mode and extent of rendering assistance to his pupils. He must know not only when and how to give, but, also when and how not to give, and still inspire a spirit of perseverance on the part of the scholar. The pupil must be constantly working towards his own success, and unless we secure his willing co-operation it is useless to look for this; and if the pupil's share in the work of education is to do the work assigned to him, the teacher's is to induce him to do it. A certain amount of compulsion will be necessary in this. There must be some pleasure associated with the work in the pupil's mind, and if he is made to feel a want before the way is pointed out in which it may be supplied, and be convinced that he can, by working, supply it, a great stimulus to labour will be given him in the hope of success. There is a great satisfaction in doing a thing for one's self, and the teacher does the pupil a lasting injury who takes this pleasure from him. Northend in

his work on "Teacher and Parent" gives some excellent hints and rules for the guidance of teachers in assisting their pupils, which I cannot do better than quote. They express better than any words I could use how much and how often help is to be given. He says:—"A teacher should devise means and adopt expedients to excite the curiosity and rouse the energies of his pupils. He should then endeavour to fix their attention and concentrate their awakened energies on the prescribed subject of inquiry and instruction. He should connect with his instruction as far as possible what is interesting and attractive, so that the associations formed in the minds of his pupils will leave them in love with the subject of investigation, and in the proper time bring them back to the pursuit with readiness and alacrity. He should exclude from his illustrations, as far as possible, everything calculated to divert the minds of his pupils from the principal subject of investigation. He should be careful that the awakened curiosity be not gratified too soon by unnecessary and superabundant aid, leaving no motive and no opportunity for effort on the part of his pupils; nor, on the other hand, be suffered to evaporate and end in despair for the want of timely and necessary aid to enable them to overcome appalling difficulties. With this view, he should intermingle with text-book instruction a due proportion of familiar lecturing, enough of one with the other to guard against the pernicious effects of excess in either. He should prepare, select, or adapt his text-books with a due regard to the capacities of his pupils, and with reference to the development and exercise of their various powers of mind, as well as the immediate acquisition of knowledge. The pupil must be made to work, but he must work voluntarily, cheerfully, and with hope. Aided too much, his

energies remain dormant; too little, they are soon exhausted, and he sinks into a state of despair, and thus both excess and deficiency produce the same deplorable result. The teacher in all his plans of government and instruction should keep in view the principal business assigned him. This, as far as intellectual education is involved, is to rouse the curiosity of his pupils and keep it awake—to furnish in a sufficient quantity wholesome food for their minds, and suitable materials for the active and vigorous employment of all their mental powers."

It may be that in some of these suggestions I have wandered far from my subject, but, as I said at starting, and as I hope I have proved to your satisfaction, tact has such a bearing on all the work done in the school-room that it is impossible to write on one subject without dwelling at some length on the other.

As I said at the beginning of my essay, in no other profession in life is tact so necessary as in that of teaching, and in no other position is it more necessary to be enthusiastic and wide awake if one would be truly successful and useful. A dull, monotonous teacher, will have a dull, monotonous school, while an earnest, zealous, and enthusiastic teacher, will so inspire and animate the pupils that they will manifest a deep and lively interest in every exercise before them. With much truth it is said "as is the teacher so is the school." A teacher who is kind, active, and full of tact may and *will* gain an almost unlimited influence over the minds and feelings of his pupils and lead them cheerfully onward and upward in the paths of knowledge, while, on the other hand, a teacher who is dull and lifeless will drag his pupils down to the depths of apathy and listlessness, from which it will be no easy task to draw them

forth again. If a teacher feels a lively interest in the duties of his profession he will succeed in awakening a corresponding interest on the part of his pupils and their parents, and when teacher, parents, and pupils are all actuated by a spirit of earnestness, energy, and true enthusiasm in relation to school duties, we may expect progress and improvement of the most gratifying kind, and if the teacher rightly appreciates the nature and magnitude of his work he *will* possess a spirit of true earnestness and enthusiasm. Let the teacher at all times feel that principle of love and sincere devotion to his profession which is to be regarded as the sign and measure of high souls, and which wisely directed will accomplish much, and there is little danger that he will long suffer from any want of tact. Let him not be satisfied with past success or present attainment, but let his motto ever be "onwards and upwards." Let not then the teacher be unmindful of the nature and value of his work, but appreciating the thought so beautifully expressed by Bishop Doan in the following lines, let him be up and doing with a consciousness that at some future time reflection upon his "labours of love" will afford him the truest pleasure, and that his reward, though long in coming, will at last be sure:

"Chisel in hand stood a thoughtful boy,
With his marble block before him;
And his face lit up with a smile of joy
As an angel dream passed o'er him.
He carved the dream on that shapeless stone
With many a sharp incision,
With heaven's own light the sculpture shone,
He had caught the angel vision.

Sculptors of life are we as we stand
With our souls uncarved before us,
Waiting the hour when at God's command
Our life-dream passes o'er us.
If we carve it then on the yielding stone,
With many a sharp incision,
Its heavenly beauty shall be our own,
Our lives that angel vision."

ENGLISH LITERATURE IN CANADIAN SCHOOLS.*

BY GEO. H. ROBINSON, M.A., HEAD MASTER OF THE HIGH SCHOOL, WHITBY.

FOLLOWING the introductory sketch I have given you of the history of the teaching of English Literature in Ontario, I proceed now to consider, as briefly as I can, the following topics:—

1. The meaning of the term English Literature in our schools.
2. The Commentator's Ideal.
3. The Examiner's Ideal; and
4. What I think should be the Teacher's Ideal.

1. The term Literature in the High Schools means portions of authors prescribed by the Minister of Education, to be read in such a way as to be understood thoroughly by the pupil, both as to the verbal meaning of the selection as well as to its beauty and power.

In the Public Schools there are six courses of literature open to the teacher. If he have pupils in the 6th class he may read with them the work prescribed for the Intermediate; if in the 5th class, he may read the work for third-class teachers' certificates, which consists of selections from the 5th, and which would much better be the same as that for the Intermediate; or, if in the 4th class, he may prepare pupils on the selections for the Entrance Examination into the High Schools, consisting of passages from the Fourth Book Reading Lessons; or he may read all of them, as some are laudably ambitious to do; or he may read none of them, and read instead the *Globe*, the *Mail*, or other issues of

the daily press. The latter interesting literary productions, I am sorry to say, are not yet on the programme, but perhaps we may live to see the day when the daily newspapers may have a place in some shape or other in the daily work of the school-room. I am not afraid to say that, in the hands of a judicious teacher, they could be made instruments of incalculable benefit in quickening the intelligence of pupils. It is no part of my business, nor is it my design, to state what the Public School teacher ought to do with all the courses open to him by the official programme, but I hope I shall not be thought obtrusive if I tell you what, with my present experience, I would do if I were a young teacher anxious to work up my school to a high state of efficiency. I would select the course for entrance into the High Schools, and bring my pupils as far as I could towards perfection in that course, and *then* let them try the Entrance Examination. What I would do with them after that would depend entirely upon circumstances, but I would not forget that my chief duty was to have regard to the majority of the pupils in my school.

Nothing more is required in this course than a good general idea of the sense of what is read, the meaning of difficult words and phrases, and the ability to give, in the pupil's own words, the substance of some particular lesson read in school, or in his hearing at the time of examination. The lessons are all prose selections, and no attempt need be made to

* Portion of a paper read before the Teachers' Association of the County of Ontario.

study them in reference to rhetorical force or beauty, nor would such an attempt be in the least degree desirable. It would, in the majority of instances, as far as the pupil's attempt to reproduce such information is concerned, be only effort thrown away, and would be much better devoted to something else.

Speaking from experience, it would be pleasing to know that the time-honoured custom of learning by heart, and the recitation of passages from the Readers, is still flourishing in the Public Schools. It is in them that the foundation of real success in the study of literature must be laid, and I am persuaded that we in the High Schools can never build upon the foundations laid in them a noble edifice of imperishable thought, unless our pupils come to us with their young minds stored with the treasures of their Readers. Let, by all means, the good old custom of having readings, recitations, and declamations on Friday afternoons be kept up in full vigour. Let our boys and girls be encouraged to learn the "winged words" of the poet, or of the orator, and I feel certain that whether he understands them or not, whether he fails to feel one throb of emotion, or to be charmed with one touch of fancy, as he recites them *noiv*, the time will come in his life when as teacher himself, as preacher in the pulpit, as counsel at the bar, as farmer at the plough, as parent with the child, he will, "reaping at last in his mind the produce of the deep furrow," be able to point the moral, flash forth his own thoughts clothed with beauty and power, add fresh pleasure to the life of children, or draw solace or inspiration for his own heart from memory's perennial spring.

In proceeding to investigate the Commentator's idea of English literature for school purposes, one cannot fail to be surprised at the rapid multiplication of manuals designed to illus-

trate the meaning of standard authors, and we must be gratified to know, that in this province and from our own ranks have been found those able and willing to meet the requirements of the occasion. It would be tedious in this paper to roam over the whole field of school-editions of the English classics, and to dwell on their individual merits, nor indeed is this necessary. They all resolve themselves into two classes, the one leaving something for both student and teacher to do in the way of original investigation, and the other, nothing to do but quietly and thankfully to appropriate the results of the editor's labours.

To the former class belongs the famous edition of Shakespeare now in progress of issue from the Clarendon Press, of which portions have been, and are, much used in the High Schools. It is an edition that has received the warmest encomiums of the highest authorities and as such claims from teachers and students an investigation into the characteristics which have brought to it so much praise.

The aim of the editors seems to be to give help to the reader only where help is needed, carefully to avoid loading the commentary with anything that is not strictly relevant to the meaning of the text, and scrupulously to refrain from interfering with the reader's own judgment as to the style, power, and beauty of the play. The principle of resolving textual difficulties by collating parallel passages from the author's other works, is clearly developed. To each play there is an introduction, giving all that is known as to the sources from which Shakespeare derived his materials. The original documents are given, so that the student may have his materials for criticism at first-hand. Passages supposed to be interpolated are indicated, and the editor's reasons for suspecting the text are given in such a way that the student cannot fail to apprehend the

rationale of true criticism, and to get possession of an instrument by which he may prosecute his own investigations. The difficulties that occur in the syntax, as far as they arise from the growth or change of the language, are explained, but there is not the slightest attempt to make the text the invariable occasion of lessons in Parsing and Analysis. This is just as it should be: when we gather at the feast of wisdom and the flow of soul, why leave the banquet for a lecture upon the physiology of the viands?

Disputing the place of favour in our schools with the Clarendon Press series, is the American edition of Shakspeare by Rolfe. In his commentary on textual difficulties, he follows closely the Cambridge editors, but he has prefixed to the Plays, and scattered throughout the Commentary, what some choose to call a valuable body of criticism, excerpts from the standard critics. The student is at once introduced to the opinions of others,—often very conflicting opinions,—and before he has read a line of his author, he has his mind made up on all the debatable questions. Possessed of the opinions of critics whose great names compel submission to their dicta, he has no opinion of his own, can form none—and occasionally can need none. This method of cramming the pupil's mind with ready-made views, is, in my opinion, most pernicious. What would be thought of acquiring a knowledge of mathematics by committing to memory the examples and the answers, and never solving a single problem! The proper place for such editions is in the hand of the judicious teacher, who, if he accept the dictum of the critic (and he should not hasten to do this), should endeavour by a careful study to lead his pupil to reach the same conclusion. Otherwise there may be "cram;" there may be glibness in the class, or, at the call of a written examination, the

ability to cover page after page with an undigested, unassimilated mass of criticism, but there will never be upon the mind of the pupil an educative influence of any but the slightest value.

Hales's "Longer English Poems" is a work which includes Goldsmith's *Traveller* and Gray's *Elegy* and is therefore now often to be found in the hands of students who have to read these selections for their examinations. It is a work that has enjoyed a wide-spread popularity; it is the work of an acute critic, and it is especially stimulating and suggestive. There is in it an admirable introductory essay, "Suggestions on the Teaching of English Literature," which I commend to the notice of all who are not yet acquainted with it. To the Third Class Teacher who is striving to work up his Literature by himself, and who will follow out Hales's suggestions, it will prove of invaluable assistance. If I should undertake to show you how I think English Literature should be taught to a class, I would only have to travel over the course marked out by this editor. If you have not the work, let me advise you to get it; and if you have read it, what can you do better than read it again? You may not agree with all he has to say, nor may you feel inclined to follow his method, and you may even detect some trifling errors, but you will soon discover that the direction in which he seeks to lead you is one that will be helpful to you.

Some valuable remarks on "The Teaching of English Literature" are to be found in the general introduction to the British India Classics, as found in Jeaffreson's edition of Scott's *Lady of the Lake*. He insists upon the necessity of the pupil having access to books of reference, so that he may have the power and pleasure of acquiring knowledge for himself.

I am persuaded by daily experience that a pupil is injured beyond measure

by having every scrap of knowledge prepared for him, and that the spoon-feeding, rocking and dandling process, will never make a vigorous, independent race of scholars.

I cannot very well pass by in this connection the efforts of our native editors — Mr. Seath on "Paradise Lost," Messrs. Williams and Tait on Gray's *Elegy* and the *Traveller*, Messrs. Armstrong and Davies on "Third-Class Literature." All these gentlemen have written manuals, we may say without giving offence, not so much for the purpose of disseminating sound views on the teaching of Literature, as of enabling candidates to pass their examinations. The thought that money might be made out of such literary ventures would, I think, hardly induce anyone in Ontario to prepare a school-book. These little volumes are then the outgrowth of our system of written tests, and their merits will have to be determined by a careful study of these written tests. The consequence is that there has been of late in Ontario an incredible amount of note-reading, and an immense accumulation of second-hand bits of knowledge.

Mr. Seath's edition of "Milton," while evidently prepared for candidates going up to the teachers' examination, contains much that is extremely valuable in suggesting a proper study of the English language. It is far in advance of the ordinary class-book. I have not time to notice the other works of our native press except to remark that Mr. Armstrong and Mr. Chase, in their little books, give some very valuable hints on the teaching of an English lesson. Messrs. Williams and Tait's manual, and that of Dr. Davies, will also be found of much use.

I come now to a division of my subject that has great interest for us of the teaching profession, to wit: The Examiner's idea of how English Literature ought to be taught and studied.

With regard to the examinations conducted by the Education Office, we have not had as yet much opportunity of testing the truth of the adage, "Many men, many minds." There have now been held many Departmental Examinations, in all of which it will be found that the papers in Literature have been prepared by the same examiner, thus affording us ample opportunity to learn what he means by the subject. Nor has the Central Committee left us in the dark as to the direction they desire this subject to take in the schools. In the October number of the *Journal of Education*, 1875, will be found a report from the Central Committee of Examiners, communicated in a letter from the Rév. Professor Young, the Chairman, respecting the teaching of Literature in the Normal Schools. Amongst other interesting matters in the report will be found the following:—

"While the Committee will attach due weight to a close study of the selections, they will consider it of far greater consequence that candidates should show themselves able to enter into the spirit of the authors read and to appreciate the beauty of their style. They will prefer a knowledge of important facts and general features to the most minute acquaintance with details if unaccompanied by an ability to distinguish what is important from what is not."

Nor are we left uninformed as to the Examiner's ideal, for in the January number of the *Journal of Education* for 1876, we find published as a guide to teachers a paper on the study of higher English in schools, addressed to the Chairman of the Central Committee, by J. M. Buchan, M.A., Inspector of High Schools.

In this paper Mr. Buchan expresses the view: "That candidates for first-class certificates and pupils in the higher department of the High Schools approximate sufficiently in regard to

knowledge and ripeness of intellect to render it advisable that they should be taught in the same way. Pupils in the lower departments—*i.e.*, candidates for the intermediate, second and third-class certificates—will require to have the method of instruction adapted to their less mature years.

“With all classes of pupils alike the main thing to be aimed at by the teacher is to lead them clearly and fully to understand the meaning of the author they are reading, and to appreciate the beauty, the nobleness, the justness, or sublimity of his thoughts and language. Parsing, the analysis of sentences, the derivation of words, the explanation of allusions, the scansion of verse, the pointing out of figures of speech, the hundred and one minor matters on which the teacher may easily dissipate the attention of his pupils, should be strictly subordinated to this great aim. The masterpieces of our literature were written not to serve as texts whereon exercises of various kinds might be based, but to convey to others in the most attractive form an account of the thoughts and feelings which pervaded the minds of their authors: so that if we wish to benefit in the highest degree by their perusal, we must make ourselves at home with their writers and inhale for a time the mental atmosphere which they breathed. It is essential that the mind of the reader should be put *en rapport* with that of the writer.” Mr. Buchan then goes on to say: “But though the works of Shakspeare and Milton and our other great writers were not intended by their authors to serve as text-books for future generations, yet it is unquestionably the case that a large amount of information may be imparted and a very valuable training given if we deal with them as we deal with Homer and Horace in our best schools. Parsing, grammatical analysis, the derivation of words, prosody, composition, the history of the language,

and, to a certain extent, the history of the race, may be both more pleasantly and more profitably taught in this way than in any other. It is advisable for other reasons also, that the study of these subjects should be conjoined with that of English literature. Not only may time be thus economized but the difficulty of fixing the attention of flighty and inappreciative pupils may more easily be overcome.”

The writer then proceeds to show how the study may be carried on in connection with the study of an English classic by an advanced class. Much as I would wish, for the benefit of young teachers, to give Mr. Buchan's views on this topic, I shall have to limit myself to the remark that his views in the main coincide with those of Hales. They are to be found *in extenso* in the previously mentioned number of the *Journal of Education*.

Let me now proceed to inquire how far the ideal has been attained and in what direction the teaching of English Literature in this Province, as far at least as the High Schools are concerned, is moving; for I take it for granted that the general character of an examination determining the money-grant to schools, forms the general character of the teaching. There have now been seven examinations for the Intermediate and all the papers on English Literature have been set, I believe, by the same Examiner. In making an analysis of the nature of the questions and their value I have not been able to go farther back than the papers of December, 1877, though the most cursory examination of those set prior to that date will show that the character is constant. Taking, then, the last four examinations, and adopting the Examiner's own subdivision of topics, as published in the *Journal of Education*, I find that we may tabulate the character of the questions and the marks assigned to them as in the annexed schedule.

ENGLISH LITERATURE.

Examination Papers.

July, 1879	Dec., 1878.	July, 1878.	Dec., 1877.	
22	16	41	12	1. Meaning of the Author.
7	6	0	9	2. The Nobleness, Sublimity and Justness of Thought.
14	18		2	3. Synopsis of Contents, Plot, etc.
16	10	27	22	4. Life and Times of the Author.
8	5			5. Difficulties in Analysis, Parsing, etc.
8	10	12	4	6. Etymology.
5	7		5	7. Allusions.
	16	10	13	8. Metre.
				9. Figures of Speech.
6	12	10	27	10. Critical Estimate of the Work.
			9	11. Quotation.
15			2	12. Paraphrase.
				13. Connection of the Extract.

GRAMMAR PAPERS.

On the same extract as the Literature for the Examination.

July, 1879.	Dec., 1878.	July, 1878	Dec., 1877.	
20	16	24	17	Analysis.
95	36	44	36	Parsing.
7	18	20	16	Derivation.
	8		5	Distinction of Words.
				Prosody.

I have added the marks given on English Grammar according to a subdivision uniformly observed by the Examiner in that subject, and I ask you to observe that the extracts for Analysis and Parsing are all taken from the selections for English Literature. Now let it be observed that all that the candidates for the Intermediate or Second-class Provincial certificates required to make to effect "a pass" was 20 per cent. of the marks on the subject. An examination of the schedule will show that it was possible at every examination to pass "without having any clear idea of the meaning of his author, or any idea of the noble-

ness, the justness or sublimity of his thoughts and language," without any idea of the subtle essence of poetry, and further that the masterpieces of our literature have served as texts whereon exercises of various kinds have been based—in a word that teachers of literature have been compelled to make that subject the occasion of interminable exercises in parsing, analysis, derivation, and prosody.

I have not time to go into an analysis of what has been done in other Departmental Examinations, but I have no doubt the results would be substantially the same.

It is only proper here to say that the Examiner is in no way to be blamed for having failed to reach his ideal. If he had set papers in accordance with his ideal, not one candidate in a hundred would have passed, for the amazing difficulty (which none understands better than he) to a young candidate of analysing the influence of soul upon soul, or, in the poet's sense, of bodying forth the form of things unknown, would have assuredly barred all progress except to the most brilliant minds.

It would appear, then, to ensure the passing of candidates, there must be a failure to approach the true ideal. By strict logical induction we are led to inquire, is such an examination necessary, and is it not destructive of proper methods of teaching the subject? The conclusion is inevitable: If it is compulsory to pass our pupils on such examinations, we must teach down to the level of the questions, or if we aim at the higher ideal, we may fail to make a pass and lose what is regarded in so many quarters as better than culture or education—money.

In leaving this part of the subject, I would draw the inference that the best results likely to flow from the study of English authors in our schools are not attained or attainable under the so-called system of "Payment by Results,"

and that this conclusion, if correct, should form an argument, in addition to countless others, for the entire re-organization or abolition of the system. No mere system of written tests, not the most clever or experienced adepts in the art of setting questions, not the most ingenious apparatus for testing the essence of poetry or the flavour of rhetoric, can determine the money value of Literature as an educative influence, or tabulate its effects upon the youthful mind. There is no subject in the whole curriculum that suffers so much from the debasing influence of the money grant as this, and though "the trail of the serpent is over them all," it is here that it is slimiest and deadliest.

It was my intention to inquire somewhat fully into the style of papers set upon this subject in London University, at the Oxford and Cambridge "Locals," and especially at Toronto University, which moulds to some extent the character of the teaching in the Upper School, but the limits of your time will admit of nothing but the slightest reference to the papers set at the Provincial University.

These are, as might be expected, different from those set in the High Schools, chiefly, I presume, because University candidates are generally of somewhat mature mind and consequently better able to generalize, to exercise the critical faculty, and to grapple with abstruse subjects. The Matriculation Pass Paper this year on "Milton," however, was not, I think, such as to call forth an expression of these powers or to exercise a wholesome influence upon either the candidates or the teachers in their future efforts. The chief objection to it is that a candidate of average ability could pass very well upon the paper without ever having read the author. Such a possibility in any examination surely defeats the object of the Senate in placing it upon the curriculum, and would, if of frequent occurrence, chill

the ardour of young students and disgust them with a subject that could be treated so much to their disadvantage, —to say nothing of the paralysis that would fall upon the efforts of those, who might not be able without compulsion or bribery, to teach up to the standard of 1875.

It follows from this, also, that in this subject, more perhaps than in any other, we must not be content with teaching up to the mere examination standard; and, quoting Lord John Russell's famous ejaculation, "Let us rest and be thankful," cease to exert ourselves further.

Since, in other subjects, the ability to do something, but in literature the ability to feel something, is the true measure of the value of the pupil's training, while we endeavour to put our pupils in a position to pass as now required, we must carefully aim at the higher mark.

The examiner will not ask of the pupil—Do you love good literature? The master notwithstanding this, must try to implant in the pupil's mind a love of good literature. The examiner will not ask—Has this word "burned you through with a special revelation?" The master must watch and wait for the flashing eye and the glowing cheek that mark the electric contact of soul and soul. The examiner will not ask him—Have you inhaled the mental atmosphere which the poet breathed? The master will have to satisfy himself that his pupils are in a mental sense as Euripides described the Athenians in a material sense:

"Ever delicately marching
Through most pellucid air."

He must not leave them until they can say something better of a noble writer than that he is "good" or "jolly" or "splendid" or "nice" or any other of the stupid phrases that silly people inscribe upon the volume from the lending library. To this end

the question of Philip to the Eunuch must in some shape be ever on his lips—"Understandest thou what thou readest?" Happy shall he be if he catches the humble yet earnest reply—"How can I, except some man should guide me?" Engaged upon the study of a noble poem he must be guided to see that it is not only the product of genius, but that it is also, in some degree, a work of the highest art. He must not only be cultivated to feel emotions of pleasure or of horror, to feel, in short, his heart-strings vibrate in unison with the chords of the poet's lyre, but he must see how the proper effect is produced. He must feel in deed and in truth that—

"The poet in a golden clime was born,
With golden stars above;
Dowered with the hate of hate, the scorn of
scorn,
The love of love.

He saw thro' life and death, thro' good and ill,
He saw thro' his own soul.
The marvel of the Everlasting Will
In open scroll

Before him lay: with echoing feet he threaded
The secretest walks of fame:
The viewless flows of his thoughts were
headed,
And wing'd with flame.

Like Indian reeds blown from his silver tongue,
And of so fierce a flight,
From Calpe unto Caucasus they sung,
Filling with light

And vagrant melodies the winds which bore
Them eastward till they lit;
Then, like the arrow-seeds of the field and
flower
The fruitful wit

Cleaving took root, and springing forth anew
Where'er they fell, behold,
Like to the mother plant in semblance grew
A flower all gold.

And bravely furnished all abroad to fling
The winged shafts of truth,
To throng with stately blooms the breathing
spring
Of Hope and Youth."

I cannot leave the subject without saying to my junior fellow-teacher how extremely valuable the study of this subject is to the teacher himself, and how recreant he would be to his duty if he did not seek, by every means in his power, to keep awake in himself a love of our noble English Literature. Whether we are fond of the Classics, or Mathematics, or the Natural Sciences, or any other of the great departments of human knowledge, we ought every day of our lives to read and meditate upon some page of this priceless heritage. I will not seek to flatter your pride or augment your professional importance by saying how valuable may be your labours and your influence by such a course of reading, but I will say that you will,

"To your own selves be true,
And it will follow, as the night the day,
You cannot then be false to any man."

I shall conclude with the words of the great French critic Sainte-Beuve:

"All of us who are supporters of the natural method in literature, and who apply it according to our several methods in different degrees, all of us who are artisans and servants of this same science which we strive to render as exact as possible without repaying ourselves with vague notions and vain words, let us then continue to observe without ceasing, to discover the conditions of works notable in different ways, and the infinite variety of forms of talent; let us compel them to give an account of themselves, to inform us how and why they are of this and that fashion or quality rather than another, though we should never explain everything, and there must remain, after all our labour, a last point and as it were a last citadel which cannot be reduced."

ARTS DEPARTMENT.

[NOTE.—We give this month a selection from the Classical Examination Papers of the University of Toronto, for Senior Matriculation; also a number of Original Mathematical Problems from several esteemed Contributors. ARCHIBALD MACMURCHY, M.A., Math. Ed. C. E. M.]

UNIVERSITY OF TORONTO ANNUAL EXAMINATIONS, 1879.

SENIOR MATRICULATION AND SUPPLEMENTAL.

LATIN.

I.

Translate :

Cum hæc dicerentur audirenturque et deploratum pæne Romanum nomen in concilio sociorum fidelium esset, dicitur Ofillius Cæcilius Ovii filius, clarus genere factisque tum etiam ætate verendus, longe aliter se habere rem dixisse: silentium illud obstinatum fixoque in terram oculos et surdas ad omnia solatia aures et pudorem intuendæ lucis ingentem molem irarum ex alto animo cientis indicia esse. Ant Romana se ignorare ingenia, aut silentium illud Samnitibus flebiles brevi clamores gemitusque excitaturum, Caudinæque pacis aliquanto Samnitibus quam Romanis tristitiorem memoriam fore: quippe suos quemque eorum animos habiturum ubicumque congressuri sint, saltus Caudinos non ubicumque Samnitibus fore. LIVY ix. ch. 7.

1. Mark the quantity of *ubique*, and give the meaning of the same word with the other quantity.

2. What would be the more common form instead of *fore* here?

II.

Translate :

Mercuri, facunde nepos Atlantis,
Qui feros cultus hominum recentum
Voce formasti catus et decoræ
More palæstræ,

Te canam, magni Jovis et Deorum
Nuntium curvæque lyræ parentem,
Callidum, quidquid placuit, jocosum
Condere furto.

Te, boves olim nisi reddidisses
Per dolum amotas, puerum minaci
Voce dum terret, viduus pharetra
Risit Apollo.

Quin et Atridas duce te superbos
Ilio dives Priamus relicto
Thessalosque ignes et iniqua Trojæ
Castra sefellit.

Tu pius lætis animas reponis
Sedibus virgaque levem coerceres
Aurea turbam, superis Deorum
Gratus et imis.

HORACE, *Odes* I., 10.

1. Scan the first stanza, marking the quantity of each syllable, and give the names of the metres.

2. Parse *Mercuri, formasti, reddidisses, pharetra, superis*.

3. Decline together *voce minaci*.

4. Give the principal parts of *canam, condere, terret, sefellit, coerceres*.

5. Explain the force of *animas reponis*.

III.

Translate :

Talibus inter se dictis ad tecta subibant
Pauperis Evandri; passimque armenta videbant

Romanoque foro et lautis mugire Carinis.

Ut ventum ad sedes: "Hæc," inquit, "limina victor

Alcides subiit; hæc illum regia cepit.

Aude, hospes, contemnere opes, et te quoque dignum

Finge Deo, rebusque veninon asper egenis."

Dixit : et angusti subter fastigia tecti
 Ingentem Ænean duxit, stratisque locavit,
 Effultum foliis et pelle Libystidis ursæ.
 Nox ruit, et fuscis tellurem amplectitur alis.
 VIRGIL, Æneid viii, 359-369.

1. Give the derivation of *tecta*, *armenta*, *stratis*.
2. Parse *ventum*, *finge*, *effultum*.
3. Explain references in *Romanæque foro*, *Carinis*, and *Alcides*.
4. Epitomize the story of the Æneid.

LATIN GRAMMAR.

FOR ALL CANDIDATES EXCEPT THOSE FOR
 HONOURS IN SENIOR MATRICULATION.

1. Decline throughout the sing. *socer*, *rete*, *incus*.
2. Give the etymology, gender and gen. sing. of *crinis*, *comes*, *cos*, *frons*, *supellex*.
3. Distinguish between *viri* and *viri*, *re-ducere* and *reducere*, *diffidit* and *diffidit*.
4. Give a list of feminine nouns of the fourth declension.
5. Compare *antiquus*, *felix*, *humilis*, *dives*, *idoneus*, *nuper*.
6. Decline throughout (a) the singular *ipse*, *alteruter*, and (b) the plural *ambo*.
7. Give the Perfects, Supines, and Infinitive Moods of *scco*, *vendo*, *faveo*, *arceo*, *misceo*, *reor*, *operio*, *meto*.
8. What do you mean by *Inchoative* or *Inceptive* verbs? State how they are formed, giving examples.
9. Translate: (a) He hid them by thirties in a cave. (b) Nothing prevents me from setting out to-day. (c) He lived at Corinth four years and came to Rome in the consulship of Lucullus.

LATIN.—HONOURS.

I.

Translate:

Ex eo tempore in duas partes discessit civitas: aliud integer populus fautor et cultor

bonorum, aliud forensis factio tenebat, donec Q. Fabius et P. Decius censores facti, et Fabius simul concordie causa simul ne humillimorum in manu comitia essent, omnem forensis turbam excretam in quattuor tribus coniecit, urbanasque eas appellavit. Adeoque eam rem acceptam gratis animis ferunt, ut Maximi cognomen, quod tot victoriis non pepererat, hac ordinum temperatione pareret. Ab eodem institutum dicitur, ut equites idibus Quinctilibus transveherentur.

LIVY ix., ch. 46.

1. Give the principal parts of *discessit*, *excretam*, *pepererat*.
2. Write explanatory notes on *factio forensis*, *in quattuor tribus*, *et.*, *idibus quinctilibus*.
3. Distinguish *nomen*, *pronomen*, *cognomen*, *agnomen*.

II.

Translate:

Dicimus C. Verrem, quum multa libidinose, multa crudeliter in cives Romanos atque socios, multa in deos hominesque nefarie fecerit, tum præterea quadringentiens sestertium ex Sicilia contra leges abstulisse. Hoc testibus, hoc tabulis privatis publicisque auctoritatibus ita vobis planum faciemus, ut hoc statuatis, etiam si spatium ad dicendum nostro commodo vacuosque dies habuissemus, tamen oratione longa nihil opus fuisse. Dixi.

CICERO IN VERREM, Act I., 56.

1. *Quadringentiens sestertium*. Give the amount and explain the construction.
2. Write a succinct account of this trial.

III.

Translate:

Venerat antiquis Corythi de finibus Acron, Graius homo, infectos linquens profugus hymenæos:

Hunc ubi miscentem longe media agmina vidit,

Purpureum pennis et pactæ conjugis ostro;
 Impastus stabula alta leo ceu sæpe peragrans
 (Suadet enim vesana fames) si forte fugacem
 Conspexit capream, aut surgentem in cornua
 cervum,

Guadet hians immane, comasque arrexit, et hæret

Visceribus super incumbens; lavit improba
tetur

·Ora cruor:

Sic ruit in densos alacer Mezentius hostes.

Sternitur infelix Acron, et calcibus atram

Tundit humum expirans, infractaque tela
cruentat.

VIRGIL, *Æneid* X., 719-731.

1. Scan the first two lines of the extract, marking the quantity of each syllable, and explaining any peculiarities.

2. Parse *pacis, impastus, arrexit, lavit*.

3. Give the force of the inseparable particle, *ve*.

IV.*

Translate:

Cingitur ipse furens certatim in prælia
Turnus:

Jamque adeo, Rutulum thoraca indutus, ænis
Horrebat squamis; surasque incluserat auro,
Tempora nudus adhuc; laterique accinxerat
ensem;

Fulgebatque altâ decurrens aureus arce;
Exsultatque animis, et spe jam præcipit los-
tem

Qualis ubi abruptis fugit præsepia vinclis
Tandem liber equus, campoque potitus aper-
to,

Aut ille in pastus armentaque tendit equarum,
Aut assuetus aquæ perfundi flumine noto,
Emicat, arrectisque fremit cervicibus alte
Luxurians; luduntque jubæ per colla, per
armos.

Ibid, XI., 486-497.

1. Cite a parallel passage from a Greek author.

2. Parse *tempora, potitus, and emicat*.

1. Explain the principal uses of the Ablative case, giving short examples.

2. Parse and explain the words italicised in these phrases: *Macte esto virtute pro Jupiter, Manlius locutus fertur*.

3. Give the Perfects, Supines and Infinitive Moods of *tono, fleo, pergo, lacesso, ordior, adipiscor*.

4. Translate the following: (a) It seems that Cicero erred. (b) Ambassadors came from Rome to complain of injuries. (c) This is too good to be true.

* Special importance is attached to the accurate translation of the extract.

ALGEBRA.—PROBLEMS.

40. Sum, by common Algebra, the series:

$$\frac{7}{3 \cdot 4 \cdot 5 \cdot 6} + \frac{11}{4 \cdot 5 \cdot 6 \cdot 7} + \frac{17}{5 \cdot 6 \cdot 7 \cdot 8} + \frac{25}{6 \cdot 7 \cdot 8 \cdot 9} + \text{etc.}$$

to n terms, and also to infinity.

41. Sum the series:

$$\frac{11}{2 \cdot 3 \cdot 4 \cdot 5 \cdot 6} + \frac{35}{3 \cdot 4 \cdot 5 \cdot 6 \cdot 7} + \frac{81}{4 \cdot 5 \cdot 6 \cdot 7 \cdot 8} + \frac{155}{5 \cdot 6 \cdot 7 \cdot 8 \cdot 9} +$$

$\frac{263}{6 \cdot 7 \cdot 8 \cdot 9 \cdot 10} + \text{etc.}$, to n terms, and also to infinity.

PROFESSOR EDGAR FRISBY, M.A.,
Washington Naval Observatory.

42. ABC is any triangle inscribed in a given circle, $ABEC$, of which AE is a diameter. AQ bisects angle between AE , and the perpendicular from A on base BC ; shew that angle $BAC =$ angle subtended by arc QC at centre of circle.

43. The first term of a series is a , the second term is b , and each subsequent term is a Geometric mean between the two preceding terms; shew that the n^{th} term is

$$b \left(\frac{a}{b} \right)^{\frac{n-2}{3 \cdot 2^{n-2}}}$$

44. Sum the series $1 + 0 + \frac{1}{2} + \frac{1}{4} + \frac{1}{8} + \frac{1}{16} + \frac{1}{32} + \frac{1}{64} + \dots$ to $2n$ terms, and hence find the product of the first $2n$ terms of the series in Question 43.

D. FORSYTH, B.A., *Math. Master,*
High School, Berlin.

45. In a given triangle to inscribe a triangle equiangular to a given triangle.

46. Through a given point to draw a straight line so that the parts of it intercepted between that point and perpendiculars drawn from two other given points may have a given ratio.

47. $ABCD$ is a square, AC a diagonal, and E the middle point of AD . Shew that the intersection of BE with AC is a point of trisection of AC .

48. In the figure of (47), if F be the point of intersection of BE with AC , and FG be drawn to CD , parallel to BC , and DH perpendicular to BE , shew that the angle DFG is equal to DAG .

49. In the figure of (48) shew that the rectangle HIE , EF is equal to a twelfth of the whole square.

(47, 48, and 49 are from the Matriculation of 1866).

50. A quadrilateral figure possesses the following property: Any point being taken, and four triangles formed by joining this point with the angular points of the figure, the centres of gravity of these triangles lie on the circumference of a circle; prove that the diagonals of the quadrilateral are at right angles to each other.

51. Through any point of a chord of a circle other chords are drawn; shew that lines from the middle point of the first chord to their middle points will meet them all at the same angle.

52. Prove analytically (1) The angle in a semi-circle is a right-angle; (2) Angles in the same segment of a circle are equal.

53. An ellipse and hyperbola that have the same foci and centre will cut one another at right angles.

54. In No. (53), if from any point in the circumference of the circle which passes through the points of intersection of the ellipse and hyperbola, tangents be drawn to those curves, they will be at right angles.

55. Find the condition in order that two given equations of the second order may represent similar and similarly situated curves.

$$\left. \begin{aligned} 56. \text{ Solve } x + y + z &= 11 \\ x^2 + y^2 + z^2 &= 49 \\ yz &= 3x(z-y) \end{aligned} \right\}$$

57. If there be n straight lines lying in one plane the No. of different, n -sided polygons formed by them is $\frac{1}{2} \{n-1\}$

58. Resolve $2x^3 - 21xy - 11y^2 - x + 34y + 3$ into factors of the first degree.

59. Find the continued product of n such

trinomials as $x^2 - ax + a^2$, $x^4 - a^2x^2 + a^4$, $x^8 - a^4x^4 + a^8$ etc.

60. Prove (by the method of Indeterminate Co-efficients) that the sum of the products of the first n natural numbers, taken two and two together, is

$$\frac{n(n-1)(n+1)(3n+2)}{24}$$

61. Show that the remainder after n terms of the expansion of $(1-x)^{-2}$ is

$$\frac{(n+1)x^n - nx^{n+1}}{(1-x)^2}$$

62. The sum of the first $r+1$ co-efficients of the expansion of $(1-x)^{-m}$ is $\frac{|m+r}{|m| |r}$ m being a +ve integer.

63. A body is floating between two known fluids, and the part immersed in the lower is observed to be the same as if it were floating on the surface of a fluid formed by the mixture of equal portions of the two fluids; determine the specific gravity of the solid.

64. Two hollow cones, filled with water, are connected together by a string attached to their vertices, which passes over a fixed pulley; prove that, during the motion, if the weight of the cones be neglected, the total pressures on their bases will always be equal, whatever be the forms and dimensions of the cones. If the height of the cones be h, h^1 , and heights mh, nh , be unoccupied by water, the total normal pressures on the faces during the motion will be in the ratio:

$$n^2 + n + 1 : m^2 + m + 1$$

65. A hollow cone floats with its vertex downwards in a cylindrical vessel containing water. Determine the equal quantities of water that must be poured into the cone and cylinder that the position of the cone in space may not be altered.

66. At what angle must two mirrors be inclined so that a ray incident parallel to one of them, may, after reflection at each be parallel to the other?

67. Three circles are so inscribed in a triangle that each touches the other two and two sides of the triangle; prove that the

radius of that which touches the sides AB , AC , is

$$\frac{r}{2} \left(\frac{(1 + \tan \frac{B}{4})(1 + \tan \frac{C}{4})}{1 + \tan \frac{A}{4}} \right),$$

r being the radius of the circle inscribed in the triangle.

68. If $\frac{a+cx}{c+ax}$ be expanded in series as-

PROFESSOR SEELEY of Cambridge, delivered in the theatre of the Royal Institution, to what, he said, he might regard as a kind of academical audience, some "Suggestions to Students and Readers of History." Among other educational developments in the national university in which he had taught for nearly ten years, was a growing interest in history, to which a small but earnest number of the young men had resolved to devote their lives as a study not less worthy the attention than mathematics or classics. They had given up the current notions of history, seeking to make it more reasonable and useful. Most of the recent efforts to popularise history were traceable to the impulse given by Scott's historical novels. That wizard made his personages—e.g., Louis XI.—as real as Achilles or Robinson Crusoe; and it must not be forgotten that it was amid the successive appearances of his marvellous works of fiction that Macaulay's youth and manhood were passed. Macaulay aimed to make truth as charming as fiction, just as Scott had made fiction look like truth. The historical romancer was the father of the romantic historian, and Macaulay had set the fashion of the "readable" histories which were so dear to the popular mind. It was taken for granted that if a book was difficult to read it was because the author was stupid. Teachers of history must make their subject attractive, kindle the eye of the pupil by a life-like recital of great deeds done by great men, and all the rest might be skipped. The dull details must be dropped, gaps filled up by brilliant conjectures, and Clio fulfil her function of proclaiming great events with the trump of poetry. How surely, along with this ideal of history, fiction would usurp the place of fact, and prosaic realities be ignored, the lecturer showed with great ease, and this without ignoring the real merits of Macaulay and the large school of which he was the type. One might well pity the boy who had not read "Ivanhoe," in spite of its historical blunders; and it was undeniable that at rare and long intervals there were epochs worthy of dramatic narration. Still, Professor Seeley

ending by powers of $(1-x)$ and $(1+x)$, and A and B be the coefficients of $(1-x)^n$ and $(1+x)^n$ respectively; then

$$\frac{A}{B} = \pm \left(\frac{c-a}{c+a} \right)^{n+1},$$

the upper or lower sign being taken according as n is even or odd.

J. L. COX, B.A., *Mathematical Master, Collegiate Institute, Collingwood.*

could not but think that Macaulay's historical method ought now to be as much out of fashion as the old stage-coach. Mr. Buckle's opposite theory of a scientific history in which the political element, the development of political constitutions and of national freedom, the actions of kings and ministers, must make way for considerations of climate, soil, food, the conditions of social phenomena, and industrial life, was dealt with no more tenderly. Buckle's book was the greatest hit since the publication of Macaulay's "History," but it delighted general readers far more than students, and was not much talked of now. Since the Greek times the political factor had always been the chief one in history, and so it was with the great writers in the seventeenth century—Hobbes, Locke, Montesquieu, and Rousseau. Buckle was right in calling attention to the importance of the social and economical elements, but not in depreciating the political, which must always be of primary moment. Professor Seeley ridiculed at the same time the fashion of making every seventh chapter or so of a history a *resumé* of the philosophy, theology, literature, art, and science of a period, all which subjects required very special knowledge in the writer to be treated to any purpose. The faithful historian had plenty to do in giving facts, not possibilities and conjectures, without going out of his way to talk of what he could hardly understand. A true science of history must, at the risk of being thought heavy, like such books as the "Principia" and the "Wealth of Nations," treat history as the biography of States. This was the best for universities and schools, because its study would be at the same time the study of politics. Nothing could be more absurd than that a self-governing people like our own should neglect such knowledge, which was one of the most crying wants of the times. History must be built on nothing but solid, prosaic fact, and it would thus become true science, a science which would grow into the most practical in the world by being made the basis of politics. At present our study of history was neither scientific nor practical.

CONTEMPORARY OPINION ON EDUCATIONAL TOPICS.

PROF. GOLDWIN SMITH AT UNIVERSITY COLLEGE, TORONTO.

At the recent Convocation at University College, Toronto, Mr. Goldwin Smith expressed the following sensible opinion on the question of overstudy in preparing for university contests, and on the system of competitive examinations. "It was," he said, "of course, very interesting to one who was himself once engaged in similar university competitions to be present on an occasion of this kind. It recalled to his mind the days when he stood in trembling expectation at the doors of the examination rooms at Oxford, and saw the examiners come forth with the honour lists in their hands. A good deal had been said of late against this system of competitive examinations and prizes, and a good deal had been said with truth. It had been said that the system was defective as a test. No doubt it was. All tests were more or less defective. But he did not think examination or prize tests, if well used, were more defective than tests in general. In his own experience, at least, the results of examinations generally corresponded with the previous reputations of the students. It was also said that men were overstrained by these competitions. Sometimes, no doubt, they were. He did not think they were more often strained by competitions in examinations than by athletic competitions. Far more than health was endangered by vices which wait on idleness. He did not think any man who had a tolerable constitution need injure himself by competitive examinations, if he would only manage himself well, and abstain from habits which, under any circumstances, would be injurious to his health. If a professor found one of his pupils breaking down, he would do well to inquire whether he was reading too much; but he would also do well to inquire whether

he smoked too many cigars or read too late at night. Reading late at night, he was convinced, had been the occasion of many a physical collapse, while, on the contrary, a great deal more work might be done without injury to the health by reading early in the morning. He remembered once meeting the late Lord Westbury, who was then Sir Richard Bethel. He was at the time the Attorney-General of England, with a tremendous amount of professional work during the day, and obliged to attend in Parliament at night. Sir Richard, nevertheless, looked perfectly fresh and healthy, and he (Mr. Smith) complimented him on his appearance. 'Yes,' said Sir Richard, 'and I owe it to this, that I have always worked early in the morning and not late at night.' He added, with a sort of complacency, 'I set out in life with many dear friends who have worked late at night, and I have buried them all.' Far be it from him to say that reading for examination or prizes is the highest motive for reading. Love of study and a sense of duty were higher motives for competition, and the more they could dispense with the latter, and substitute the former, the better. But they could not do that always. He was glad to see the list of matriculated students increasing from year to year. He was one of those who believed Canada would see that in the end it was better to have one great university than a number of small ones—that we should learn that instead of scattering our resources, we should concentrate them, and concentrate them here. He hoped also that the time was not far distant when the University would become the real centre of our whole educational system. Among the questions agitated in England when he was last there, was the one to which he had alluded—the question between the strengthening of the old centres of learning and the multiplication of universities; and

although Owen College had been established successfully, he thought the multiplication of universities was likely to stop there. He found also the disposition to place the educational administration beyond the sphere of politics. He had great respect for our educational administrators, and the excellent Minister of Education we had in particular, but he believed the interests of our national education should above all be kept entirely clear of politics, and it appeared to him that public thought was tending in the direction of centralizing our university system there."

REV. DR. McVICAR AT QUEBEC.

The Reverend the Principal of the Presbyterian College of Montreal, on the 17th Oct., delivered an address at Quebec, before the Protestant Teachers' Association of the province, on "The Teacher in his Study and in the Class-room," from which we make the following extract. The Reverend gentleman was elected President of the Association at the meeting. He said :—

"It might be asked, Why speak of the teacher's work in his study? but he dwelt upon the importance of a teacher's thorough acquaintance with the science, for it is a science of teaching, the science of carrying out what should be a grand 'national policy' to 'elevate the standard' of honesty and morals amongst the people and thus to diminish the number of those who become first-class public frauds and robbers of our banks. Teachers should also study at home the various dispositions and surroundings of all their scholars, and should also prepare special illustrations of their lessons; the best illustrations, he contended, being those which appealed to the eye." Speaking of the teacher in his school-room, the lecturer dwelt upon the importance of avoiding the two evils of teaching too much or too little at a time. By two or three simple questions, the point of ignorance may be gauged, and there the work of teaching begins, while such a mode of procedure serves also to take conceit out of pupils. The question was often asked how attention was to be secured. The best pre-

scriptions were 'to secure the proper relations between teacher and pupil, to judiciously use the eyes, to remove the centres of inattention, to ask plenty of questions of the inattentive, to use copious illustrations, and to insist upon recapitulation. He enlarged upon the necessity of more mental culture amongst teachers, and pointed out the country's march in science, art, and literature, speaking of the necessity for higher national honour, truth and integrity, the only kind of 'national policy' which can secure true and lasting prosperity. The rev. doctor's peroration upon this head, is so especially *apropos* at the present time, that we publish it *in extenso*. His paper was concluded as follows :—"What we need now for still greater national strength and progress are certain things in the moral category. Shall I say a higher sense of honour among all classes, including our public men, and a supreme regard for truthfulness. It is easily seen that defects in these respects must touch and deteriorate our national life at every point, they will influence domestic relations and public transactions, affect our buying and selling in the entire trade or traffic of the country, they must taint our judicial processes and pervert the decisions of our courts; they will pervade our daily literature and render almost worthless and even pernicious the utterances of our press. And is it not a lamentable fact, as recently declared by a leading statesman, that in order to get an approximately correct view of the doings and utterances of any public man you must read the accounts given by the paper which favours him and the paper which opposes him, and even then, you may fail to reach the truth. Now, it is in the power of our schools and institutions of learning to brand with deserved infamy this detestable vice of lying and to stamp it out of existence by calling it by its right name and making it bear its proper burden of dishonour and disgrace, and by holding up before our youth a high standard of truthfulness and integrity. This is what is needed to purify our commerce and bring back business to a safe and healthy state, and the only sort of National Policy that can ensure permanent prosperity.

"We suffer much from, and hear a good deal about, *hard times*, but we are slow to take in the thought that *hard dealings* must bring on hard times in the most productive and highly favoured countries under heaven. If men will have double prices for their goods and force their clerks to lie, and force on trade by unlawful competition, and buy and sell on credit with no rational prospects of meeting their engagements; if young men will rush into business and set up domestic establishments the very first year surpassing or at least equalling in extravagance those of persons who have made their fortunes; if wealthy men, eager to become more so, will found superfluous banks and then press hard upon each other while encouraging reckless adventurers—if men will make up their minds to over-reach, and cheat, and lie in business, there is no difficulty in seeing how hard times must inevitably overtake them. And the remedy is to be sought in persistent, universal, thorough moral culture. The vices hinted at are not to be cured in a few months or years. They grow slowly and they die hard. Great, tall, rank plants of iniquity do not grow up like Jonah's gourd in a single night. Giant swindlers undergo a long and hard process of education, and when a multitude of them infest a country it may require a generation or even more to drive them out, and there must be many a crash and exposure in business and in public life before they take their leave. It is manifest that the true way of dealing with these evils, in so far as they affect us, is to teach, and speak, and preach, and work against them. They will not disappear by being left alone. Silence respecting them is criminal. Froude, the historian, justly complained that during thirty years of church-going he never heard a sermon on common honesty, and on those primitive commandments, 'Thou shalt not lie,' and 'Thou shalt not steal.' Perhaps his experience is not unique. But we need more than sermons on these questions. We need to permeate our whole educational system with ethical training—we need ten thousand daily lessons in our school-rooms and in our homes on the elements of morals, on the principles of truth,

and right, and law, and purity, and frugality, and self-control and general government. These are the principles with which to permeate our whole system of education, and our whole country. Let reverence for truth and right reign supreme, then

'Self-reverence, self knowledge, and self-control,
These three alone lead life to sovereign power,
Yet not for power (for power of herself would come
uncalled for),

But to live by law, acting the law we live by with-
out fear;

And because right is right, to follow right were
wisdom

In scorn of consequences. "'

DR. RYERSON AT STRATFORD.

At the recent opening of the new High School at Stratford the late Chief Superintendent of Education for Ontario was the recipient of the following address, a compliment fully earned by the reverend gentleman at the hands particularly of those who have to do with educational affairs in any section of the province. The reply of Dr. Ryerson is appended.

To the Rev. Egerton Ryerson, D.D., LL.D.,
late Chief Superintendent of Education:—

SIR,—In inviting you to open this building, which is to be devoted to the advancement of higher education in this community, the Board of Education of the town of Stratford desire to express their sense of the great benefits which, during the course of a long official life, you have conferred on the inhabitants of Ontario, by projecting and carrying out that educational system which is at once our glory and the envy of older countries. When entering on your duties as Superintendent of Education, upwards of thirty years ago, you found the educational facilities of the country in a very low condition, the laws unsatisfactory, and as a consequence the people indifferent as to the results. But by amending from time to time the laws, and enlisting the sympathies and exertions of the people in carrying out their provisions, you are enabled to see the fruit of your labours in the schools that dot our land, where every child can re-

ceive an education that will fit him for the active duties of life. Nor is it alone in the general education of the people that your hand is seen, but, in extending the facilities for their higher education, your exertions have been rewarded with abundant success.

As the completion of this edifice marks an era in our educational history, the Board deem it not inappropriate to state what has been done by the people of this town in providing means for educating their children. A High School was established in Stratford in the year 1853. At first it was conducted in a small room in the Court House. It was afterwards transferred to the court room, and in the year 1856 removed to the building at present occupied by it, and which was erected at an expense of about \$4,000 contributed by the County Council of Perth. About two years ago this became too small for the increased and increasing numbers of pupils attending it, and it was resolved to proceed with the erection of a building which would give enlarged accommodation, and be a credit, from an architectural point of view, to the town. In this the Board feel confident they have been successful. The plan of the building was prepared, the site, of three acres, was secured, contracts were entered into, and the foundation laid in July, 1878. The cost of the building, site, and furniture will amount to about \$28,000, and an examination will show that it is surpassed in external beauty and internal accommodation by no similar structure in the Province. In this connection it may be stated that the number of pupils at present in attendance at the High School is 140, under the instruction of an efficient staff of teachers—an experienced Head Master and three assistants—and it is proposed shortly to apply to the Government for the recognition of it as a Collegiate Institute.

Nor have the Board been indifferent to the progress of the public schools under their charge. Since the "old log school-house" was taken down, in 1855, the building at present used as a central school and four well-appointed ward school-houses have been erected, at a cost of \$35,000, providing accommodation for 18 departments, and

about 1,000 pupils in which intelligent and painstaking teachers are employed in imparting to the youth of the town an education which will enable them to battle successfully with the difficulties of after-life.

That you, sir, may be long spared to enjoy your well-earned leisure, as well as to witness the continued success of our national system of education, is the sincere wish of every member of the Board.

Dr. Ryerson, who was greeted with warm applause, said he had no words to express the obligations he was under to them. It was thirty-one years since he first visited Stratford in an official capacity. The town was then in its infancy. That which now afforded most satisfaction to him was the intellectual progress which had gone along with its material advancement. He proceeded to dwell upon the excellence of our school system, and acknowledged the obligations he was under to Holland for many of its best features. He pointed to the success of free schools in Ontario, and the steps taken to place the High Schools on a firm and secure footing. He had sought to impress upon the public that every citizen should have a thorough primary education so as to fit him (if desired) for the University. It had been objected that the whole community should not be compelled to support a High School which was only used by a small portion of the community. But it was overlooked that those who sent their children to the High School contributed largely to the support of the Public Schools. It was a noble indication of the intelligence and liberality of the townspeople that they had chosen for their new school the most beautiful site in the town; and the building itself, for beauty and convenience, could hardly be surpassed. He concluded by saying that after thirty years of incessant labour his heart was just as warm in the cause of education as ever, and it gladdened his declining years to witness the success of our educational system—a system whose foundations rest in the hearts of the people and cannot be easily shaken. There was a heart in the people of Canada to carry out the higher purposes of

civilization. He congratulated the Head Master of the High School, Mr. C. J. Macgregor, upon the success that had attended his teaching. No person could visit this section of country without admiring their new building. People of narrow, selfish feelings objected to the expense, but he regarded it

as a good investment. Such buildings added to the value of other property, besides contributing a large sum of money for local circulation. In declaring the newschool opened, he prayed that it might lead still further to the moral and intellectual advancement of the community.

TEACHERS' ASSOCIATIONS.

CHRONICLE OF THE MONTH.

WATERLOO TEACHERS' ASSOCIATION.—This Association held its last meeting on September 5th and 6th, under the presidency of Mr. R. Alexander, Head Master of the Galt Model School. Waterloo can congratulate itself upon having as President of its Association a gentleman who is also President of the Provincial Association. Mr. W. Linton read a carefully prepared paper on "The Relation between Parents and Teachers." Mr. G. D. Lewis gave a lesson on English History, which was intelligently discussed by Messrs. Suddaby, Bingeman, Chapman and Sharman. The last named gentleman then read an essay on the neglect of certain subjects in school work, notably of Book-keeping.

The delegates to the last Provincial Convention, Messrs. Alexander and Chapman, presented their reports, which were considered as satisfactory: they received a vote of thanks for their services. One of the most interesting features of the meeting was the reading of a paper, by Mr. S. S. Herner, giving an account of his visit to the Convention of the Illinois Teachers during the recent vacation. Mr. Chapman followed with an essay on "Incentives to Study," the headings of which he judiciously placed upon the black-board, that his remarks might be more easily and intelligently followed. Mr. G. A. Chase, of the Galt Collegiate Institute, contributed a capital paper on "English Literature." The last subject dealt with was "Vulgar Fractions," by Mr. H. F. McLean,

who handled it in a thoroughly practical manner. After drawing up programmes for the next promotion examination, and also for the next meeting, the Association adjourned to meet at Berlin on the last Friday and Saturday in January, 1880.

C. B. LINTON, *Sec.*

THE WENTWORTH TEACHERS' ASSOCIATION held a very successful meeting on Friday and Saturday, October 24th and 25th, with the President, Mr. George Dickson, M.A., Superintendent of the Hamilton City Schools, in the chair. After some routine business, including the acceptance of Mr. Morton's resignation as Secretary, and the appointment of Mr. Burnard in his place, the real work began by a discussion on the Order of Numerical Signs, followed by another on the Grammatical and other difficulties of the Fourth Book. The President's inaugural address came next, which merited all the interest and attention it received. Mr. Armstrong, one of the masters of the Hamilton Collegiate Institute, took up the subject of the "Etymology of the English Language," and handled it as only a master of the subject could, his remarks on the different methods of forming words by imitation attracting especial attention. He was followed by Dr. Burns, Principal of the Wesleyan Female College, who gave an interesting and instructive lecture on "How to Teach History." In the course of the paper, he showed that history in its earliest and crudest shape took

the form of ballad poetry, while as civilization advanced it became an important department of literature. The proceedings were next varied by a studious and useful address on "Practical Botany," by Mr. E. A. Stevens.

Friday evening was devoted to a mixed entertainment, partly æsthetic and partly metaphysical. The former took the shape of musical solos and duets by Messrs. Aldons and Johnson, and Mrs. Campbell; the latter a lecture under the title of "Psychology in Relation to School Work," by Professor Young. The Professor's address was listened to with that interest which its delivery always elicits.

Next day Mr. Sutherland read a paper on "Commercial Contracts," which the Association marked its appreciation of by requesting the writer to publish it. Mr. Wright, of the Wesleyan Female College, who is accomplished in more than one science, next took up the subject "How to teach Physical Geography." This paper elicited an intelligent and able discussion at the hands of Dr. Spencer, and Messrs. Armstrong, Shepard and Fletcher. Mr. Smith, County Inspector of Wentworth, took charge of the Question Drawer, and gave lucid and instructive answers to a number of practical questions. The last subject was "The Difficulties of teaching Grammar," in the discussion of which Messrs. Armstrong, Shepard, Robertson, Carruthers, and Fletcher took a leading part. The proceedings were most pleasantly wound up by the Wentworth teachers expressing their high esteem for their Inspector, Mr. Smith, and also for his wife, by presenting him with a gold watch, and Mrs. Smith, with a silver tea service. If sterling qualities are to be the measure of a man's worth, then Mr. Smith is deserving of that high appraisal which the teachers under his jurisdiction place upon him, and we are sincerely glad to learn of the practical manner in which they have testified to their appreciation of the Inspector's services.

THE NORTH PERTH TEACHERS' ASSOCIATION.—The meeting of this Association

was held at Stratford on Thursday, Friday, and Saturday, 30th and 31st October, and 1st November, under the presidency of Mr. Rothwell, of Listowel. Two members of the Central Committee, Dr. McLellan and Mr. G. W. Ross, contributed materially to the success of the meeting, the former by an instructive address on "Algebraic Factoring," and the latter by an interesting and exhaustive paper on "School Routine" and "How to teach Reading." Rev. Mr. Croly read an interesting essay on "The Moral Element in Education." The subject of Elocution was brought before the Association by Mr. Harrison, who gave the teachers present a thorough drilling on gesticulating, pronunciation, breathing, etc. He placed the Association under a further obligation to him by giving an evening entertainment, consisting of readings and recitations. Mr. Dickenson, of the Stratford Model School, dealt with the subject, "Common Proofs of the Earth's Sphericity Examined," in somewhat the same style as Whately's "Historic Doubts of Napoleon Buonaparte." Messrs. Draper, Ellis, Munro, Ranton and Hamilton were appointed a Committee to adjust the Limit Tables for the next promotion examinations throughout the county. The following officers were then elected for the coming year: President, Mr. B. Rothwell, Listowel; Vice-President, Mr. Collins, Stratford High School; Sec.-Treasurer, Mr. J. H. Dickenson, Stratford Model School; and a Committee of Management consisting of Messrs. Hamilton, Ranton, Munro, Ellis and Draper. After this the Association adjourned to meet again next February in Listowel.

THE NORTHUMBERLAND TEACHERS' ASSOCIATION held a Convention at Campbellford, on Thursday and Friday, 30th and 31st October, with the public-spirited and respected President, Mr. D. I. Johnston, in the chair. The first subject discussed was English Literature, by Messrs. Bartlett and Slater. A paper on "Grammar" was contributed by Mr. McHenry, Principal of the Cobourg Collegiate Institute. The first evening was devoted to the President's Address

on "Wrong Tendencies in our School System." Amongst these Mr. Johnston enumerated (1) the introduction of politics; (2) centralization which interferes with the liberty of thought and action so necessary to improvement in our school system; (3) subordinating the interests of the Public School to those of the High School. The public school is and should continue to be the college for the vast majority of our children, and the public school teacher their only professor; some subjects should be introduced later in the scholar's course than they are at present, or thrown out altogether, and others, all important for their intellectual training, and the performance of the business of life, should receive more time, attention, and reiteration, to make our pupils intelligent citizens. (4) The tendency of the introduction of a system of routine at the expense of

the individuality of both teacher and scholar, especially the former, whose creative and administrative faculties have no means of being developed; and whose force of character under such a system has little opportunity of moulding the plastic dispositions of those whose training he is responsible for. (5) The tendency of attaching undue importance to examinations. Mr. Scarlett, the Inspector of Northumberland, followed with a short address.

On Friday, Mr. J. McGrath explained his method of teaching "Percentage," and Mr. Knight dealt with Algebra, dwelling principally on the importance of Synthetic Division. Mr. Service took up the subject "Errors in Teaching," and the discussion on it was sustained by Messrs. Scarlett, Stephenson, and others. This was the concluding work of the meeting.

CONTRIBUTORS' DEPARTMENT.

THE AUTHORIZED NATIONAL READERS.

Editor of the Canada Educational Monthly:

Seeing that the verdict has gone forth in this country, in favour of State Primary Education, it is important that it should be made as good as possible. The general management of the schools is deputed to the local Trustees, but the central authority at Toronto retains in its hands the most important matter of all—the preparation of the text books. When it is considered, that in most of the country districts, school-books form the chief part of the family library, it will be seen that the compilation of the Readers, especially, ought to be a work of the greatest care. This is a kind of literature, indeed, which might well be entrusted to the highest minds in the nation.

If we grant the right of the State to undertake the work of education at all, it would seem necessarily to follow that some knowledge should be imparted in the schools concerning the relationship of the individual to

the State, some knowledge of the duties of childhood, and parentage, and citizenship.

On looking over the series of Readers used in the Public Schools of Ontario, we observe a painful lack of instruction on such topics. From the Second Book to the Fifth Book, there is not—with two feeble exceptions—a single lesson on the duty of preserving health, on the duty incumbent on every individual of self-maintenance, on the foundation of human rights, and the necessity that every one should respect the rights of his neighbour, on the duty of a citizen of a free state to take an active part in the management of public affairs, to be ready to give his vote for the best candidate, never to be base enough to barter his vote for any consideration, always to obey the laws, and assist in their execution. Instruction on such subjects in state schools would seem to be all the more necessary, when we consider how crude the notions of most men are on matters connected with government. How often is the suffrage considered as a thing to be turned to the greatest pecuniary account, how many think it a

slight thing to cheat the government by smuggling or illicit distilling, how many pride themselves on keeping aloof from elections and taking no interest in politics. Instead of instruction in these most essential matters in our public school reading books, we have lots of religious reflections and devotional poetry, we have also incredible and impossible stories in abundance, the natural effect of which must be to confuse children's ideas, morally as well as intellectually. There is a very good specimen in the Third Book, written by a learned Doctor in an English University, a stupidly impossible story throughout, wherein the rewards and penalties have no relation whatever to the merits or demerits of the actors. No good purpose can be served to the young by such reading as this. Whatever view we may hold as to the genesis of the human faculties, whether we believe that they have been slowly developed by contact with an outer world in which law exists, or, whether we believe them to have been created and adapted at first to a world whose regularity of phenomena is invariable, it would seem to be necessary, before all else, that this natural constitution of things should be kept in view in the education of the young. The only justification—and it is not a sufficient one—for relating an incredible story to a child, is, that it may be a medium for inculcating a moral lesson, but what shall we say to the foolishly impossible tale of the learned Doctor in the Third book, which teaches a lesson the very reverse of moral.

If the Minister of Education would apply himself to the preparation of a national series of School Readers, he would deserve the thanks of all who are concerned about the future of the rising generation.

J. G. W.

HIGH SCHOOL INSPECTION.

To the Editor of the *Canada Educational Monthly*.

SIR,—Your remarks in reference to High School inspection are very well-timed, and though trenchant, are not more severe than the occasion calls for. You may not be

aware that at the last session of the Legislature this very matter engaged the attention of the members and some of the speeches made during the debate show clearly that it is not the teachers alone who feel the necessity for a change. In some cases, to my own knowledge, an Inspector has visited a school for a few hours hurriedly and sometimes fagged out with other work—university examinations and official engagements. Consequently, he has not been in a proper frame of mind to impress the teacher and his pupils with that respect for the printed financial conclusions that the public interests require. This, however, is greatly the fault of the system. Too much work is undertaken by, and expected from, the Inspectors. Let them devote themselves to their own duties mainly—the improvement of our High Schools.

High School inspection has degenerated into mere visits of observation. In my opinion an Inspector should take a class and show how it should be taught when such assistance may seem necessary. He can, in all cases, at any rate, act as a medium of communicating improved methods employed by different masters.

As this is a serious matter to us, we can afford to omit no important bearing. We all admit that the three Inspectors are highly qualified in their several departments, but the biggest toady in the profession would hesitate to assert that in the advanced stages of all subjects as now taught in our High Schools, they are equally competent, or, to put it in another form, they are not "admirable Crichtons." Some very ludicrous scenes have occurred when an effort has been made to produce the impression that they are. No end of talk has been indulged in to prove—what is now admitted theoretically and practically—that no High School master is able to teach properly all the subjects in the programme, and yet we find our High School Inspectors occasionally examining departments in which their knowledge is notoriously defective, and what is worse, apportioning money on the results of such examinations. The practice of carrying round sets of questions is one that it is now time to give up.

Besides other disadvantages, these questions are often obtained in advance by some masters from others whose schools the Inspectors have already visited. Such examinations had better be dropped. At a meeting of the Teachers' Convention which I attended a year or so ago, a resolution was passed to the effect that each Inspector should devote himself to an examination in the departments in which he is thoroughly competent to examine, and that the schools should be classified at the end of every year and a half. *Nothing has come of this so far, but it is well worth the attention of the Minister.* Let us have our system of education as perfect as possible, and above all let us have no sham work. If the High School master cannot teach all the advanced work in the programme, neither can the Inspector examine on it. I hope you will keep these matters before the public. The subject is a delicate one for teachers to handle, and we look to a periodical like your admirable magazine to advocate our interests.

I am, yours truly,

A HIGH SCHOOL MASTER.

October 25th.

THE TEACHER AND CIVIC PROCESSIONS.

To the Editor of the Canada Educational Monthly:

SIR,—Would you be kind enough to inform me through the columns of the MONTHLY if a Public School Board has any legal right to make use of the teachers for any other purpose than for what are usually known as school duties. It may be quite right, but it struck me as odd that the Toronto School Board should threaten teachers with dismissal for declining to march through the streets on a holiday to make a show of themselves. These teachers have been accused of putting on airs, but I fail to see why they should be expected to do what other ladies and gentlemen would probably shrink from doing.

Apart from the question of the propriety of making these demonstrations at all, I think that teachers and children should not be

looked upon as instruments in any one's hands for making a public display. If they are willing to take part in a civic show, well and good, but the tone assumed by the Board seems to me uncalled-for, tyrannical, and vulgar.

Yours, etc.,

Toronto.

JUSTICE.

—Our correspondent touches a somewhat delicate subject in the query he makes in our columns, though there should be no difficulty in candidly discussing the question at issue, and in giving an opinion upon it which should be satisfactory to both parties interested in the settlement of the matter.

We believe that the School Board has no legal right to the services of the teacher outside the school and the play-ground, and only in these during the school-hours prescribed by the regulations. Any rights of the Board beyond these are only rights by courtesy, and of course are not obligatory. In the case of the young ladies attached to one of the City schools who refused to muster with their classes at the late reception-demonstration in honour of the Governor-General and the Princess Louise, it is argued that the School Board had a right to claim the attendance of the teachers, as the muster was to take place within the usual school hours, and their presence was necessary to maintain order and decorum, and it might be added, to give assurance to the parents of the children that the latter would be carefully looked after.

We have already said that our belief is that the School Board can only legally command the teacher's services within the school-room and its immediate precincts; hence, for the special service required of any of the staff of the schools, on the occasion referred to, it could only request a voluntary attendance. In a certain sense, as it was to be a holiday parade, presumably gratifying to both teacher and pupil, as a picnic festival might be, the reasonableness of the service might have elicited a willing and unanimous response. Still we hold that it must be considered a voluntary one; and being this, it is one where individual feeling or caprice, or whatever the motive for abstention,—even if it be mascu-

line or feminine caddishness—has a perfect right to come into play.

There is, however, a circumstance to be considered in this matter, to which our correspondent evidently alludes when he says, that "I fail to see why they (the teachers) should be expected to do what other ladies and gentlemen would possibly shrink from doing," though it does not seem clear what is specially referred to, whether it be "the making a holiday show of themselves" in some civic gathering or procession, or in appearing with the school children in any extra-official or quasi-professional duty. In either case, we can readily understand the feeling which would prompt the sensitive teacher to abstain from the performance of the duty; for, as a rule, teachers are not so well paid that they might be expected cheerfully to perform extra and often irksome services, nor is their recognized status in the community such as to make them feel easy in appearing professionally in public while the community continues to rank them in a less well-assured position than the members of other professions. This, unfortunately, is a mistake which the public is slow to remedy, though school trustees and the teachers themselves are somewhat responsible for it. We sincerely wish the injustice could be removed, for nothing would be more helpful to the cause of education, and give to, and retain in, its service a better class of labourers than to exalt the status of the teaching profession, and to extend to those engaged in its high and responsible duties a fitting appreciative recognition of what the community ever owes to it. In this connection we can scarcely assure ourselves that the assembling of the schools, and the tricking out of the children, to do duty in civic parades, however laudable their object, tends to enhance civic reverence for the schoolmaster's work, or is likely to elevate his status in the eyes of the people. On occasions, doubtless, the children are themselves gratified. They get a holiday and a day's release from school-routine, and they are happy. In these days of over-cramming and much school-inspection, we often wish further grace in this respect were extended to them, and that they

had more breaks in the monotony of school-life, though we would wish them other gratification than that of lining the public streets in company with the fire-brigade and the hose-reels, and the giddy delight of risking their young lives on corporation scaffolding. From such duty, however, we can well understand the self-respecting teacher desiring to disengage himself, and our sympathy but too readily goes out to the young ladies at present under the reprimand of the Toronto School Board, and to those with them who wish to see the teachers of the country treated with dignity, gentlemanly consideration, and respect.

While we have said this, however, there is just the danger, on the other hand, of encouraging a disregard of constituted authority, and of weakening the claims of school discipline in the case of those who should be the first to respect and maintain them. Wantonly to set these claims at defiance, and, from mere fractiousness and caprice, to place oneself heedlessly out of accord with one's professional brethren, is to manifest a spirit and demeanour we of course can have nothing to say in support of. But caprice and priggishness—supposing that these were the actuating motives in the case referred to—are not indictable offences, particularly when indulged in on neutral ground and where their exhibition cannot be legitimately controlled by official power. And it is just here where the Toronto School Board, in our opinion, erred, in committing itself to the exercise of a discipline which it had no right to enforce. We have, perhaps, said more on the subject than the occasion called for, but the case which has come up, in its blurring of the lines that distinguish the region of official authority from the domain of private right, seemed to call for the lengthened remarks we have made. In any further discussion of the subject, the case would be strengthened for the independent teacher by dwelling on the undesirableness of the schools being used to furnish material for civic pageants. If School Boards will not take this view of the matter, we trust that teachers will be allowed the exercise of their judgment in being a party to them.

EDITOR C. E. M.

PUBLIC SCHOOL DEPARTMENT.

[Contributed to, and under the management of, Mr. S. McAllister, Headmaster of Ryerson School, Toronto.]

THE TEACHER'S DEPARTMENT IN
THE SCHOOL-ROOM.

Every young person has some ordeal to pass through on assuming the responsibilities of life; that of the teacher is particularly trying on taking charge of a class, or of a school. Just as you shape your conduct from the first moment that you meet the eager and scrutinizing gaze of those you are placed over, so will your success or failure be. It behoves you to make an earnest effort to begin your life's work aright, for you may thus, if you are a conscientious person, save yourself from mental anguish that has turned many a head grey. And primarily, with all the firmness of purpose you are possessed of, resolve to follow Sir Thomas Browne's advice "BE CÆSAR TO THYSELF." Many teachers go into the school-room flattering themselves with the notion that it is only the children they have to control, forgetting that their own spirit may be much more turbulent and unruly than that of any of their scholars. If you are to have any success as a teacher, you must hold a tight rein over yourself. It is true, the effort to do this may cause the greatest wear and tear on the frame, ... may send you home, day after day, from your anxious task, "weary, and worn, and sad;" but you are rewarded with the pleasant reflection that by remaining master of yourself, you keep full control of your class. We do not say, show no temper, that would be asking you to abstain from using a most effective instrument in carrying on your daily work; but we say, do not *lose* it. The moment you do this, you are more or less at the mercy of your class. Who has not observed the mischievous delight children take in torturing a playfellow who is indiscreet enough to show irritability of temper? The same feeling, only in a

greater degree, is gratified in provoking the rage of a teacher, whether it displays itself in unreasoning chastisement, or is allowed to fume itself away in impotent scolding.

It is true, the teacher might have for his type such a one as Goldsmith vividly describes, whose very frown caused terror in the school. A schoolmaster of this kind may have his vanity fed by a very agreeable sense of power, but no one who has the advancement of his scholars as his chief motive, will allow himself to stand in such a relation as this to them; if he does, how are they to learn to think for themselves, or to exercise self-control? What chance is there for development of mind or character, when both are overshadowed by an ill-regulated power that dwarfs both. "Be ye angry and sin not," neither against yourself nor your scholars, and you will thus far be, in reality as well as in name, the master or mistress of your school.

A teacher was once remonstrating with a female assistant for violently rebuking a scholar for some misconduct; she pleaded that it was caused by an outburst of uncontrollable temper, and he, in pointing out that that it was her duty to try to exercise complete mastery over herself, said that if he were like her, he would be out of temper twenty times a day; she answered with an incredulous smile that he had no temper, little thinking that this was the highest compliment she could have paid him.

Well directed and firmly controlled anger may be made a most effective instrument in education, but it must be under the guidance of a sound judgment, and as much at command as the instruction the teacher has to convey. Thus used, and tinged with a spice of indignation, it may become as terrible as Jove's thunder.

We will relate an anecdote of school life as an illustration of our meaning. A class in a school was one morning disturbed by a violent blow at the door; when the teacher went to see the cause, he found a stone lying on the floor. He was not long in coming to the conclusion that the disturbance was caused by two truant-players, who were seen hovering about the school. When they returned to school he taxed them with the act, and the one he least suspected admitted it. This lad took his punishment without flinching, and as if it was most righteously deserved. A day or two afterwards, the teacher had to settle a dispute about a small microscope, which the culprit was in the act of trading with another boy. On inquiry, he found this had been given to him by his truant companion, and when pressed to state why it had been given, he confessed it was for taking the punishment his companion deserved for striking the door. Here was a clear case for the exercise of indignation as well as of anger; indignation at the baseness of the boy who allowed his innocent companion to be punished for *his* fault, and anger at the wanton disturbance caused by throwing the stone at the door. To have let such misconduct as this pass with a phlegmatic reprimand, would have been to lose a golden opportunity to shew the effect such base conduct must have on all right minded people. You may see experienced teachers who seem to have the faculty of conducting the work of the school-room, day after day, without a ripple of temper on the part of either teacher or of scholar. Depend upon it, the "faculty," in most cases, is nothing more than an admirable habit of self-management, acquired only after passing through many trials of temper and ruffings of one's equanimity, which must be your schooling if you would attain to the same placid command of yourself. Take Rowland Hill for an example, a sketch of whose career as a teacher we shall give in our next issue. Though he was most successful in managing a large school, he had so violent a temper, that, as a desperate means of controlling it, he invited his scholars when he lost it before them, to publicly remind him of the fact.

It is a common and a serious fault with many young teachers, and with many who are not young, to lay open the weaknesses of their own character before their scholars. This is very unwise. Children can best acquire knowledge, and can be best trained under those whom they regard with feelings of respect, if not of awe. If, however, they find in their teacher much that is commonplace, or that is liable to provoke their ridicule, they cease to place themselves in that attitude towards him most helpful to their becoming successful scholars, and soon prove the truth of the proverb that "Familiarity breeds contempt." No teacher is a hero to his pupils who "wears his heart on his sleeve for daws to peck at." He should be forever on the watch to keep from view those points of his own character that would weaken his influence over his class, and ever to bring into play those that would wholesomely and effectively increase it.

ECONOMISE YOUR VOICE.

The voice is a precious instrument in school-room work when used with care. It should never be resorted to when a look or a sign will do instead. It should not be raised above the acoustic requirements of the school-room, nor as if the speaker were the captain of a ship, accustomed to talk with the winds, nor in the tones of a carter addressing his horses. It should rather be like "the still small voice" that drew the recalcitrant prophet from his cave. A noisy teacher makes a noisy class, and when there is constant noise in a school-room very little successful work can be done. The voice should be kept under rigid control, particularly when there is any danger that its exercise would only reveal a sense of impotence. Hence

AVOID THREATENING.

It will be all the better for both the discipline and progress of the scholars if they find their teacher more disposed to act than to threaten. A warning of impending danger can be better given with the eye, which has great power to both "threaten and command" than with the voice. We have known a teacher

who was in the constant habit of relying upon the voice not only to teach but to control, and as a result the latter was very incomplete. Noise rebuked in voluble tones one moment, was as loud as ever the next. Another teacher in charge of the same class had merely to look at the class to secure silence as well as attention.

One more point in the deportment of the teacher is to

AVOID ECCENTRIC HABITS.

There is more danger from these with men than with women. Wherever they prevail they tend seriously to weaken the authority and the influence of the teacher, by provoking the amusement of the scholars. We have heard the most hilarious laughter indulged in over the unconscious but ludicrous man-

nerisms and peculiarities of an admirable teacher. We have known others to be lampooned not only for their odd movements, but for their peculiarities of speech. We have seen the habitual grunt of one, the smack of the lips of another, and the strut of a third, used as material for merriment amongst their respective scholars. Teachers should constantly remember that children, from the very vacuity of their minds are particularly sensitive to ludicrous impressions. These are always indulged in at the expense of the person who causes them; for there is much truth in what Addison says, that "laughter is caused by a sense of superiority." The teacher should be, in habits as well as in dress, a pattern to his scholars,—an authority to quote, not an object to point the finger at.

HIGH SCHOOL DEPARTMENT.

THE REVISED PROGRAMME FOR PUBLIC SCHOOL CERTIFICATES.

When it was rumoured that changes were contemplated in the course of studies prescribed for examination for Public School Teachers, hopes were entertained that the adaptation that has been made of the non-professional Second Class examination to the Lower School programme of our High Schools would be carried out in the case of First Class certificates and Upper School work—that the course for Grade C would coincide as far as possible with that for Junior Matriculation, and that for Grades A and B, with that for Senior Matriculation in Toronto University. To some extent these expectations have been realized, and we congratulate both candidates and masters on the simplification of the programme, and the partial harmony that has been thus introduced. But there are still serious and, from a High School point of view, vexatious differences between the courses of study, which only those who are engaged in the effort to put both into operation can fully appreciate. When such differences occur, it is only natural to expect that there

should be some good reason for their existence. To our mind, however, some of them are unnecessary, and some even unjustifiable.

For Grade C, there are five Departments:—
I. English Language and Literature II. History and Geography. III. Mathematics. IV. Elementary Mechanics. V. Physical Science. The English and English Literature, prescribed for this examination and for Junior Matriculation with Honours are the same, except that Johnson's Life of Addison, Macaulay's Life of Johnson, and some papers from the *Spectator*, are required in addition for First Class certificates. In History and Geography curiously enough and for some, no doubt, philosophical reason, the Geography for First Class, is that for both Pass and Honour Junior Matriculation, while the History is only that for Pass, if we except chapters 15 and 16 of Hallam's Constitutional History. The Pure Mathematics are mainly the same, except that Trigonometry is regarded as unnecessary for the Public School Master in this stage of his mental development.

To the additions to the Literature little objection can be taken, though the already over-

worked High School Master will not thank the Department for thus forcing him to form a separate class for one set of his students. Nor can much be said against the chapters from Hallam; for, as a matter of fact, judicious teachers of History, give a synopsis of them to their senior classes. But it seems an uncalled for change, to relegate the Honour History to the course of Grades A and B, and the omission of Trigonometry we regard as a very serious blunder. The additions to the University course have been made apparently to counterbalance the omission of the Languages, if indeed there has been any definite object, which from the tinkered aspect of the programme we more than doubt. The banishment of Trigonometry under any circumstances is at once a reflection on the ability of Public School Masters, and a proof of the incompetency of Mr. Crooks' advisers. Any one acquainted with the subject knows that problems even in Elementary Mechanics are solved far more easily and neatly by the aid of Trigonometry, and teachers of Natural Philosophy, who consult the interests of their pupils, are obliged to take up the subject with such classes. We presume that "the directing mind" of the Central Committee will agree with us, that neatness and elegance of method are as valuable in mixed as they are in Pure Mathematics; and when, to insure these results, it is absolutely necessary for candidates for First Class certificates to devote more attention to Trigonometry, the course pursued by the Department must be admitted to be not merely unnecessary but decidedly injudicious. Students cannot learn proper methods too soon, and it is the duty of the Minister to put no obstacles in the path of the master who wishes to do his duty to his students.

We heartily approve of the synopsis of the topics to be studied, given under the heading "Elementary Mechanics and Physical Science." To the private student this will prove of great value, since no text book is prescribed, provided only the Departmental Examiner do what we may say he has never been known to do as yet, confine himself to the course laid down. A captious critic might object that the enumeration is just a

little too detailed, and that something might have been left to the common sense of the student, but the error is on the right side, and we extend our heartiest congratulations on the success of his labours to the industrious compiler of indexes.

Departments IV. and V. are, unfortunately, not represented in the matriculation course of Toronto University. They have had a place in the Upper School programme of our High Schools, but in most schools the subjects have been either not taught at all or taught spasmodically. The present, comparatively speaking, rationalized programme for First Class will in many schools give life to the teaching of Physical Science, and the advocates of progress will condone the defects we have already pointed out if it give the much-needed impetus to the study of science. The Senate of our national University, which should lead the van in all matters relating to higher education, would do well to follow in this respect the example of the Education Department. It would be more creditable to the University and more advantageous to education to emulate the example of London University than to slavishly imitate the mediævalism of Oxford and Cambridge.

To the English Departments for Grades A and B, not much objection can be taken. We have already pointed out a peculiarity of arrangement in the matter of the English History. The recognition of the claims of Canadian History we heartily approve of. The time has surely come when we may be said to have a history, and whence can we derive more useful lessons than from the constitutional development of our own country?

But it is in the Mathematical Department, as usual, that the eccentricities of genius have run riot. Many of our teachers will regret that the master mind of the Committee has seen fit to indulge his itching for originality at the expense of the harmonious working of our educational institutions. Under the head of Algebra we would notice several of these scintillations; such, for instance, as the omission of continued fractions (necessary to the solution of indeterminate equations) and the theory of numbers, and the substitution there-

for of a branch of the Theory of Equations. Not that there is anything objectionable in the study of the Theory of Equations, but it will cause extra expense to students and additional labour to teachers, besides interfering seriously and unnecessarily with the symmetry of our programme. The student will find himself obliged to procure a copy of Todhunter or some such text-book, and the teacher will be forced to form an additional class if he desire to do this class of work. Under "Plane Geometry" we find "Abridged Notation." True, this is found in Puckle, but it is not required at the University examination for first year students. So far the scheme is an ambitious one, but when we come to "Trigonometry," we find that for some inscrutable reason the spite against this subject is still kept up, and with the addition of "de Moivre's Theorem" and the "description" of the "Vernier and Theodolite" the work prescribed is that for Junior Matriculation. Probably the knowledge required for the "descriptions" is intended to atone for all deficiencies. But what could have induced the author of this part of the scheme to put "Moments of Inertia" under "Dynamics?" This is a branch of Rigid Dynamics and is generally reserved for the senior years at the University. And still worse no text-book has been indicated.

Besides these errors of commission there are others of omission which we cannot, even in a brief criticism, afford to pass over in silence. We had been led to believe that the system of options, allowed for Second Class, would be put into operation for First Class as well; and that Classics and Moderns would have been alternative departments for Grades A and B, as well as those now prescribed. Such a Regulation would, we assert, be indispensable to the homogeneity of the system and only a necessary consequence of existing Regulations referring to Second Class. Public School Inspectors are not now obliged to hold First Class Public School certificates: an Honour Canadian Degree, with some experience in teaching, will qualify them legally and, we may add, in reality, for this responsible position. So that the options which this Regu-

lation allows are forbidden to the ordinary Public School Master by the Revised Programme for First Class certificates—an anomaly which the good sense of the Minister should lead him to correct without delay. It might be urged in this behalf, that if Classics or Moderns provide suitable options for the candidates for a Second Class certificate, still greater benefits would accrue to the advanced student from an extension of the system. But there are still stronger reasons. The necessity for obtaining Grade C makes it obligatory on the teacher to have a competent knowledge of all the subjects taught in the Programme of our most advanced Public Schools, and further mental training can be obtained at least as well from Classics and Moderns as from an extended knowledge of Mathematics, even including ability to describe the Vernier and Theodolite.

What we want in all our schools is teachers of cultured minds, and the influx of university-trained men, which would in many cases follow from the adoption of this principle, and would not fail to prove beneficial to the interests of all classes of schools. And, further, we should in this way have for the High Schools a supply of assistant masters able to give instruction not only in Elementary English and Mathematics, but in Classics and Modern Languages. As matters stand, High School Boards are often at the mercy of inexperienced graduates and under-graduates, who alone, in most cases, possess professional ability and the requisite knowledge of the latter subjects. No teachers can possibly prove more efficient in our High Schools than those trained in our Public Schools. This matter is the more important owing to the very rapid development and increasing importance of the former class of schools.

As the programme is still incomplete, and, notwithstanding the time spent on it, shews evidence of crudity, we trust to see it amended before long in the direction we have indicated.

While we have freely criticised this latest effort of the Department, we of course admit that the Revised Programme is a vast improvement on the old one. Indeed, a revision could hardly be otherwise, but anyone can

see that the one before us is still a thing of shreds and patches—here a little and there a little. The idea entertained by the Department of the mental digestive powers of the Public School Master and of the pabulum suitable for him in the higher stages of his growth, are peculiar, and we sorrowfully admit that a diligent and earnest consideration of the whole subject, has left us as much in the dark as we were before as to the object of the omissions and alterations to which we have directed attention. Some of the changes are, as we have said, admirably adapted to further the interests of sound scholarship, and the general plan is one that meets with our full approval, but we regret to have to add that where its compilers have striven to be original, they have ended in being ridiculous. Perhaps in the meantime it would be as well for the Department to carry out the safe, if unambitious, policy of following public opinion at a respectful distance, rather than of endeavouring to lead it. The former course has manifold advantages, whereas, to render the latter successful, certain qualifications are indispensable on the part of those who make the effort.

Throughout our remarks, we have proceeded on the supposition that the Programme has been framed with a view to its adoption in our High Schools. The recently revised High School programme justifies this supposition, and the fact that there are even now in several of our Schools, far larger classes preparing for First Class certificates than in the Normal School, shows the necessity for such a consideration. If the object of the promoters of the Programme has been, by harassing the High Schools, to force candidates for First Class Certificates to attend the Normal School at Toronto, some good would certainly result: it would give employment to the not over-burdened teachers of these institutions. At the same time we may be permitted to doubt whether the interests of the community would be benefited by such an arrangement. It is well known that had it not been for special and peculiar inducements, many a teacher who has prepared himself for a certificate at the Normal

School, would never have gone there, and it is almost too much to expect that a staff that has failed to discharge, to the satisfaction of students, the duties hitherto devolving on it, will succeed any better if called on to perform work demanding higher attainments and greater ability.

LEGISLATIVE AID TO HIGH SCHOOLS.

When the Provincial Treasury was saved a large expenditure annually and on capital account, by the High Schools assuming the preparation of Second-class Teachers in the non-professional subjects, it was expected by the High School authorities that additional Legislative aid would be given, and that all the burden would not be thrown on the localities in which these schools are situated. The Province at large reaps directly the benefit, for the certificates are Provincial, and it is only natural to suppose that the Province should pay for what it receives. The position of matters is different in the case of Third-class Certificates, for these are valid only in the County where they have been obtained, and the County cannot complain of any expenditure on their behalf. At the very least the Legislative grant to High Schools should have undergone no diminution. But High School authorities have seen with alarm that the grant for 1879 has been decreased in some mysterious way. Hitherto the sum of \$14,600 has been distributed on the results of the Intermediate. This amount is now reduced to \$10,000, and, allowing for the increased grant based on the average attendance, about \$3,000 of the sum apportioned by the Legislature has disappeared apparently into the vasty depths of Departmental expenses. When and where is this sort of thing going to stop? The total amount distributed to the High Schools under the head of "Payment by Results" is now \$20,000, that is, the \$10,000 which the Inspectors manipulate, and \$10,000 for the Upper School attendance. Not to speak of incidentals which, in the only years of which we have any record, amounted to a ver large sum, the High School Inspec-

tors cost the Province about \$9,000 a year, and the annual Intermediate Examination, counting all expenses, will in future amount to at least \$8,000, a total expenditure of not less than \$17,000 to apportion \$20,000! Even allowing for the blessings conferred on our schools by inspection, the cost of distribution is out of all proportion to the sum distributed. An effort is now being made by some Boards to draw attention to this subject, and, as our Local Legislature does not seem to be overwhelmed with business, possibly next session the question of Departmental expenses may attract more attention than it has done. Educational matters are treated from a non-political point of view, and will probably increase in interest as the system of public instruction becomes developed, and the relations of the Minister are better understood. On behalf of our High Schools, the burden of which is becoming very heavy in some localities, we hope that

some remedy will be provided for the state of matters to which we have called attention. If this Intermediate Examination had many praiseworthy features, matters would not be so bad, but with the exception of a few doctrinaires, all engaged in educational work agree that its advantages are far outweighed by its defects.

In connection with the subject of Legislative grants, we must impress upon the Department the propriety of prompt half-yearly remittances. It is productive of serious inconvenience to Boards of Trustees to have to wait for weeks, as has too often been the case since Mr. Crooks' assumption of office. Indeed, delay in the matter of payment seems to be characteristic of the present management of the Education Office. It was only the other day that we noticed in a daily paper the complaint of a Normal School student that the allowances due last July are not yet paid over.

CONTEMPORARY LITERATURE.

THE ART OF READING, by Ernest Legouvé. Translated from the French, by Edward Roth. Philadelphia: Claxton, Remsen & Co. 1879.

This work has already been noticed in these pages, but its appearance in a new form by another translator justifies further reference to it. The work itself, without professing to be a text-book on the subject, is something more and higher in its speciality. It is, in fact, an admirable review of the æsthetic principles that underlie and govern the art of delivery, and might be properly regarded as a *précis* of the art of reading. The author, an eminent French dramatic writer, has had intimate associations with the French Theatre, and while his interpretations of the art of delivery abound in excellent practical hints and suggestions on the theory and practice of expression, and the science of vocal physiology, both oratorical and dramatic, every page sparkles with illustrative anec-

dotes of the great French orators, actors, statesmen, and authors of his time. The suggestions on the management of the breath, so important in the economy of vocal force, and on the action of the speaking voice, on rhetorical delivery, and the right method of reading poetry, are invaluable. These are amongst the merits of the original work. But Mr. Roth has added a new attraction to his translation, in the biographical notices of nearly a hundred eminent authors, actors, and artists. Amongst these are the names of Voltaire, Ariosto, Bossuet, Racine, Corneille, Moliere, Montaigne, Cousin, Guizot, Rachel, Talma, and Ristori, as well as interesting and instructive notices of the French Academy, the *Ecole Normale Supérieure*, and the *Theatre Français*. The work altogether, as translated by Mr. Roth, with this admirable appendix, cannot fail to delight and instruct the general reader, as well as the student of elocution.

ANALYSIS BY DIAGRAMS, a collection of sentences with Diagrams and Explanations, by W. F. L. Sanders, Bloomington, Ind. Published by the Author, 1879.

During the last few years a great deal of attention has been given to what is called the "Analysis" of sentences. Time was when it was deemed sufficient to be able to separate a sentence into its so-called "logical" subject and predicate, but it is now required to account—as an exercise distinct from parsing—for every word and phrase, and to label it with its supposed function. The object is to enable the learner better to understand the meaning of what he reads, or to compel him to find the meaning of certain passages in order to analyse them, or merely to give the scholar a certain amount of mental training. Perhaps a good deal might be said both for the exercise of "Analysis" and against it; but whatever conclusion we come to about it, it would not be difficult, we imagine, to prove that too much time is given to the subject. It is more than doubtful if dissecting a sentence in this way ever does show its meaning, for a scholar, with a slight knowledge of Latin, for instance, might analyze many a Latin sentence, and yet be ignorant of the meaning of the verb; and on the other hand he might know the meaning fully and yet misplace in his columns the "extensions" and "enlargements," and so, in either case, mislead the examiner. Add to this, that no two writers on the subject agree in their methods or results. Does it not seem strange that a passage, the meaning of which no one can miss, should present topics for discussion, when the whole principle of the "analysis" is based upon the meaning? May we not ask whether it be analysis at all? If two anatomists in their dissection of some animal organism, should reach different results, and if a third, in examining those results, should dissent from the views of both the others, we might safely affirm that the analysis of the organism was a failure, and if all anatomists disagreed thus as to matters of fact, and not merely in their theories, we should be justified in saying that, as yet, no analysis had been reached. Parsing is the true analysis of

a language, and to this in all its departments too much time can hardly be given. Parsing, and stating the relation of each word to other words, may, of course, be extended to phrases and even to sentences, since a phrase or a sentence may be as distinctly a "part of speech" as a single word. If then, each word, each phrase, and each sentence in a passage be parsed and its relation shewn, there is really nothing left for "Analysis" to do. What we really object to, is that "analysis" should be separated from parsing, of which it only forms a part, and that, from its name, it should arrogate to itself a higher importance.

If, then, we consider the so-called analysis of sentences as only a department of parsing, we shall see why we might expect authorities to differ, just as physiologists, who are agreed about the anatomy of an animal, often differ materially in attributing functions to certain organs. The growth of a language is the result of so many various forces, and so often seems, to the superficial glance, a matter of hap-hazard, that if we find phrases with more or less meaning than their individual parts seem to warrant, we must be content, if we can approximately explain their nature, and be indulgent and not too presumptuous in our judgment of those differing from us. It might possibly help to correct a tendency to conceit, and prevent an outbreak of the "*odium grammaticum*" if it could be shewn to be as unreasonable to expect to be able to parse or analyse every expression, as it is to require chemistry to possess no difficulties. Another objection to the separate exercise of "analysis" is that it takes up too much time. A long, intricate sentence is given to the pupil to prepare at home, and if he be unlucky enough to have no "big brother" to show him how it is done, he must work it out alone, or copy his school-mate's exercise, which is easier. His father and mother may be unable to help him, for in their school days, no time was given to "analysis."

To perform the task, a sheet of paper must be ruled into a certain number of compartments, each headed appropriately, "subject," "predicate," "extension," and so on, and

each part of the passage must be deposited in its proper column. Some of these papers have a formidable array of columns, supposed by their respective inventors to supply a suitable receptacle for every possible case that can occur in language.

Many attempts have been made to simplify the subject of "Analysis" for children, and with more or less success. The latest effort in this direction is that of Mr. W. F. Sanders, in his "Analysis by Diagrams." The object is to show at a glance the relation of the parts to each other, instead of packing them away into separate compartments, and wasting so much of the teacher's time in determining whether they are correctly deposited. The device is quite simple. The simple subject and predicate are marked by a continuous heavy line, drawn under both, and are separated from each other by a short, heavy vertical line. Then the "modifiers" are indicated by curved light lines, leading up to the words they modify; the direct object is marked by a curved line drawn over the governing and under the governed word, but our author has no separate place in his system for the "direct object," nor does he distinguish between adjectival and adverbial "modifiers." We do not, however, quarrel with him for this, for we might not find it very easy to distinguish between adjective and adverb, and to give a definition of one that would distinguish it sharply from the other. Those, however, who have time and taste for distinctions of this kind, will here have ample scope for discussion. It might be objected, too, that it is hardly characteristic of "analysis" to leave so many words in the predicate unaccounted for, as we find, for example, in sentence 83, "He commanded the horse to be saddled," where the words "commanded - to be saddled," are all placed together as the grammatical predicate. There is, throughout the work, a large number of examples, gradually increasing in difficulty, worked out, which illustrate the author's system, but many of them would hardly be accepted in our Canadian schools. This circumstance, however, in no way interferes with the merit of the system itself, which we

can readily apply to our own methods of analysis. If confined to the school-room, and to the black-board and slate, we have no doubt, that by means of these diagrams—to which the ingenuity of the teacher could make additions so as to express other relations—the subject might be made intelligible to young children. It might, perhaps, be amusing also to note the effect of one of the more intricate diagrams on an examiner who had never heard of the system.

THE BOY'S OWN ANNUAL, an Illustrated Volume of Pure and Entertaining Reading, edited by James Macaulay, M.A. London: The Religious Tract Society; Toronto: Wm. Warwick.

We have already spoken, in these pages, of the excellent character of this publication, designed by the Editor of *The Leisure Hour* to supply the young with wholesome and entertaining reading. The bound volume, comprising the numbers for the first year of issue, has just been completed, and, having put it to the excellent home-test of introducing it to a family-circle of voracious, youthful readers, with delightful results, we are prepared heartily to endorse its entry into whatever households it may enter. With the annual volume has come the first monthly part of the New Year's issue, an instalment of even greater promise than any which the past volume shews. The Canadian publisher should receive the thanks of every friend of youth in introducing so meritorious a publication into Canadian households. There should be clubs formed for its purchase and circulation in every school in the country.

HARPER'S LATIN DICTIONARY, founded on the translation of Freund's Latin-German Lexicon, edited by E. A. Andrews, LL.D., Revised, enlarged and rewritten, by T. Lewis, Ph.D., and Charles Short, LL.D. New York: Harper Brothers; Toronto: Willing & Williamson, 1879.

American scholarship and publishing enterprise has, in this work, received a high and merited compliment—the lexicon having been accepted by the Syndicate of the Clarendon Press at Oxford as the standard au-

thority in Latin lexicography in England. As the work reaches us, just as we go to press, we can only briefly announce, in the present number, the fact of its publication—promising to give some critical notice of the book in our next issue. The Dictionary may

meantime be confidently recommended to students and scholars, as a great store-house of criticism and research, embodying the results of the latest and ripest scholarship in the literature and language of the Latin tongue.

EDITORIAL NOTES.

TOPICS OF THE TIME.

A correspondent in the *New York Nation*, arguing that it is the duty of colleges and universities to impress themselves more strongly on the thought of the country, makes a suggestion which we should like to see acted upon in the Dominion, namely, of extending to the constantly increasing class of young clerks, merchants, teachers, and university graduates, an opportunity to become acquainted with the best thought of the time, the ripest conclusions of science, philosophy, history, literature, and ethics in their broadest scope and influence. The mode of accomplishing this, he suggests, is that which largely prevails in the university towns of Germany, *i.e.* through the medium of scholarly lectures, not popular dilutions, held weekly throughout the winter months by university professors, capable college graduates, and specialists. The work might be taken up, the writer further suggests, by alumni associations, and thus widen the area to be benefited by the experiment. If the suggestion were in Canada acted upon, a beginning could well be made in any of our larger cities, where, if the services of university professors cannot be had, there are plenty of college graduates who could be pressed into service with benefit to themselves and the public. Commenting upon the suggestion, the *Nation* makes the following pertinent remarks, the force of which should be as keenly felt by our own people as by the Americans. "That a great field of usefulness," says the *Nation*, "is open for such a course of lectures as our correspondent proposes hardly admits of a doubt. One

great defect of American life is the severance between the educational period and the practical period. A young man on leaving college has no incentive and no encouragement to continue his education. The pressure is all the other way. He plunges at once into a crowd where every man elbows his neighbour out of the way, and where a suspicion is often forced upon him that the time he spent in getting his education is a greater loss to him than the education itself is a benefit. If the educated classes exert so little influence on public affairs, it is partly because they have not maintained their own place. . . . A man who ceases to study when he leaves college will in a very few years sink to the level of his surroundings, and perhaps even below it; for what little he has learned may be just enough to close his mind to those sources of knowledge that men who are wholly self-educated are so ready to make the most of. It is a truism that no one is entitled to be called a man of education who is not constantly adding to his stores of knowledge and constantly exercising his powers of reflection and reasoning—in other words, that education must continue through life. It is the habit of doing this that makes the public and intellectual life of England so rich and imposing."

We particularly regret to learn of the final action of the Lindsay School Board in relieving Mr. Dobson, Head Master of the High School, of his duties, and in making him the scapegoat for the shortcomings of the Trustees in their withholding the means

of adequately equipping the school-staff, so that it might not only do justice to the pupils taught in the institution, but enable the latter to hold its own with the High Schools of the neighbouring towns with which it was afterwards unfairly contrasted. The ungenerous, the unjust treatment Mr. Dobson has received at the hands of the Board has little to excuse it, and we can readily understand with what sympathy he is being regarded in having been placed in so false and equivocal a position by those who, on every principle of right and honour, should have stood by him at the present juncture in the school's affairs, rather than have deserted and betrayed him. There are points in this case which call for full and careful consideration, not only in the interest of the incriminated Head Master, but in the interest of education itself and of the profession generally. We propose, therefore, in our next issue, to deal with them, the crowded state of our columns in the present number not allowing of our taking the matter up satisfactorily.

ONE of the men who has come to the front as a school superintendent in the United States is Col. Parker, Superintendent of Schools in Quincy, Massachusetts. He is described as "one of those happy men to whom God has given the grace of enclosing a splendid big boy, and a wise good man in one skin." During the last five years he has revolutionized the method of training children in a small town of 10,000 inhabitants. Some idea of the opinions he acts upon may be gathered from his utterances at the late meeting of the New Hampshire Teachers' Association. He said, "Away with learning the alphabet. Burn the spelling-book, the grammar, and the primary geography. Stop telling little boys to study and keep order. It is an abomination." He believes in word forming. He wants teachers untrammelled by foggy boards of education.

AT the late Social Science Congress at Manchester, a discussion on the introduction

In the meantime it is to be hoped that Mr. Dobson's professional reputation may not unduly suffer by the wanton injury which his late School Board has done him in making him and his assistant the victims first of their own parsimony and neglect, and now of their unmanliness and spite.

THOUGH North Hastings is regarded territorially as somewhat of a back country, it is far from being so in educational matters, owing mainly to the enlightened and energetic action of its Public School Inspector, Mr. Mackintosh. This gentleman, taking a hint from an important discussion on Uniform Promotions at the late Provincial Convention, has issued a circular informing the teachers under him of his purpose to hold an examination, at Madoc, of Fourth and Fifth Class pupils, upon the papers for Entrance Examination to High Schools. His desire in holding the Examination is to afford his teachers a reliable means of testing the relative efficiency of their scholars.

of the Kindergarten system as a panacea for the ills of Public Elementary Schools brought out clearly the opinion that it might, and does become as mechanical as the lessons it seeks to supplant, and that its principles, which are nothing new to our experienced teachers, should be applied throughout the school course.

AN English paper states that "abstemious" and "facetious" are the only words in the English language in which vowels follow each other in their proper order.

THE following problem was submitted in the New England *Journal of Education*:— Suppose, while drilling a class under the usual rule for compound subtraction, you should unwittingly give the following problem, what would you do about it?

	mi.	fur.	rd.	yd.	ft.	in.
From	1	0	0	0	0	0
Take	7	39	5	1	5	

Ans.

1