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THE CANADA  
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MAY, 1901.

THE WORK OF THE ROYAL SOCIETY OF CANADA.\*

REV. PROFESSOR CLARK, D.C.L., PRESIDENT.

IN approaching the subject of my address, "The Work of the Royal Society of Canada," we naturally think, on the one hand, of the constitution of our society, of the sections into which it is divided and the work appointed for them to accomplish; whilst, on the other hand, we as naturally look back on the eighteen years of the life of the society, and ask what it has done; and forward to the future, and consider what work lies before us. It is possible that we may form a more favorable estimate of our own achievements than others do. We cannot be unaware that there are those who profess to think little of our society and its work. This need not surprise us; it is nothing new. No association can admit everybody to its membership, and, however judicious may be its elections, those who are passed by will have their fling and their jibe at the bad taste which has neglected them. As we have said, there is here nothing new. There is no greater literary society in the world than the French Academy; yet we know what Piron tried to think of it, and how he showed this in the words

designed by him to form his epitaph.

Well, we can bear such words with equanimity, we can even appreciate the wit of our critics, when we look upon our comparatively short yet not inglorious history.

There are many benefits derivable from an association such as that to which we belong, and some of them are of a character very real, yet so indefinite that it is not quite easy to describe them. May I not here fall back upon the language of the wise man—language which at least has stood the test of time? "As iron sharpeneth iron, so a man sharpeneth the countenance of his friend." I think there are some among us who will testify that we have derived from these meetings stimulus and sympathy which we carried back with us to our work with advantage to ourselves and to those whom we taught and influenced.

I cannot claim to have been one of the most regular of the fellows of this society, but I can say that, whenever I have been present here, I have regretted my omissions in the past, and have resolved to be

\* Extracts from the address of the President, Reverend Professor Clark, delivered in the Assembly Hall of the Normal School, Ottawa, on the evening of May 30, 1900, the Vice-President, Dr. Frechette, in the chair.

more regular in the future. Of a society which has excited such thoughts and purposes, it cannot be said that it has no practical value. Let us come, however, to hear something more definite.

It may be permitted, for a moment, to look back beyond the year which has just passed, and to commemorate those who have gone over to the majority after having here served their day and generation. The original members of the society numbered eighty, twenty in each section. There are now 96 members, 24 in the 2nd and 4th sections, 23 in the 3rd, and 25 in the 1st. Of those who have been presidents of the society, the first four and the sixth have passed away. When we mention their names, Sir William Dawson, the Hon. Mr. Chauveau, Dr. Sterry Hunt, Sir Daniel Wilson, and Dr. G. Lawson, it will be felt that not only the society, but the world, is the poorer for the loss of them. Happily we still retain the greater number who have shared that honor, and they are not among the least known or the least valued of our members.

Glancing at the various sections into which the work of the society is divided, we become aware of the ravages of time in every department. In the first section, that of French literature, we have still twelve of the original twenty, and among them those who (as the reports of the society will show) have done much valuable work. It is sufficient to mention the names of the Abbé Casgrain, Dr. Fréchette, Sir James LeMoine, Dr. Marchand, and M. Benjamin Sulte, all of them among the original members of the society, and still remaining with us.

In the English section our losses have been more severe. Of the original twenty only eight remain, although three of the remaining

twelve are yet alive. Of those who have passed away, special mention should be made of Evan MacColl, the Gaelic poet, Charles Sangster, the Canadian poet, and Mr. John L'Esperance, *litterateur* and journalist, all of whom have distinguished themselves in their own department; and to these should be added the names of Dr. Alpheus Todd, whose work is too well known, not merely in Canada, but throughout the Empire, to need any comment or commendation from me; and Professor Paxton Young, who, although, as far as I know, he left no writings of much importance behind him, during his period of teaching communicated his thought and much intellectual stimulus to the minds of many men who, as students, came under his influence.

Passing on to the third section, I find that eight of the original twenty have left us; but one of them—a much valued member—Professor Chapman, is still alive. Dr. Sterry Hunt was a loss to science and to Canada. Of the fourth section, eight have also gone. But here I am passing into regions of which I can speak only from hearsay. The late Mr. Matthew Arnold expended a good deal of labor in proving that *Belles Lettres*, as he called it—shall we say *Literature*?—was much more cultivating and civilizing than science. However this may be, we who are literary and not scientific may be wiser if we do not expose our ignorance of science.

On one point, however, in the relation of science to theology and literature, I may be permitted to dwell for a moment. It is hardly necessary to refer to the old-time feuds and controversies between the men of science and the men of theology. To go no further, the late Duke of Argyll has set forth this discord abundantly in his "Reign of

Law," and the fact is notorious. There was in the theologian a deep-seated suspicion that the discoveries—rather the theories—of science would be found opposed to the doctrines which it was his business to defend. It was of little use pointing out to him that one truth could not contradict another, that science could have no quarrel with any other department of knowledge or investigation; and that any contradiction that might seem to arise only demanded further investigation and not mutual anathemas. We are familiar with this state of mind; and in our own society it has been dealt with by two of our Presidents, Sir W. Dawson and Monsignor Hamel.

But it is not merely that theology and science have come to a better understanding; science itself is, in recent times, actually coming to the aid of theology, and this in a very thorough and far-reaching manner. Science is no longer arrayed on the side of materialism or even atheism; it has passed over to spiritualism and theism.

We cannot altogether wonder at the prejudices and suspicions of the theologian. When a scientific man could say of the idea of God, "I have no need of that hypothesis," he declared war upon the advocates of Theism; and it is not so very long since a school which was essentially materialistic was the dominant school of thought in Great Britain. The present speaker well remembers a conversation which he had more than forty years ago with Professor Mansel, the famous Bampton Lecturer of 1858, a man of whom I may say that, however we may now refuse to accept his conclusions in regard to the limits of religious thought, he was certainly one of the most powerful intellects of the Oxford of the nineteenth cen-

ture. Speaking of some of his contributions to the magazines, I asked him why he did not collect them and publish them in a volume. His answer was, "People here in Oxford read nothing in Philosophy now but J. S. Mill." Nearly at the same time the speaker had a conversation with another leading man at Oxford, now a Professor of Divinity, who espoused the side of Mill. With the ardor of comparative youth he broke in, "Mill is an Atheist." "He has not said it," was the reply. No! he had not said it; but, since then, he has said it from the grave, in his Autobiography and in his "Three Essays," published by his stepdaughter after his death. Mr. Mill, in these writings, declares that, at a certain period of his life, he became an atheist. I need not here enter upon the process by which he arrived at this conclusion. Yet it may be useful to notice that even he, towards the end of his life, felt constrained to admit that the argument from adaptation was certainly very strong—a concession almost savouring of Theism. But we have now long passed that moment of transition. Not merely did Professor Tyndall, in his Belfast address, declare that materialistic Atheism did not commend itself to his judgment, but, at the present moment, there is hardly a man eminent in science who will not declare that Materialism is an impossible theory of the world.

May we not say that men of science are, more and more, returning to the position of Francis Bacon, Lord Verulam, who declared: "I had rather believe all the fables in the Legend, and the Talmud, and the Alcoran, than that this universal frame is without a mind?"

If I have ventured here to bring forward these statements, it is not merely for the purpose of asserting

an interesting theoretical truth, but with a practical intention. If our science is to be of any real value, it must guide our methods of education. If we are to be students of literature, we must consider well all the extent and bearings of literature. To be brief, we must ask why the Sacred Scriptures should be excluded from our system of education in Ontario. We may regard the subject from the point of view of Science or of Literature. Take the last first. Certainly the sacred writings are literature—of a very high class and of very wide influence. Many years ago an ingenious gentleman imagined a dream in which it was discovered that all the quotations and allusions borrowed from the Sacred Scriptures had vanished from the literature of the world. The chasm was vast, the loss was irreparable. The best parts of the greatest writers had disappeared. How is it, then, that every other literature, Greek and Roman, French, German and Italian, is allowed a place in our school and college curriculum, but not this? We may read the writings of Homer, and Virgil, and Dante, and Molière, and Goethe and Shakespeare; but we may not read or teach the writings of Moses, or David, or Isaiah, or Paul, or John. But this is not all. We need the ideal element in education. It is not enough to plod along, adding up rows of figures, criticizing sentences and paragraphs, cramming formulæ of all kinds in all sorts of sciences; it is necessary, if men are to be more than machines and “patent digesters,” that they should have set before them some high ideal of life and action to which they might be taught to aspire. How are we to bring this about? By the three R.’s? By reading, writing, and arithmetic, by gram-

mar, geography, chemistry, and all the other sciences? No one will venture to say so. We must bring it about, if it is to be brought about, by religion. And I know not, and nobody knows, where this religion is to be found so well set forth and illustrated as in the Collection of Books which we call the Bible.

It will be said, this is adequately done in the Separate Schools. Yes. All honor to the Roman Catholics of the Dominion; they have not been contented with mere secular education anywhere. But are they alone to be taught religious truths? The Protestants, it will be said, accomplish the same thing in their Sunday Schools. The Sunday Schools! Heaven forbid that any word of scorn should be spoken of these schools, or of the self-denying men and women by whom they are carried on. But two things may be said with perfect certainty. In the first place, multitudes of children do not go to our Sunday Schools; and, secondly, the instructor in many of these schools is pronounced by their best friends to be quite inadequate. We have warnings enough on this subject coming from the United States. In those rapidly growing districts, in which the churches can do little to overtake the needs of the masses, multitudes of children are said to be growing up without a sense of God, or duty, or morality. In our own more slowly growing population, the evil is not so rampant, but it is growing and extending. And even now there are multitudes of children educated in our Public Schools who scoff at any argument except that which may be derived from considerations of pleasure or profit.

I take no credit for bringing this subject before the present meeting. It is in the air. Wherever I turn I

hear men speak of it. At teachers' meetings of different kinds, in different localities, the need of more definite religious instruction is brought forward. It is an error to say that the teachers are indisposed to impart such instruction. I have been present at a meeting of teachers where, without a dissenting voice, it has been declared that religious teaching up to a certain point was actually given, and that measures should be taken to give it more fully and systematically.

Doubtless there are difficulties in the way; but there are no difficulties which could not be removed if the matter were taken seriously in hand. There are certain points on which we are all substantially agreed: we are all ready to teach Old and New Testament history and a morality based upon the words of Christ. Even J. S. Mill declared that an unbeliever could not teach a better morality than this. If more than this is desired, it might be imparted by the clergy of different denominations to the children of their own communions. If less were desired, if any parents wished that their children should receive no religious instruction, then a Conscience Class might be provided for such exceptional cases, and the children thus removed from religious teaching might be set to some other lesson while the others were engaged in that way. That something of the kind will be carried through before long I am quite convinced. I appeal to the members of this Society to use their great and legitimate influence, so that the work may be done in the best possible manner.

It has been said that there is something inconsistent in our having a department of Canadian Literature, since it can be regarded as only a branch of English literature.

But this is not strictly the case, and, even if it were so, we should still have not unimportant functions to discharge in more ways than one.

In the first place, we have a history of our own, a history full of interest and even of romance; and the work done in regard to this history is of great value as history and as literature. It is hardly necessary to refer to the work of Parkman, who, although not a countryman of our own, has won the right, and more than the right, to be an honorary Canadian by his splendid contributions to the past history of our country. In the fulness, carefulness, and impartiality of his researches he has left hardly anything to be desired. Those who may follow him will have but the merest gleanings of the field which he reaped; and the form in which he has presented the story of the country is as attractive as the matter of the story is trustworthy. He has gone beyond our thanks or our appreciation; but the memory of his work will be fresh when this and many generations shall have passed away.

We cannot have many Parkmans in any country, and Canada is too young to hope for many such for years to come. Yet we are not without diligent and successful laborers in the same field, who have made contributions of permanent value to the records of the past. Among these a high place of honor must be assigned to a member of our own body, the late Dr. Kingsford, a man who, after a long and busy life, devoted to labors and interests the most varied, consecrated the closing years of his sojourn here to the accomplishment of a work which should tell the story of Canada, in full detail, from the earliest times to the union of Upper and Lower Canada in 1841. If we cannot claim

for this work of Dr. Kingsford's that it shall be reckoned as the final history even of the period which it covers, it must at least be acknowledged that it contains an amount of carefully collected and sifted material which no future historian can properly or wisely neglect, and that the author conducted his researches and wrote his book in a truly historical spirit. It was a source of the greatest satisfaction to his numerous friends that Dr. Kingsford lived to see the publication of the last volume of his work. It has been truly said that history belongs almost equally to the sphere of science and to that of literature; and in some recent histories we have the predominance of the one or of the other. In Mr. Roberts' recent *History of Canada* we have literature, if not so largely science; and in Sir John Bourinot's we have a happy blending of both. And here, I trust, I shall not be thought guilty of a liberty if I refer briefly to the great obligations we are under to our Honorary Secretary. When one looks back on the immense work which he has done for the society, in addition to all his other labors, one remembers what was said of Chrysippus, not the founder, but an early teacher of the Stoics: "If Chrysippus were not, the Stoa were not." So might we say, "If Sir John Bourinot were not, the Royal Society were not."

In connection with the subject of history, mention should be made of one who has rendered important services to this department, although, through the accident of his residence outside the Dominion, he is not a member of this society. I refer to Mr. William Francis Ganong, Professor in Smith College, Northampton, Massachusetts, a native of New Brunswick, who has made most valuable contributions to the his-

tory of a province hitherto neglected. His essays on "Relics of the French Period in New Brunswick," and other cognate subjects, are conceived in the thorough critical spirit of modern scientific historical investigation. It will be seen that he contributes, this year, a paper to the department of English literature and history: "A Monograph of the Evolution of the Boundaries of the Province of New Brunswick." The mention of this province reminds us of another distinguished writer, who, however, is a member of our society, Dr. Matthew, of St. John, who has made valuable contributions to the transactions of our society on the subject of Geology.

Passing to literature, more properly and distinctively so called, it is possible for us, in the dreams of our youthful ambition, to raise our expectations so high that we must needs encounter disappointment; yet we may venture to say that no reasonable anticipations will be disappointed. In literature, let us remember, there are two things, matter and form—thought and expression; and neither of these will be satisfying apart from the other. We must have, on the one hand, elevation, freshness, richness of thought; and, on the other, purity, clearness, and force of expression. It cannot be said that the circumstances of a country like this are favorable either to depth and maturity of thought or to graceful and artistic language. Yet it cannot be said with truth that we are entirely destitute of qualities that may be called literary, or that we have produced nothing worthy to be called literature. It is true we are most of us mere working men without leisure for the cultivation of our tastes. Our work is too continuous, too unbroken. Meditation, by which above all things the intelligence and the imagination

are rendered fertile, is not for us. It is to us almost a strange work. And yet we have some compensations. We live in a free country, inheriting the traditions of two of the greatest literary races that the world has seen; and, if we sit humbly, as we and all men ought to sit, at the feet of the mighty ones of past ages, it is as learners desirous of catching their spirit, rather than as mere imitators or copyists.

Nor has our success been altogether insignificant. In fiction and in poetry we have produced writers who are appreciated and admired wherever our language is spoken. Those who, years ago, discerned the promise of the "Chien d'Or," have wondered that Mr. Kirby has not further enriched our library of fiction; and we are certainly not without contemporaneous novelists of merit. Mr. Gilbert Parker, who began his literary career with the publication of poems which attracted attention and admiration, has, as a novelist, taken his place in the first rank of living writers; and most of his themes are drawn from Canadian sources. Mr. Robert Barr, again, who, although born in Scotland, was brought to Canada as a child, and received his education in this country, is becoming widely known on both sides of the Atlantic as a novelist of mark. In this department there are lady writers not a few of high merit, probably many more than are known to the present speaker. Among these may be named Mrs. Harrison, Mrs. Jean Blewett, Miss Wetherald, and others. But still more remarkable are the poetical gifts of a very considerable number of our countrymen and countrywomen, including some of those already named. We live in a poetic age. We have writers of poetry, in the old world and in the new, who will be forgotten almost

as soon as they become known, whose effusions will compare favorably with those of some who attained the rank of standard poets in the 18th century. This is said deliberately and advisedly, however it may be explained. It may be that the spread of education and the consequent wider acquaintance with the great writers of early times has something to do with it. It may be that the great revival of religion in the Methodist movement of the last century and the Oxford movement of a later time has aroused men to the perception of new and higher ideals. Indeed, it is plain that every department of art has received a stimulus and an impulse, music, and painting, and poetry alike. But however this may be, the fact can hardly be denied, and our share in the harvest is not small. It is possible that our poets exercise hardly enough of self-restraint, are too ready to put forth their thoughts and emotions as though every utterance of theirs must be worthy of being perpetuated. In this respect they are not unlike some of their great predecessors. How much greater Wordsworth would appear if we could forget half of what he has written! Byron, Burns, and many another have left us contributions of which we heartily wish that they could have been consigned to the waste paper basket, and never have emerged from thence. One great poet there is, one not long lost, who sat silent for years and nursed his muse until the fire burned bright and he was constrained to speak with his tongue. If all our poets could emulate the humility and reticence of Tennyson, some of them might be numbered among the immortals. And we believe that much of their work will live on beyond the age of its birth. It is not quite easy to discriminate, and one is sure to pass over some



poets and poems most worthy of remembrance. Yet some names may be mentioned ; to begin with, some of our own members no longer in their youth. One remembers a volume consisting largely of real poetry by Mr. George Murray, and wonders, as we do also with Mr. McIvor, that we do not hear of them again. And there are our younger poets.

I was about to mention the names of those who were known to myself when there came into my hands a volume, just published, entitled "A Treasury of Canadian Verse," edited by Professor Theodore Rand, himself a poet of high distinction and excellence. In the preface to that volume Dr. Rand seems to me

to have characterized the productions of our Canadian poets with so much insight and judgment that I would gladly have reproduced his words in this place. As, however, they are within the easy reach of us all, and as the reading of the preface may lead to our making acquaintance with the very remarkable collection of poems, which fill nearly 400 pages of the volume, this reference may suffice. A survey of the mere list of writers whose poems are collected in this volume makes one shrink from the attempt to enumerate them. As regards the poems themselves, I venture to say that few, even of those best acquainted with our literature, will read them without astonishment.

(To be continued)

## FRENCH AND ENGLISH IN THE NATION AND IN SCHOOL.

PROF. W. F. P. STOCKLEY, M.A.

University of N. B.

.A.

"I tell you, gentlemen and ladies, if you look in the maps of the world, I warrant you shall find, in the comparisons between New Brunswick and Ireland, that the situations, look you, is poth alike. There is a river in New Brunswick and there is also moreover a river in Ireland . . . and there is salmons in poth. If you mark Ireland's life well, the Province of New Brunswick's life is come after it indifferent well ; for there is figures in all things."

As in Ireland you had a Celtic people filling the land, and discoursing in their own tongue ; so in the lands near the St. Lawrence mouth and southward, you had the tongue of the first European conquerors here, whose French spread along the courses of our rivers.

Now, England,—“Got knows, and you know—in his rages, and his furies, and his wraths, and his cholers, and his moods, and his dis-

pleasures, and his indignations, and also being a little intoxicate in his prains, did in his ales and angers, look you, kill his best friend”—but the lady Erin is not indeed kilt entirely. And doubtless she is England's best friend, of the sort that are no flatterers, but “feelingly remind us what we are.” She still talks back to him ; and sometimes in her old tongue. That shows what a blessing there is in marriage of opposites.

But what then of England and this other lady, our province ? Was he “in his right wits and goot judgments” when he turned her away unless she would speak always to him in English ; or rather, is he wise to-day in discouraging both these ladies from pleasing themselves with variety of idiom, when grumbling or

giving him tongue—that, perhaps, is more the way with the first-named lady—when romancing over the past, when singing and telling old tales and laughing at gilded butterflies, when softening the heart with the tones of home affections, when praying in the words learnt in youth, even when glorying in the heroism gone by, witnessing that their souls are still proud though tame?

Well, are they tame? Or may they not be tame though proud? I mean, is the submission of Scotland doubtful because the Scotsmen sing

“Scots wha hae wi’ Wallace bled,”

denouncing the English yoke as “chains and slavery”?

“Proud Edward’s power” they do not now resist. And Irishmen of the same temper, doubtless might peacefully sing, against “the proud invader,” the warlike

“Let Erin remember the days of old.”

Moore was a mild sort of national list. Burns was a more hearty one, perhaps. But neither of them was a thoughtless or a convinced rebel to the powers that be. And then, even Gaelic words do not make a Highlander more cross with England than he was before; however much that was; nor an Irishman either. No language under heaven indeed, could make some Irishmen crosser with England than they are. Though, on the whole, they are a most gentle lamb-like people, when rubbed the right way.

Still, the point is, that I don’t know that you make even ladies, as we have called them, less cross, by thwarting them in their fancies.

Certainly in Ireland, where the Gaelic language has been so much discouraged, the result is not Canadian harmony. In Canada, where on the whole, the French language has been encouraged, is there less of the reasonable live-and-let-live, than

if this conquering English had refused any recognition to French?

But we may go beyond this, a long step. We may say that, whatever be the disadvantages of variety in a country’s tongue, there are also advantages in diversity; on the which it is more profitable as well as more generous to dwell; seeing that here we are in our little Babel, each crying out: “*I’m going to stay anyway*”; “*J’y suis, j’y reste, moi.*”

Well, in Ireland, so in New Brunswick, there are a goodly number who speak not English, or who have as their mother speech if not Irish yet French.

Now, it is for us here to consider this matter as it concerns our schools chiefly, and our education. But education prepares for life in such and such circumstances; and all these questions of nationality within one Empire are of the greatest public importance.

We must try to be reasonable with one another. Those who do not feel themselves English, those perhaps who are in no sense English, except that they are under the British flag, may yet feel enthusiastic for this Empire; or if not that, may yet be very willing to accept the present conditions, and may at least judge, by their reason, that for them things are best as they are.

Take the French-Canadians and the present war. I am not saying they all thought the war just or inevitable. But certainly the Canadian French joined as a body with other Canadians; they gave their men anyway, some of whom have given up their lives. Well, the Archbishop of Montreal, Mgr. Bruchesi—Italian, rather than French by race, perhaps, but probably with no ancestor from the British isles—he said, to his fellow-countrymen that look to England or Scotland as home, “What you do from your

heart we do from our reason." Nor can you ask more. We must not be cross with a French-Canadian Archbishop if he says his ancestors were from France. How can he get the better of his ancestors, now? Yet indeed there *was* an Imperial Federation map of this Empire, on which the British Isles were marked "home"; and the lecturer, I think, was ready to be contemptuous of or vexed at any descendant from la Bretagne or la Normandie, who would declaim, "*Que voulez-vous*, how can I help it?" in protestation; or who would say that same with a hopeless and helpless shrug of the shoulders. *Mais, enfin, que voulez-vous?* How can a man with French ancestors make them now be born on the Thames, the Liffey, or the Clyde? It is exasperating. There are some things not even a French Pope could do, let alone an Archbishop.

Those who are chiefly in our minds as probably or possibly less sympathetic with the Empire are the French and the Irish amongst us. Well, if we look back, that was not unnatural. The French were conquered here, not so long since. But then came the French Revolution; and French Catholics in Canada have their churches and their church property, unlooted, unconfiscated, undesecrated. To-day they have in the two chief provinces separate Catholic and Protestant schools—according to their Catholic principles, be these right or wrong. With us, in this Province even, there is much consideration for Catholics as such, compared with what guides the temper of the rulers of the land of St. Louis. Fancy a serious proposal in Fredericton, in New Brunswick, that no one was to hold any government office, unless he had been educated at the University of New Bruns-

wick, transformed into an institution openly scoffing at God and Christianity. Such a proposal is now made in France.

This is something well worthy of the attention of all subjects of the British Empire. No one can be more struck with it than a Catholic who is also Irish, and who, somehow, was brought up with a French heart rather than an English. But whatever reasoning power there is in him has done its work, and—this is getting personal—instead of rebellious, Protestant, and French, has made him loyal, Catholic, and English; only, he is Irish.

There is no getting over the facts. As the *Spectator* says of that proposal now made by the French Government, "You might as well say outright that no one who believed in Christianity was to have more than three hundred pounds a year. It is the Irish Penal Code over again." Only, we add, England has given up the Penal Code—or most of it, her royal accession oath being an isolated anachronism now—while France is adopting it. "*Nos ancêtres, monsieur, sont nos ancêtres, et nous sommes les gens de maintenant;*" we are the men of our own day; we must live as we find things, not as our ancestors found them. If England and France have changed places in the matter of religious toleration, in the happiness of any sort allowed their people, in justice and in absolute law of right, well then let us be thankful therefore, and openly acknowledge the facts, whatever violence we do to prejudice or ancient feeling. "Things are what they are; and their consequences will be what they will be; why then should we wish to be deceived?" England is converting her malcontents, whom France has repelled.

It is then of the greatest

importance that all Britishers—*miss-Britishers* and all—should consider how we stand. Do not ask, have I not the right to make my people miserable; but, is it not my advantage to make them happy? Not only people's feelings, but their prejudices, and even what each may think the other's stupidity, let us treat gently, if not respect.

The British dominions have so many races among their people; so many traditions; so many regrets, longings, aspirations. We must take these as they are. To destroy them, did that savage instinct still prevail, were scarcely possible. It is then to our interest that while reason tells us that the laws we live under are fair, we should be made even to love the nation of which we form part, and to be its strength, by treasuring it in our hearts as well as in our minds.

You English have won; an Irish-Britisher or a French-Britisher may say. Do not be hard on us. We are still sore from the wounds or the kicks; nervous we are, a little shy of an outburst on your part: besides, your manners, John, are not perfect, you are not very *sympathique*, Monsieur Jean; and we are not fools for thinking, or for feeling, that if you are the whale and have swallowed us, we should like to live our little lives inside your great protecting carcase, and not be wholly digested and absorbed. We shall keep you lively by our movements, and shall not hurt you; you know you are very thick-skinned. We within shall ask you not to carry us into regions that do not suit us, not to take into your system what does not agree with us—education stuff, for instance. Besides, when we are sick and kick, your passage through the great deep of your course is nothing half so pleasant for you. Perhaps you will disgorge

us some day: you will die, I suppose, and perhaps we are to live to the end with you. But, however it be, do you, John the whale, and your French and Irish passengers, arrange to travel in happy company, whether there be storm, or yet a calm.

In the solemn words of the Presbyterian Rev. G. M. Milligan, of old St. Andrew's church, Toronto:

"It would be a disgrace, for example, at this time of day to have racial differences breed war in our midst. Why should we have foes in the men of French blood within our borders? They are far from being firebrands. They are an industrious, contented, religious and domestic people, and they are our fellow-men, and a good type at that, who have proved themselves at various crises of our history loyal men as well. A quarrel between these people and ourselves would not argue a superabundance of patriotism anywhere, but of that wrath that worketh not the righteousness of God, Who hath made of one blood all nations of men to dwell upon all the face of the earth. Let us be loyal to the ninth commandment, and peace is assured."

#### B.

"I think," says the Marquis of Dufferin, "that Canada should esteem itself happy in owing its prosperity to the mixture of races. The action and reaction of several national idiosyncrasies, the one upon the other, give to our society a freshness, a colouring, an elasticity, a vigour, which without them would be wanting to it. . . ."

"At this moment the French-Canadian race . . . is engaged in a generous rivalry with . . . fellow-subjects of English origin, the end of which is to see which of the two will contribute more to the moral, material and political advancement as well as to the prosperity of the country. There is not one student, man of business, or of science, politician or writer, of either origin, who does not feel himself inspired by this noble emulation." And long before, another governor of Canada had said—happily, the country has acted in his spirit—"I must avow that I am profoundly convinced of the unpolitical character of all intentions of this kind to denationalize the French. In general it produces the opposite effect to that we have in view, and inflames national prejudices and animosities."

For, as said that man of all poli-

tical wise thoughts and humane feelings, Burke :

"A wise prince should study the genius of the nation he is called to rule ; he must not contradict them in their customs nor take away their privileges, but he must act according to the circumstances in which he finds the existing government."

Then, Montesquieu :

"It is less by terror than by love that men are governed, and if absolute perfection in matter of government is a myth, it is a fact that the best is the government which adapts itself most closely to the climate and the habits and even the prejudices of the country."

"Since all authority is snatched from the conquered leave to them their own laws, their own customs and magistrates, which are of advantage in private and in public matters." (Grotius.)

And, "It is ever to be remembered, that, great as may be the efforts made for the prosperity of the body politic, yet the claims of the body politic are nothing in themselves, and become something only in so far as they embody the claims of its component individuals." (Herbert Spencer.)

These passages are quoted from a lecture on "The Dual Language Question in Canada," delivered some five years ago at the University of New Brunswick by the Rev. Father Stanislas Doucet, and afterwards published in St. John. The lecturer noted in how many civilized countries several languages were spoken and recognized in the State or in education. And, under English rule, Welsh is the ordinary home language in Wales; where more and more, societies of literature, of history, of music, of antiquities and of language are occupying people's minds, and exciting their sympathies for what is interesting and beautiful; and more and more is spreading in England a juster and more generous judgment on what once was called by the English poet,

"An old and haughty nation proud in arms."

Now in Ireland, which has something more in common with New

Brunswick than salmons, there are many thousands of children whose native language is Gaelic. As you know, under the religious wars, and during the violent application of the laws against religion, education there was practically forbidden. Then in this century came a system of schools which openly attempted to make the Irish children join the Episcopalian body then established. Finally, the present national school system was inaugurated; which also, as the Protestant Archbishop of Dublin, Whately, one of its champions, confesses in his letters, was meant to end in changing the religion of the country; though he would not, and could not at that time of day, (the middle of the nineteenth century), declare such a meaning openly. However, as the Irish, both Catholic and Protestant, desire separate schools, the national school system has become practically denominational. But there still remains the characteristic trait that interests us chiefly just now. These schools act on a stupid assumption that Ireland is a part of England. You know if you tie a dog and a cat very tightly together they will feed less peaceably than if each is with his dish alone, shaken free from his fellow-householder. Nor, I suppose, would even twins run all their lives happily in close harness.

As we know, Whately, an Englishman, struck out of the national school books in Ireland,

"This is my own, my native land,"

for fear an Irish gossoon shouldn't think he was in England; and the same doctor put into the books for the wild Irish a little ditty by which each learner from Cork to Derry expressed comfort at being made

"A happy English child"—

God forgive, not them, but the alien archbishop; for certainly that was a wild English lie.

The salmons in this country are not such monsters. Your children begin to study geography by learning about Canada, even about New Brunswick, not to say the districts watched over by the county politicians. But for an Irish geography to touch on Ireland before England would argue a determination to suppress England; and perhaps—the Irish children are so clever—to superimpose Ireland thereon, and possibly flood the uncovered parts with water from Lough Neagh and the Shannon, which, being larger than any lough or any river in England, are obviously disloyal. And you know how disloyalty spreads.

As for the reading books in Irish schools, I remember stepping into a schoolhouse on a Limerick hillside, and some bare-footed youths were reading Addison's *Spectator*, about the Restoration drama on the English stage, or the habits in English country churches, or yet a criticism on "Paradise Lost"—I forget; but no wonder those subjects of her late gracious Majesty looked weary enough. Still more weary must those look who do not understand English sufficiently to know well what is being done to them. As men of understanding, high in sense and in authority, long ago noted, in the schools where Irish is the real language of the pupils—in these schools, where not a word of their own language is permitted; where the teaching is of words, words, words, thrown at these young natives—you would say they were all stupid: for there seems to be no more sense in them, than in the system of their so-called education. You would think so, until you spoke to them in Gaelic, or until you saw them outside. Not one of them ever learns to use English. Is not such a state of things folly and tyranny? And modify it; where Eng-

lish is partly understood; yet even there you realize that to teach the unknown by the known must be always the common sense and the rational method. What an interest intelligent Irish children would give to English taught them well and thoroughly, while their own minds had, through Irish, taken in much knowledge, and had gained in power and in judgment! These children are most anxious to learn English. They cannot learn it when they are thus beaten with it. Why, to put oneself in the position of such in Ireland, or of some even amongst ourselves, almost makes one tremble. Just fancy, day in day out, moment by moment, for weeks and months—even years, if the foreign tongue be never used at home and with friends—having school a place where I am spelling through an unknown, unexplained idiom, or one half known, half explained; where the country I live in, the places I am familiar with, the stories I have heard, the heroes I admire, the religion I practise, are absent; and in their stead, many strange beings and things coming whence I know not, and telling me who they are—a thing my childish mind cares little to know—in language which I cannot understand. What would be the effect on the children you teach? Will you try to-morrow and speak to them in nothing but French or Gaelic? Ah, what docile little creatures these Gaels and Gauls must be. For would our Anglicized Gaels even, (not to speak of our directer Saxons), be then quite so easy to manage, as now they are? Would they be restless, or a little languid; would they show such keen delight in Euclid's company did he prove in French; would they even carve so finely, if only French words of guidance reached their ears? Might

they not rather hew us in pieces with the French-named tools; and quickly passing to solid geometry crush us between two weights; as I believe was recommended to the Minister of Agriculture, that wanted to rid us of the potato bug?

Did we ever hear of "Do unto others as you would they should do unto you"? Were we ever stopped with "*Thou art the man*"?

In the Province of New Brunswick we are going on with a little of this selfish work in this very twentieth century. Ask some sympathetic teachers in certain generally French-speaking districts. They bemoan the unreality of pretending that the children can use English as a natural medium. "Treat things as they ought to be, not as they are." Perhaps they ought to be so. But they are not. And in such places, meantime, the generation is growing up disheartened in learning, less interested, less likely to advance in love of intellectual or humane pursuits, more likely to yield to the lower or to the rougher instincts and needs. Is this kind? Is this just? Is it wise; is it patriotic?

We need not enlarge here on the advantages of the two languages being well known. For, people interested in education show what they think, by spending time and money in learning some other language than their own, often at great inconvenience, and at large expense.

But what of the justice to others, what of the generosity towards our fellow-citizens, the wisdom, or the lack of it, and of true patriotism, in keeping young people back, and in letting them gain the dreadful habit of being more inaccurate and full of unmeaning talk for show, even than the rest of us? And what of preventing them from having, in school, cultivation of their natural tastes, of

their imagination, of their enthusiasm: and of their sense of happiness in living with a dominant race, beloved by its thoughtfulness for weaker brethren?

We are not so pig-headed, or so hard-hearted as not to know that we can learn from others. Just listen to this, what one of our English teachers said, speaking of these things: "If learning French would teach our children such manners as the French children have, then I say, let us learn French. Pass one of their schoolhouses, and the children outside will stand and salute you as you pass. Pass one of ours, the children, if not afraid, will pelt you."

"Little children, here ye may lere  
 Much courtesy that is written here;  
 For clerkes that the seven arts kunne  
 Say that courtesy from Heaven come  
 When Gabriel Our Lady grette,  
 And Elizabeth with Mary mette.  
 All virtues are enclosed in courtesy,  
 And all vices in villainy" [*i.e.*, unbecom-  
 ing, rude disregard of other's feelings].

This piece of "mediævalism" is from "The Little Children's Little Book," out of 15th century England.

English children then drew from the same source as French that "manners are not idle."

The reading books used in our French schools are mere translations of English books; yet who would bring up his child on such dry stuff if he could help it? A translation is a translation, and will always remain so. It is a stranger in the house of a foreigner. You will not force your fair-haired child to dye its hair as black as the hairs of the rest of the family. You will not beat the growing boy because he can't talk in the same octave as his sister. Those who seek to level never equalize. The strength and harmony of life are found in diversity not in uniformity. If we have our French-speaking children first knowing good French; and so, as

active-minded as may be, and as happy as possible about learning; then, even in a short time, they would learn more English than is drummed into them long suffering, when stunned in their immaturity by our present irrational sort of "shake the baby" treatment.

Not long since there was a meeting in the north of this Province at which French teachers spoke strongly in favor of wisdom and a change. The editor of the *St. John Educational Review for the Atlantic Provinces of Canada*, Mr. G. U. Hay, and others on the "English" side, have spoken in sympathy with the cry for help. Here is a letter of an "English" teacher, after experience in a New Brunswick school, where "French" children are suffering. It speaks, and appeals, for itself:

"We teachers wish for proper books. A carpenter cannot work without a saw, nor a mason without the tools of his trade.

"Is the English pupil forced to study geography in French; or even history, in a foreign tongue? The English boy begins to learn French when he goes to the High school, when at least he ought to know something of his own language. The French boy is obliged to learn English as soon as he begins his school work, at five or six years old, and before he has a sufficient vocabulary in his own language to understand English. And so it happens in many cases that the French child leaves school without knowing either language properly; it often happens that such a pupil is obliged to leave school as soon as he has begun to understand just a little English; that is all; and so his school time is wasted. But the French could study history and geography in French and learn English at the same time. I am sure you have remarked that some of the reading books used in the French schools have English written on one page, with French translation opposite. More often than not, the short English word needs a difficult word in French; or one English word needs three French words as equivalent. Hence great confusion for the child translator and beginner. Often the pupil learns the translation by heart, and cannot recognize the same words when met with in another story.

"Don't you think it would be better if the

English and French stories were written in separate books? Then let the pupils translate English into French, or French into English, after having studied the lesson.

"If you asked a French child here where *La mer de France* is, or *La Manche*, I fear you would get no answer. *La Suisse, la Tamise, le Mexique, la mer rouge* would be as Greek to the majority of French pupils. Am I right? Take arithmetic, and you will find the same difficulty; the rules and questions are written in English. Imagine an "English" child trying to do the questions of an arithmetic in French: it makes one laugh even to think of such a thing.

"Suppose that in English schools most of the books were written in French, and the teachers hardly understood French, what would the teachers do? They could speak in their own language, English, to the pupils, but they could not use proper books. *What could they do?* That is the trap French teachers are in. Skilled workmen, perhaps, but no tools for their trade. What could they do?

"A French pupil has a book in hand—about health, say. Look at it: it is in English; but the child does not know English, to understand what he is reading; and, if you wait till this child clearly understands what here is written in the book before him, the child will be old enough indeed.

"Fine logic it is. The English pupils learn their lessons in English, their mother tongue; but the French pupils are forced to study books written, not in French, but in a tongue foreign for them.

"Then why don't you teachers translate for them? We have not the time. And most teachers cannot translate into French. I know three French girls of 14 or 15 (*sic*) teaching in this county. They were in my school at the beginning of this term, and I am quite certain that they cannot translate English into French, for they used to make mistakes in the easiest sentences.

"The French here, it seems to me, have not the courage to fight for their rights. French is not yet a dead language, is it?"

*There* is no theorizing; but experience. How many scores of our New Brunswick children are concerned? How many hundreds? Thousands? Just think. And just feel.

Whether that writer exaggerates as to the ignorance of their mother tongue among the French part of our people, I do not know. A "French" writer in *Le Courrier des*



*Provinces Maritimes*, last November, said the same thing: "The majority of our French teachers speak and write French only after a miserable fashion." He adds: "How can we blame them, when they are not given time and opportunity to learn it thoroughly?" That is, to learn the natural mother tongue; that is, therefore, to learn, thoroughly, anything at all.

"It is time," the writer goes on, "to submit to the Board of Education the difficulties met with in teaching French under the existing conditions."

As to learning English; of course the French wish to learn it. Would that the English wished as much to learn French. The question is simply as to how best to learn English.

A teacher at a High School in this Province lately spoke of three French pupils who came, not knowing any English, and who were shortly at the head of the school. That is a good illustration. They had learnt naturally and well. They were not dazed and disgusted by an unnatural method of being taught through a confusing medium—a method unjust and cruel.

No doubt, we here at this "English" meeting, are not the sufferers. And of course each set of our people has its own leader. And each set is half suspicious of gifts from old opponents, or from those it does not know.

Still, all words expressive of just dealing do some good. And certainly teachers, who are not dependent on the loud-voiced world, may fitly speak among themselves words which we hope will find an echo, where they may strike upon the ear of some lover of his kind, who also is a leader among men of action. Will not the leaders of our French-speaking fellow-citizens make the best of our Union, and its present conditions, and force the best terms they can for themselves; and for us? Because we are all interested. We cannot stand alone. For our generation, any way, we are boarding together; and that our conversation should be kindly and mutually instructive, is the desire, surely, of all who sit at the common table.

Then, when we pass out, we shall have prepared, I hope, better times for those entering; while now we

"Scatter our words among mankind."

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## IN MEMORIAM, QUEEN VICTORIA THE GOOD.

SAMUEL MOORE, M.A.\*

FOR the past few months our newspapers and magazines have had their columns filled with glowing panegyrics on the life and character of Queen Victoria "the Good," and each and every eulogium expresses in spirit and letter the moral maxim of the Latin poet, *Nil de mortuis, nisi bonum*. This aphorism is in striking contrast to that of Mark Anthony on the death

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of Cæsar. "The evil that men do lives after them, the good is oft interred with their bones."

The career and life history of Victoria has been unique. Queen Victoria held the esteem and confidence of many millions of people while she lived, and as many demonstrated their profound sorrow and sympathy for the bereaved family on her demise. She was specially privileged to enjoy the praise of her subjects

while she lived, and by her death, sorrow has been brought to millions of loyal hearts.

She has stamped her life on the major part of the 19th century and the dawn of the 20th in a manner which has scarcely a parallel in history. The Victorian Age will stand out as a beacon light in Literature and Science for all generations.

We speak with pride of the Elizabethan Age, of the Augustan Age, of the Renaissance of Learning, yet the Victorian Age eclipses all the former periods and, moreover, from the standpoint of progress in science, in navigation, electricity, civil and religious liberty, etc., the Victorian Age surpasses the bygone ages of recorded time as much as the shining of the sun surpasses the twinkling of the stars.

When William the IV. died it took about seven or eight weeks for the people in America to hear the news. When Queen Victoria died, January 22, 1901, A.D., the four sad words, "The Queen is Dead," were flashed from the great metropolis of the world to Ottawa, the capital of Canada, in about 10 minutes. In society Queen Victoria was an ideal woman. She was that English lady *par excellence*, "whom to know was itself a liberal education."

The late lamented Poet Laureate Tennyson thus describes the Queen in her domestic life :

"Her court was pure, her life serene,  
God gave her peace ; her land repose.  
A thousand claims to reverence closed  
In her as mother, wife and queen."

Not only has the Empire progressed in material ways, but in the field of education the improvement has been marvellous. When Victoria began to reign only a very small percentage of the children could receive a liberal education, but at the close of sixty-three years and eight months' rule, by the aid of

Provincial Systems of Education, and School Boards, the children of all classes may receive good instruction and a useful education free, without money and without price.

Into this commonwealth of learning the children of poor and rich are born free and equal.

The progress made in the social and political relations of life had indeed been remarkable during the last three score years.

In politics Queen Victoria was said to be non-partisan. She was a skilled mistress in the art of diplomacy. Truly it may be said of her she was "all things to all men." During her reign she had ten Prime Ministers as her advisers. Some were men of opposite political views, such as Beaconsfield and Gladstone, yet her moral influence was of such a power that she governed the leaders of the Empire with the silken cords of love.

In her the *suaviter in modo* was well balanced by the *fortiter in re*. She reached the ideal of the maxim, viz. *mens sana in corpore sano*.

William Shakespeare, the great English dramatist, said : "Un easy lies the head that wears a crown." To what extent this is true with reference to Victoria, it is difficult to say. During her long reign the nation passed through many crises. The Angel of Death snatched several dear ones from her large family circle, yet notwithstanding she bore up her courage with remarkable Christian fortitude.

The last war cloud in South Africa pressed heavily on her peaceful soul, and is thought to have hastened her death, which was lamented by many millions of people.

It is the earnest prayer of the people of the Empire that when King Edward VII. shall be called by Providence to resign the cap-

tainty of the ship of state he may leave a memory as dear to his subjects as his benign mother.

Queen Victoria has left the greatest heritage possible to her son, King Edward. The legacy does not consist simply of palaces, jewels and diadems, but the best of all treasures, the goodwill of the people for the welfare of the Empire.

On the accession of Edward VII. the people of the greatest Empire the world has ever seen were a unit for constitutional monarchy, and a large majority ready to espouse the cause of Imperial Federation.

It is now forty years long since the King, as Prince of Wales, visited Canada and laid the cornerstone of the Victoria Bridge, Montreal.

The feeling of loyal devotion to the heir apparent has not grown less during the two score years in the Provinces of the Dominion.

For from Halifax on the Atlantic, to Victoria on the Pacific, a shout of welcome went up from the hearts of the people when it was announced that the Duke of Cornwall and York would visit this summer the Provinces of Canada, while on his trip to open the federated Parliament of the Commonwealth of Australia.

When the Hon. James Dunsmuir Premier, read the message from Auley Morrison, M.P., in Ottawa, to the Legislative Assembly of B.C. in Victoria, that His Royal Highness had decided to visit the most western province the good news was cheered to the echo.

Truly the citizens of Canada still cherish the patriotic sentiments of some of their Loyalist forefathers. They still "love the brotherhood, fear God and honor the King."

If further evidence of true patriot-

ism is desired, we have simply to point to the readiness with which the Canadians joined the first and second contingent, and the heroic band of Lord Strathcona's troopers, who fought so bravely. Their heroism reached a climax at the battle of Paardeberg, when the brave Canadian boys rushed into the "jaws of death, into the mouth of hell" for the honor of the Empire.

To do full justice to the Canadian heroes a book would need to be written, but no doubt, when the history of the Dominion is more fully described, the historian will record their names high up on the scroll of fame, and show to the world that that soldiers of Canada are to be classed on a par with the Irish and Scotch for bravery and heroism on the battlefield. In this connection too much praise cannot be given to one of Canada's representative citizens, viz., Sir Donald A. Smith, who not only furnished valuable advice in the national crisis, but supplied the shekels for the maintenance of the four hundred Strathcona troopers, whose services to the country have become historic.

Moreover, mention must also be made of the liberal response of the people of Canada to Rudyard Kipling's appeal, in "The Absent-minded Beggar," on the behalf of the Patriotic Fund for the benefit of the "girl" and children that "Tommy Atkins left behind him." Our thanks are also due to Kipling himself for his literary effort and pathetic gem in literature.

"Pass the hat for your credit's sake, and pay, pay, pay," will long find a sympathetic response in the patriotic heart.

The willingness of the soldiers of the Colonies to join the regulars of the Mother Country in defence of their fellow citizens in South Africa

shows that Queen Victoria had the throne "broad based upon her people's will," and that each citizen was ready to fight the tyranny of Paul Kruger, who has been as unreasonable as an Egyptian taskmaster.

We have reason to believe that Queen Victoria the Good was a peace-maker, and that she hated war. One of her last admonitions to King Edward VII. was, "Promote peace."

From childhood she was the incarnation of the Cristian virtues, and thus the "girl became the mother of the woman." After a fitting funeral service on the 4th of February, 1901, her body was placed beside her husband, Prince Albert, in Frogmore, (*Requiescat in Pace*), to await, as our hope is, the resurrection of the just, when the Angel Gabriel shall blow the trumpet.

## THE TEACHING OF MODERN LANGUAGES.

M. S. ROBERTSON, B.A.

I WAS very much surprised this evening, in glancing over the *Kingston Whig*, to observe a notice of a recent speech in which Dr. Watson, of Queen's University, expressed himself as greatly opposed to the teaching of French and German conversation in the High Schools.

Dr. Watson is a scholar of very superior attainments, and one of the most acute thinkers in the domain of ethics and moral philosophy which this century has produced. We are therefore forced to the conclusion that he has very cogent reasons for his disgust at the unsatisfactory results obtained in the High Schools in teaching French and German conversation. But yet we think he has overlooked the worst evils of modern language instruction in our High Schools, namely, *the vicious pronunciation* of those languages, which there prevails, and *the inefficient teaching* of a general knowledge of those subjects, and has thrust his weapon into the breast of only an imagined and innocent offender when he should have slain outright the two guilty wretches above referred to.

We think it would be a great injustice to ruthlessly banish the study and exercise of any useful art from our institutions of learning, especially any legitimate part of instruction in languages, for many reasons. For example, if a good system of linguistic teaching were followed in our High Schools many a poor boy and girl could obtain in them considerable ability to converse in one or both of those languages, and thus fit themselves to earn a livelihood in some employment where a knowledge of conversation in those languages would be required, when their circumstances would prevent them from living abroad. Indeed, even in Sweden, the seeds of indigent and worthy youth, are provided for in this respect, for according to the Report of the Bureau of Education (page 246, vol. 1), of the United States, for the years 1898-99, in the Royal Normal School of the city of Stockholm, considerable time is devoted every week to the training of the pupils in French and English conversation.

But we will defer the consideration of this part of our bill of complaints for a few moments

and soberly attempt to deal with the evils referred to in the order in which they occur. Not only Dr. Watson but Herbert Spencer has expressed his opinion of the unsatisfactory results of our educational system. He says: "Not what knowledge is of most real worth is the consideration, but what will bring most applause, honor, respect; what will most conduce to social position and influence; what will be most imposing. As throughout life, not what we are but what we shall be thought to be is the question. So in education the question is not so much the intrinsic value of knowledge as the extrinsic effects on others. And this being our dominant idea direct utility is scarcely more regarded than by the barbarian when filing his teeth or staining his nails." We cannot concur in all he seems to imply, namely, that the genius of education is wickedly devoid of the most vital moral principle, that is, of common honesty. Yet we believe that this "dominant idea" of Spencer, in a somewhat modified sense, rules supreme in our present system of modern language, and even classical education. For in the former of these especially the "dominant idea" would seem, from the results obtained, to be "not what we are, but what we shall be thought to be" for having graduated from a famous university with honors in modern languages. We say, "the dominant idea would seem to be," for it is not to be supposed that the school boards, in providing for instruction in the schools under their care, are actuated by any other motive than that of the most ardent desire for the welfare of all the departments of instruction. They of course submit the management of the teaching to the principals, and they do their best to make the labors of the whole staff as successful as possible. The

fault, therefore, we think, lies at the door of no individual or class of men, but in the general system of teaching this branch of education.

With modern languages the first thing aimed at in commencing instructions is to teach a correct pronunciation. Now we submit that, with the present system, this is impossible, for *the teacher has far too much labor to perform for the amount of time he has at his disposal.* In the Collegiate Institute, into which the pupil graduates from the Public School, one teacher is generally expected in the course of three or four years to teach, not only a correct pronunciation of the French and German languages to thirty, fifty, or one hundred pupils, as the case may be, but to teach them to read and translate three or four French and German authors, to teach the grammar of those two languages, and some French conversation of course, though this latter is not prescribed in the curriculum. Every year the number is augmented by the further addition of thirty or fifty fresh pupils from the Public Schools. All these have six or ten other studies, Latin included, to attend to, besides the environment of the English-speaking community in which they live. Generally not one of these pupils had ever heard, before entering the Institute, a syllable of the strange tongues they proposed to learn, and when he or she commences to try to imitate the difficult sounds each, in spite of the protestations of the teacher, assumes his own peculiar accent and style of pronunciation, and the poor teacher, though he may have learned the correct pronunciation from a native or some other properly qualified teacher, soon finds himself, from lack of time, utterly unable to cope with the current, but is forced to yield and abandon the idea of

teaching a proper pronunciation to his pupils. This vicious pronunciation having become rampant and complete master of the situation on entering college, no more than a feeble attempt is ever made by the professor to correct it, for he knows that the habit, having become inveterate, cannot be eradicated, and, even if it could, the professor has not a *sufficient* amount of time to devote to even the most necessary requirements of his class; those are, we submit, conversation as well as pronunciation.\* The student, therefore retains his pronunciation, and returns of course to occupy the place as "modern language master" of his predecessor in the Collegiate Institute or High School.

Then, again, the modern language master is expected to teach his pupils to read and translate the works prescribed, and therefore the poor jaded pupil, not having learned the language by commencing at the first principles of a systematic, conversational method, and proceeding thus through all the main difficulties, has to worry his way through a translation of those works by means of a diligent leafing of the dictionary, with the steady use of the grammar as a hand book of instructions. The operation of translating, at this stage of the pupil's progress, reminds us of the manipulation of a type writing machine. For in working it the operator selects a letter here, another there, to form the desired word, and in the former operation the pupil chooses a word here, another there, from the foreign text to form the corresponding English sentence. But alas! for the poor pupil, the resemblance does not long continue, for the first opera-

tion is rapid and agreeable, the second slow, tiresome and disgusting. The pupil has to hunt up every word in his dictionary, and continually refer to his hand-book of directions, arranging and re-arranging the words until they yield as near an approach to good sense as possible, when the sentence is pronounced complete, and he proceeds to make another in the same way. Thus the pupil apprehends at last the meaning of all the words of the passage, not as sounds expressing the thoughts, desires, feelings and passions of the soul, but only as mere signs presenting an outline or image corresponding, in a certain sense, to their meaning in the vernacular speech. Therefore the modern languages are as dead, in every essential respect, to the large majority of the graduates of our Collegiate Institutes as are Greek and Latin. The teachers of those schools are, no doubt, disposed to claim for their pupils a much better acquaintance with French and German than this, and we wish they could; but in nineteen cases out of twenty the comment here made could, we think, be proven to be strictly true, for they have no time to give systematic instruction to their pupils in French and German conversation. What little they do teach consists only in the use of a few sentences in conversation about authors, and, possibly, a few phrases made to apply to the lesson being read, because we are not aware that any systematic text book of common conversation is made use of in any High School or Collegiate Institute in this country. Consequently the sum of what is known by the ordinary graduate of those schools about conversation in French or German very seldom exceeds the stock of quotations which many Latin scholars have from that language in

\* The number of works prescribed to be read is too great.

order to express, with more force important truths and maxims.

We do not intend here to undertake an extended argument for the practical utility of a conversational knowledge of the modern languages in order to prove the amount of loss suffered by the pupil in thus being thwarted in his ambition to possess himself of this most useful art. But we beg to submit that if the pupil were taught to utilize all his knowledge of any language in conversation, his progress in that language would be twice as rapid as by the ordinary method of instruction; for, in the first place, all the irregular verbs and the most abstruse idioms of any language continually recur in common conversation. And these, being repeated by the tongue over and over again, from day to day, soon become so ingrained into the very properties of that organ, and grow so familiar to the ear, and are so embedded into the memory by continual use, that they are never erased from the intelligence. Even in foreign languages words thus used, especially by the young, are seldom ever forgotten.

In the second place, we submit that conversation is by far the most natural and effective means to acquire a perfect mastery of the inflections and order of words. The declension of nouns and other parts of speech, and the conjugation of verbs become, in a short time, so extremely easy by this method, and so natural to the learner, that it is amazing with what readiness the words glide along, fitted for each other, and take their proper places in the sentence.

Besides this, we submit that the exercise of common conversation is the only true, natural groundwork of an ability to write in any language, and that the stiff, stereotyped phrases of the majority of our

text-books for composition in foreign languages can never be successfully used to build up a vigorous, natural and fluent style of writing. We therefore conclude that all languages ought to be taught colloquially to secure, in the first place, greater facility in their acquisition; and that this should be urged also for the Latin, especially since it is a very difficult language taught in any other way, and since mankind, for many cogent reasons, can never be weaned from its use as a very potent factor in the education of youth.\* And modern languages especially ought to be taught colloquially, in the second place, for practical use in communicating with foreign nations. All the peoples of the earth are now brought into such immediate contact with each other by the electrical telegraph that the divine gift of language alone is needed to enable all to talk with each other in a moment of time.

Then let not our institutions of learning treat these luring vehicles of thought any longer as dead languages. But, alas! the ability to read and translate the fictitious and romantic literature of foreign peoples seems to be about all those venerable institutions are disposed to grant the fair youth of Canada, and, we may say, of the greater part of the world!

One can easily see, in looking back upon the History of Education that, wherever instruction in the conversation of any language has ceased to be given, the status of scholarship in that language has immediately fallen. The history of instruction in the Latin language

\*One of the most significant facts, disclosed by the percentages in the last ten years, is the steady increase of the per cent. of students in Latin. In 1889-90 the per cent. in this study was given as 33.62; in 1894-95 it was 43.76, and in 1898-99 it had reached 50.29. *Educational Report of the Commissioner of Education in the United States for 1898-99. Vol. 4, page XL.*

affords a notable example of this. When Bacon, Milton, Locke, Buchanan and Pearse, flourished in England, and Cordirus, Erasmus, Calvin, Comenius, and Sturm on the continent, and many others who wrote and spoke excellent Latin, Latin conversation was always taught in the schools. And in support of the conversational method at that period, Locke was wont to say, "In order to teach Latin successfully to a boy, *it should be talked into him.*"

But it is chiefly to Germany that we should now look for examples of the success of the conversational method as the main factor in the production of the most brilliant Latin scholars of our age. There a considerable portion of the instruction every week is still devoted to conversation in the Latin language. Matthew Arnold observes that when he visited the Gymnasien and other schools of Germany in 1864, the first lesson he heard was Dr. Ranke's own lesson on the Philoteles of Sophocles. "He spoke Latin to his class and the class spoke Latin in answer." Arnold further remarks, "The German boys have certainly acquired, through this practice, a surprising command of Latin." He also notes a lesson at Bonne by Dr. Schopens, to his Prima in extemporaneous Latin, which, he says, "Has a deserved celebrity." "I heard, with astonishment, a much wider command of the Latin vocabulary than our boys have; and a more ready command of the language, the Germans certainly succeed in acquiring." (Matthew Arnold's

Higher Schools and Universities in Germany, pages 15-16).

The results of this superior mode of instruction, we have not long to seek. Everyone knows that the whole civilized world seems at present to depend, and to have depended during this last century, almost entirely upon the scholars of Germany for the best publications of the works of Latin authors. And that the amount of ability displayed by the Germans in the critical revision of the text and in writing the Latin language is really marvelous. One can easily convince himself of the truth of this by referring to those works themselves.

We cannot suppose that these results are due to the superior mental calibre of the Germans, or as a certain English educator thus vaguely expresses it, "to their far broader notion of treating even in their schools, the ancient authors as literature, and concerning the place and significance of an author in his country's literature and in that of the world."

But we think they are due to their manner of teaching the very best methods which they have been fortunate to preserve, mainly, no doubt, on account of the conservative character of the nation which does not lightly cast away the precious fruits of experience, acquired in the past in the education of their youth.

Much more could be adduced in support of the conversational method of instruction in the ancient and modern languages. We may perhaps in the future add something more.



## THE LEGISLATURE AND THE UNIVERSITY GRANTS.

BY PROFESSOR YOUNG.

THE session of the Ontario Legislature, just brought to a close, deserves to be remembered favorably because of the grant to the University of Toronto (including the School of Practical Science) and to the School of Mines at Kingston. These subsidies, and others of a similar kind, ought to have been voted years ago, for, on the old principle that ability to get wealth (*i.e.*, character) is of far more account than wealth itself, education, whether theoretical or practical, technical or humanizing, is surely of greater importance than even railways, good roads, and pulpwood concessions, or the thousand and one other things that our legislators show so much enthusiasm and spend so much time over.

To most people it will appear reasonable, apart altogether from the Alumni Association's action, that the University of Toronto should have received the larger share of the legislative grant. It has always been recognized as the child of the State, hence the State is under obligation to provide it well provided for, not only for the present, but for all time to come. The better equipped it is for the work it has to do in its several faculties, the greater stimulus will it give to the other universities of this and other provinces.

While it has been well treated, taking all the circumstances into account, there is absolutely no reason why any of its faculties or any of its graduates should begrudge the twenty-two thousand dollars a year to be bestowed upon the School of Mines during the next five years. It is high time that Toronto people generally, and particularly men

holding places of authority in the University of Toronto, should cease to think and to assert that all is lost to Toronto, and the University bearing its name, which is given to another city of the province and to another school.

The School of Mines may be a private venture, or it may be more or less an integral part of Queen's University. It is meeting the needs of that section of the country in which it is situated; therefore the Legislature does well to aid it generously. When the five years have expired, it is to be hoped that it will so well have fulfilled the expectations of its friends and supporters that the grant will be increased, and will be made permanent.

Indirectly, of course, Queen's University will be benefited by this new policy of the Government and the Legislature. But the same sort of benefit has accrued, and will accrue, to the University of Toronto from the grants made to the School of Practical Science. All true friends of technical education, and of the higher education in general, will rejoice to see even indirect aid given to strengthen a University which has given such striking proof of its right, not only to live, but to mould the minds and hearts of men as Queen's has given.

The Honorable the Premier, belonging as he does to the Church which till recently has exercised at least nominal control over Queen's University, was perhaps placed in a somewhat difficult position in the matter of making a grant to that University itself. If he continues in power, one may hope that he will be able to satisfy himself that Queen's is, in fact as in name, non-

denominational, and that he will in due time evolve an equitable plan for giving her an annual grant from the public treasury, just as he has this year done for Toronto, with the concurrence of the members of the Opposition, who seemed anxious to outbid him at every turn in the discussion. That they did so ought to be brought to their memory on a future occasion if they should by any chance come into the custodianship of the treasury. That they were so willing to help the Premier in this matter promises well for the support of education hereafter.

Now that the new Act is passed and that the University of Toronto has to set its house in order in accordance with the greatly improved constitution, those who are chiefly responsible for the working policy might, to their own and the country's advantage, consider the advisability of cooperating with Queen's rather than persist in the unreasoning opposition of the past, which was a bad part of the heritage left from the days of King's College. The cause of higher education is one, and is beneficial to the whole country, whether it is represented by Queen's in Kingston, by the University of Toronto here, or by other universities inside or outside of this province. If the two universities had worked together in this matter of the grants they would probably have received them long ago, and the grants themselves would probably have been larger than they are now. If the two had worked together in other ways both higher and secondary education would have been in a much more satisfactory condition than they are in to-day. In justice to Queen's it must be said that she has not to bear the blame alone, or even mainly for failure to co-operate; but apportioning blame can do no good, and the chief con-

cern is that they shall work together henceforth.

The year 1901 is not the year 1887, although from some of the more or less official utterances on the new Act one might have been almost led to believe that fourteen years had been blotted out of our educational history. Had Queen's federated, and had McMaster not been granted a university charter, there might have been some point in the suggestion to change the name of the University of Toronto to the University of Ontario. But Queen's did not come into federation, McMaster did receive a University charter, and various other universities have, like them, been doing in their own good way their share of the work of higher education. In these circumstances it is wholly unnecessary for the University of Toronto to change its name, all the more that such a change will not have the effect alleged in its favor—that the people of the province will thereby come to regard it as their own institution in a fuller sense than they now do.

The day for "one university for Ontario" is past, and to Queen's that happy fact is largely due. As one Arts college for the University of Toronto as at present constituted would mean stagnation for that university, so would "one university for Ontario" mean stagnation and worse for the whole cause of education in this province. The progress that Queen's makes Toronto must strive to equal, and *vice versa*. So long as the rivalry is friendly and chivalrous, nothing but good can result to the universities and the country.

When the announcement was made that Queen's intended to ask for state aid, some people objected that there was nothing in her proposals that in any way looked

toward federation. They forgot that the federation implied in unity of aim and in mutual helpfulness is far better than any formal compact which is not based upon such a foundation. And there is a federation in the wider sense which, so far as I know, no country but Germany has grasped as yet. There students go from university to university at will (all of them being state supported), and, without prejudice to their academic standing, they draw upon the stores of knowledge offered them at their successive places of sojourn, graduating at last from that university, it may be, which they first attended. Surely co-operation and federation could attain no higher ideal, and we in this large province, which is becoming increasingly richer, ought not to be satisfied with anything but the highest and the best.

It is not always, perhaps it is seldom, safe to prophesy, but, so far as one can read the signs of the times, Ontario will have, not one nor two university centres, but in the old and the new parts of the province

she may have at least as many as England has altogether, or even as many as England, Ireland, and Scotland put together. With her great tracts of land and her prospective wealth and population, she will need them all to keep her sons from thinking overmuch of mere material things. Federation, as it is ordinarily understood, may be made a good thing for Toronto and for any other town where like conditions prevail, but for Queen's it is impossible. All honor, then, to the men who perceive this fact, and who see what the coming time will require. And may the country be educated up to the point which will enable it to see that its own good consists in fostering colleges and universities generally if they are willing to comply with any proper conditions that may be imposed upon them. Thus the larger federation here spoken of will be made possible and the benefits flowing from it will be felt by the country at large in a more rational form of secondary and primary education, and in other ways as well.

THE latest report of the Registrar General for Ontario gives the total number of deaths during 1899, as 28,607. Of these 80 were by suicide, and 1,022 by accident. The latter total is made up as follows:—Bicycles, 5; electric cars, 7; strangulation, 7; homicide, 9; lightning, 21; gunshot wounds, 31; poison, 50; burns and scalds, 78; railroads, 130; drowning, 200; fractures and dislocations, 424; total, 1,022.

This is appalling. Consider the number of lives lost by accidental drowning. The population of Ontario is given in the above report at 2,302,705. The Indian correspondent of the *Lancet* writing under date

of Jan. 5, 1901, gives the latest statistics of the annual mortality from wild beasts and snake-bites in India as 2,966 and 24,621 respectively. Total 27,587 or about one in 10,000 of the population. We lose in Ontario from deaths by accidental drowning, one in 9,000 of our population!

Consider also the number of lives lost by accidents connected with railroads, bicycles, electric cars, and machinery. That simply means carelessness writ large. Can our schools do nothing to teach people to be more careful of their own lives and the lives of others?

*People are in too much hurry.*

EDITORIAL NOTES.

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

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

A SPRING LANDSCAPE.

The green trees whispered low and mild ;  
 It was a sound of joy !  
 They were my playmates when a child,  
 And rock'd me in their arms so wild !  
 Still they looked at me and smiled,  
 As if I were a boy ;

And ever whispered mild and low,  
 " Come, be a child once more !"  
 And waved their long arms to and fro,  
 And beckon'd solemnly and slow ;  
 Oh, I could not choose but go  
 Into the woodlands hoar.

Into the blithe and breathing air,  
 Into the solemn wood,  
 Solemn and silent everywhere !  
 Nature with folded hands seemed there,  
 Kneeling at her evening prayer !  
 Like one in prayer I stood.

Before me rose an avenue  
 Of tall and sombrous pines ;  
 Abroad their fan-like branches grew,  
 And where the sunshine darted through,  
 Spread a vapor soft and blue,  
 In long and sloping lines.

And, falling on my weary brain,  
 Like a fast-falling shower,  
 The dreams of youth came back again,  
 Low lispsings of the summer rain,  
 Dropping on the ripened grain,  
 As once upon the flower.

—Longfellow.

The Entrance examination was instituted to check the undue influence that the grant given only for every pupil that learned Latin had, in stimulating to an unusually unhealthy degree the study of that language in our Secondary Schools. This is a fact well known to all who are familiar with the history of our schools as they were 40 years ago. The abuse of the Entrance examination to the High Schools is that it is made a leaving examination, and therefore made so difficult in reord to retain the children as long as possible in the Public Schools. But this policy keeps the children as long as possible from the High Schools. We heartily sympathize with the teachers of the Public Schools in their desire and effort to retain the scholars in the Public Schools, providing they cannot be admitted to the High Schools. It

is not good policy for this province to act on the understanding that the children are to attend the Public Schools and leave only when they wish to attend the High Schools. Acting upon this supposed wise assumption, the province has suffered incalculable loss. The special duty and privilege of the Public School staff is to retain the children at the schools till they have finished the work, as laid down in the Public School programme to the end of the Fourth Book class.

This should be done by the time the average boy or girl is twelve years old. The report of the Minister of Education, as we stated last month, shows that *not one-half* of the school children reach the Fourth Book class !! To our mind this is the most serious indictment of our Public Schools that could be formulated. That fact, so plainly re-

vealed in the annual report of the Minister, proclaims to all the world that our educational system is a failure. Does the Minister of Education explain? We cannot find a word in reference to it. Do the Inspectors, of whom there are seventy-eight for the whole province, throw any light on this very serious blemish in our school work? Not a sound comes from that official quarter. And what of the House of Assembly? It was in annual session, and the Report on Education was presented to it in the usual form. But not a word about the report, not a question asked for information or explanation concerning the attendance. Silence reigns, and it is not golden. The press is not so dumb; one of our contemporaries calls the fact "startling"; another "puzzling," and a third a "just cause of grief."

**A** MOST important movement in favor of education in Canada was the introduction of Manual Training in the Public Schools. Many were in favor of making the experiment but had not the means. The enlightened and public-spirited action of Sir William C. McDonald, of Montreal, made the effort possible. Sir William C. McDonald set apart a large sum of money to enable School Boards in the larger centres of population in every province of Canada to introduce and carry on for three years by way of experiment the education of the hand and eye, which is believed by well-read men to be necessary for full development.

The McDonald Fund, which provides for carrying on this work, is administered by Professor J. W. Robertson, of Ottawa, well known as an able and energetic exponent of the practical in education. With School Boards the terms of the

agreement are that the Boards supply the rooms, and on behalf of the fund the Trustee will bear the expense of the equipment of the rooms with all necessary material and apparatus and all costs, charges and expenses in connection with teachers' salaries and expenses of equipment, maintenance of equipment and material for use of pupils.

It is claimed for Manual Training that it develops executive ability, gives the mind that practical turn that enables it to make use of and supply and apply knowledge, gives the boy the mastery over himself and strengthens him to overcome difficulties, trains him to accuracy and exactness, develops his power of observation and stimulates the disposition to independent inquiry, supplementing in this way the mental training afforded by the ordinary subjects of the school course.

There are now in Canada between thirty-five and forty schools working under the conditions of the McDonald Fund.

**SCHOOL ATTENDANCE.**—The brief note which we had last month on "School Attendance" in our Public Schools has been the means of calling attention to a "puzzling" question as one of our contemporaries puts it. The fact remains—and as yet no explanation has been given, why it is so—that less than one-half of the pupils in the First Reading Book reach the Fourth Reader class. There are in Ontario seventy-eight (78) inspectors to look after the Public Schools. They are men of experience in the affairs of life, of experience in teaching in our Public Schools, and must, at least, have first-class certificates, fortunately, are not subject to dismissal by the appointing power as unfortunately, perhaps, our public school teachers are. Many of them, to our knowl-

edge, have held their positions worthily for years, and have rendered to their country honorable service. The late Chief Superintendent of Education, the Rev. Dr. Ryerson, we know, expected great service to education from these inspectors; called them "the eyes of the educational system." It was his custom to receive reports from them each year, and he had their reports printed in his annual report. Do these inspectors report to the Minister of Education now? We do not know, but every one knows that they do not appear in the Minister's annual report. We do know that many of the inspectors report to the County Councils, copies of which some of them kindly send to THE CANADA EDUCATIONAL MONTHLY; for this courtesy we beg to thank the inspectors. We appeal to the inspectors of this province to explain to our people, the supporters of these schools, what does become of the children who drop out of school before reaching the Fourth Reader class? Some have said to us, the teachers have lost their *grip* of the scholars; the teachers are too young and the pupils do not feel sufficient confidence in them, to hearken to their voice in this question of life work. Do you say the same? Do not disappoint the Chief, who labored so earnestly to have your office made a part of the educational system of this province. Your special duty is, allow us kindly to remind you, the care of all the pupils to the end of the Fourth Reader class.

The burden of the Ontario Educational Association this year was better teachers, higher salaries for teachers and more freedom for the teacher in the school-room. It was remarkable the undesigned unity which was found in all the departments of the Association on these

points. The emphasis was, at least, as strong in the trustee department, as in any of the others. One of the trustees in a carefully prepared speech, used the following words as descriptive of the teaching staff in our Public Schools: "A lot of young, cheap and inexperienced teachers." The same gentleman said, that the same, in a few years, would be true of the teachers in our High Schools and Collegiate Institutes. These statements were supported by other trustees present. To the CANADA EDUCATIONAL MONTHLY these words were very significant. These words were spoken in the trustee department of the Association deliberately, calmly, without any hurry, and, as a matter of course, adopted by the members present as the correct presentation of a lamentable state of affairs in our schools. The trustees present were men from all parts of Ontario; men of culture, experience and insight. We venture to assert that it is much to the credit of the trustees of the province that so large and influential a representation of the trustees of our schools should come every year to the meeting of the Educational Association to consult and devise measures for the betterment of our school system. We were gratified by what we saw and heard at the meeting of the trustees. The earnest desire of the trustees is better educated teachers, more experienced. They object to be "fooled" any longer by having only young boys and girls to take charge of the schooling of their children. The trustees did not conceal their opinion in regard to the securing of properly qualified teachers with the salaries now given. They all confessed that that was a hopeless expectation. The remedy proposed was more money from the Government for Public Schools, contributions to be made by both

the Dominion and Provincial Governments. Get the right kind of teacher and use less *red tape* about him when he is at work in the schoolroom.

The reading of the manner in which Mr. James Grant, who for fourteen years, taught school in School Section No. 5, Township of Guelph, was parted with, gave us much pleasure. The fact that he

taught fourteen years continuously in the same school speaks out in his favor with no uncertain sound. The testimony borne to his work and influence in the community, as teacher and citizen, declare plainly that he was the factor in the making of public opinion, which a teacher ought to be. In the future Mr. Grant gives his attention to farming; the county loses a good teacher, but no doubt gains a successful farmer.

### CURRENT EVENTS.

The Quebec Legislature has voted down the bill to make education compulsory in that province.

UNEQUAL WAYS.—Last summer Principal Calkin resigned his onerous, honorable, and responsible position at the head of the Provincial Normal School, and his resignation was accepted. The Government made him a gratuity of one year's salary. Mr. Calkin is a life long educationist. He served the public about forty five years, and discharged with faithfulness and success the duties of every post he occupied. Few men have rendered better service to the education of this country. He gave his life to his work. His salary was at no time extravagant, but we have never heard him complain, and it is not on his behalf or at his suggestion we write this note. Principal Calkin has retired after forty-five years of exemplary service, and he is given a year's salary. We have known of officers in the service for a much shorter term of years, who did not serve the country with conspicuous fidelity, and who were retired on a very considerable annual allowance. Our idea is that the services of an eminent educationist

when he retires ought to be recognized by a modest *annual* allowance. We submit this suggestion for the consideration of our educational reformers and of the Legislature.

Let these words of Cecil Rhodes to the Archbishop of Cape Town be pondered by all friends of the young. They contain suggestions for new standards in educational institutions:

"I have always felt that the modern idea of giving prizes only for literary attainments is an utter mistake. I will not argue that the Greeks were absolutely right in putting physical attributes first, but I do think the winner of a school prize should not be solely a book-worm, or, on the other hand, with no thought excepting for the training of his physical attributes. With these ideas, I beg to offer, through you, to the Diocesan College School a yearly sum of \$1,250 to provide for the support of the winner of a scholarship at Oxford for three years. The conditions are as follows:

"In the election of a student to a scholarship regard should be had to:

1. His literary and scholastic attainments.

2. His fondness of, and success in, mainly out-door sport, such as cricket, football and the like.

3. His qualities of manhood, such as truth, courage, devotion to duty, sympathy for and protection of the weak, kindness, unselfishness, and fellowship.

4. His exhibition during school days of moral force of character and of instincts to lead and take an interest in his school mates, for these latter attributes will be likely in after life to guide him to esteem the performance of public duties as his highest aim."

The business of writing an examination paper is a solemn one. It is a highly-paid duty, and the examiner is expected to do good work; and any examiner sins grievously if, without an abundance of thought and without a careful estimate of his questions, he dashes off his paper in the hurried interval of a bicycle-ride and a bath.

In an address before the Current Events club Mr. Blodgett begged for more courtesy between parents and teachers, putting in evidence the following correspondence that recently passed between a teacher and a parent in Syracuse:

MRS. JONES,—“Dick” was tardy again this noon. This is the fifth time this month. He has been absent eight times besides. If he is going to stay in this room he must be here on time every day. He isn't smart enough to stay out half the time and keep up with his class.

Truly yours,

E. BROWN.

MISS BROWN,—I got your note. I send “Dick” when I don't need him to home. He is just as smart

and able to keep up as any boy in your room. He was all right last year. If he don't keep up now it's cause you don't show him right. Why don't you write to Miss Blank 'bout her boy's being late, out riding 'round with her half the afternoon yesterday? You needn't send me no more notes. You just tend to teaching “Dick” when he is there. We pay taxes.

MARY JONES.

The *Saturday Evening Post* relates how Disraeli used to acknowledge the receipt of books sent him by authors struggling for fame: “Lord Beaconsfield acknowledges with thanks the receipt of your book, and will lose no time in becoming acquainted with its contents.” The gratified vanity of the recipient of this letter kept him from seeing the real point of the distinguished man's words. A similar instance of the double meaning of which words are capable is told of the Dean of Wells. The latter was a neighbor of the English historian, Freeman, and had no patience with the wanton insults with which he frequently received innocent visitors. At a dinner at which the Dean was asked to propose Freeman's health, after much demur, he consented, and the way in which he did it has become famous: “I rise to propose the health of our eminent neighbor, Mr. Freeman, who has reproduced for us with such marvellous fidelity the barbarous manners of our ancestors.”

The Duke and Duchess of Cornwall and York are now on their way to Australia, where they will be present at the opening of the first parliament of the Commonwealth.

Here is encouragement for those who have not had early educational advantages. Dr. Wright, who has



succeeded Max Müller in the chair of Comparative Philology at Oxford, and is one of the most crude philologists of his day, was unable to read or write until he was fifteen years of age.

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A pleasing feature of the Medical Convocation ceremonies at Queen's was the founding of the Dean Fowler scholarship in medicine. This was established to commemorate the retirement from the chair of medicine of Dr. Fife Fowler. In 1854 Dr. Fowler arrived in Kingston from Scotland, and his appointment to the academic staff soon followed. Of those who took part in the founding of Queen's Medical College, forty-six years ago, he alone survives. Last fall he retired from active duties, but still holds the honorable position of dean. In order that they might fittingly honor him in the closing years of his life, his association and the alumni of Queen's established a scholarship bearing his name. This will remain as a memorial to his long service and good work for the institution.

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#### P. E. I. SCHOOL REPORT.

The annual report of the Chief Superintendent of Education for P. E. Island for the year 1900 is a comprehensive one, and contains the usual quota of information respecting the state of education in the island province. There are on the island 471 school districts, 468 schools and 586 school departments. There has been an increase of one last year in the number of school districts, an increase of four in the number of school departments, while the number of schools has remained the same as the previous year. There were no schools vacant during the year, nor have there

been since 1896. One school has 14 departments, two have 12 departments, one has 9, two have 5, three have 4, forty-four have 2, and 413 have a single department each. It is gratifying to note that there has been an increase in the number of schools, as already we are very well supplied in that particular; in fact, we have too many. It is to be hoped the tendency in the future will be towards consolidation. There were 586 teachers employed last year, 314 of whom were males and 272 females. Of these 120 were of the First or highest class, 349 of the Second Class, and 117 of the Third Class. There was an increase of 13 in the number of female teachers and a decrease of 9 male teachers as compared with 1899. The number of First and Second Class teachers employed has been increasing during the last few years, and the Third Class pedagogue will soon be a rarity. For some years past all candidates for teachers must spend a year in Prince of Wales College, and those who fail for Second Class certificates are given Third if they do not fail in teaching and school management. So our Third Class teachers must study for a year at Prince of Wales College all the subjects required for Second Class.

Last year there was a decrease of 261 in the number of pupils enrolled in our schools, but there was an increase of 1.81 per cent. in attendance. The percentage of attendance for last year was 61.86, the highest in the history of our present school system. The proportion of the entire population at school was 1 in 5. Last year the expenditure by Government for education was \$129,113, the largest for 15 years, with the exception of the year 1898, and is within a few hundred dollars of being half the revenue of the province. Despite

this seemingly large expenditure the salaries paid our teachers are very small, the average salaries of each class being :

	Males.	Females.
First Class.....	\$399 85	\$339 80
Second Class.....	231 00	185 50
Third Class.....	184 00	143 90

The highest and lowest salaries paid under each grade of license were as follows :

	Highest.	Lowest.
First Class, male.....	\$774 66	\$300 00
“ female.....	357 66	230 00
Second Class, male....	402 66	225 00
“ female..	331 66	180 00
Third Class, male ...	210 00	180 00
“ female....	257 66	130 00

The great drawbacks to the cause of education in P.E.I. are irregularity of attendance, apathy of parents, frequent changing of teachers, lack of permanency in the profession, and low salaries to teachers. The average time a teacher remains in a district is no more than two years, and in the profession no more than five years. So it may with truth be said that teaching is made a stepping stone to something better, and it can hardly be said that it is a profession as far as this province is concerned. Yet, despite all drawbacks, I venture the assertion that our schools compare favorably with the schools of any part of Canada ; and I make this assertion after having visited many schools in the five eastern provinces, as well as schools in the neighboring republic.

G. J. McCORMAC.

In response to numerous requests from teachers desiring to study these subjects, Manual Training Courses will be held in Educational Woodwork and Cardboard Modelling from Monday, July 1, to Wednesday July 31, in the Macdonald Manual Training Schools, Ottawa. No fees will be charged for tuition

or use of tools and material. All approved models become the property of the student making them, and will count towards the qualifications of those wishing to teach those subjects. A prospectus containing further particulars may be obtained from Albert H. Leake, director of Macdonald Manual Training Schools for Ontario, Ottawa. In order that complete arrangements may be made it is desired that all applications be sent in on or before June 15th.

#### MANUAL TRAINING IN NOVA SCOTIA.

THE movement for the introduction of this subject is progressing most favorably here. Before the advent of Sir William C. Macdonald's scheme, the Provincial Government had offered a grant of 15 cents per lesson to school sections taking up Woodwork or Domestic Science. With the object lesson of the Macdonald School in Truro the various towns in the province are bestirring themselves, and already several have decided on the introduction of manual training in the near future. Of course, the difficulty at first will be to obtain suitable instructors. Some half-dozen teachers are taking the six months' special course of the Macdonald School, and from present indications it seems probable that at least that number will be required by next fall.

The formal opening of the Macdonald School took place on January 30. A great amount of interest was evinced in the proceedings, which commenced with an inspection of the school by Premier Murray, Dr. Mackay, Superintendent of Education, Professor Robertson, Hon. F. A. Lawrence, and many leading men of the province. A large, lofty and well-

lighted room has been fitted with work-benches and drawing-desks. The walls are decorated with many specimens of handwork, collections of woods from various countries, leaves of the principal trees of commerce, and interesting photographs of schools and work in wood and other mediums of hand-and-eye training. Throughout the day of inauguration the room was crowded with visitors, mostly parents and friends of the youngsters at work there. The school has actually been in operation since September last, and some work prepared by the children was on exhibition in addition to the work in progress.

The school board of Truro wisely determined to provide for the girls what Sir William Macdonald's generous scheme has for the boys, and to that end an excellent school of Domestic Science has been fitted up in the same building as the Macdonald School. This section was also thrown open to the public on the same day and thronged with admiring visitors throughout the time of reception.

In the evening a large meeting was held at the opera house, presided over by the Mayor, supported by the Premier, Dr. Mackay, and other leading educationists. Speeches by these gentlemen were followed by an inspiring address from Prof. Robertson. In a delightful manner he unfolded the scheme of Sir William Macdonald and showed how the new education of "learning by doing" fitted the needs of to day. He then formally presented the school, on behalf of Sir William Macdonald, to the Province of Nova Scotia. The gift was accepted on behalf of Truro with gratitude by the chairman of the Truro School Board, the Premier of Nova Scotia and Dr. Mackay, the Superintendent of Education. A resolu-

tion, thanking Prof. Robertson for the part taken by him, was enthusiastically passed.

T. B. KIDDER,  
Director, Nova Scotia.

**A**T Summerside on Monday, January 28, the third Manual Training School in this province provided by the Sir William Macdonald Fund was opened.

At 3.30 p.m., the chairman of the school trustees—Hon. R.C. McLeod, presided over a meeting held in an upper room of the Western School, at which the Mayor, members of the School Board and a large number of the leading residents were present.

Before proceeding to the purpose of the meeting, the chairman, in fitting and feeling words, referred to the death of the Queen and the widespread sorrow resulting.

Then in well chosen remarks an outline of the Manual Training movement in other countries, as well as Canada, was given; the need of and undoubted benefit which would arise from the institution of the work in the district; with a grateful acknowledgment of the noble service done to the province by Sir William Macdonald in providing the means, and to Professor Jas. W. Robertson for the practical part he has taken in the matter.

Mr. J. M. Clark, member of the School Board, then read a resolution of thanks from the meeting to Sir William, which was unanimously agreed to, and in support of which several very interesting and able speeches were made, in which the various speakers welcomed from various points of view the installation of Manual Training in Summerside.

Those speaking included Mr. W. A. Brennan, Rev. Neil McLaughlin, Dr. McNeill, Mayor Campbell and

Messrs. D. Rogers, R. Hunt, H. C. Mills, W. C. Strong, J. A. Sharp.

The recollection has since been very artistically printed and forwarded to Sir William Macdonald.

At the conclusion of the meeting the company adjourned downstairs to the Manual Training Room, where the director gave a practical lesson illustrative of the subject, as taught to the boys.

Much interest was shown by those present, and many enquiries made and answered.

Next an outline of the proposed work as to the classes, their time of meeting, etc., was given, after which the thanks of those present were tendered by Principal Campbell to Professor Robertson and the director, and the gathering dispersed.

The room is fitted with 20 single benches, and the usual full equipment of tools; as also cupboards for the work whilst in progress and when finished. Good light, heat and ventilation, all combine to make the Manual Training Room well fitted for its purpose.

When in full work the classes of two sessions each day will afford teaching for 200 boys weekly.

On Saturday mornings a class for school teachers is also held.

J. D. COLLIER, Director, P.E.I.

AN OBJECT LESSON FOR VOLUNTARY PUBLIC SCHOOLS.

AT the Ontario Education Association meeting in April, in the Trustees Department, in reply to Mr. Burritt's paper on Voluntary Public Schools, Mr. Lawrence Baldwin, in defence of the scheme which he had proposed,

made use of the following very apt illustration. In proceeding to present his case he carried two loaves of bread to the platform, the one plain bread and the other a currant loaf. These he had purchased, the plain one for five cents and the currant loaf for ten cents, and made his point as follows: He said, "Let us assume that we are a community compelled to remain in this room for a week. For our sustenance we would require one loaf of bread apiece. We all contribute to a common fund five cents each. Now it so happens that half of us are very fond of currant bread, and the other half prefer plain bread. We employ our worthy chairman in procuring the bread, and instruct him to obtain a sufficient number of loaves. Those of us who prefer currant loaf voluntarily supplement the common fund with five cents each and tell him with this and our rightful share in the common fund to procure for us currant loaves at ten cents each. The result is that we are all satisfied. We each receive what we are entitled to out of the common fund. Those of us who are willing to contribute the extra five cents to secure a currant loaf obtain what we want. No injury or unfairness is done to any. In so far as our loaf is made up of plain bread we have the equivalent of an efficient common school education—the same teachers, the same text-books, the same inspection—the currants in the other case representing special educational features which some desire and for which they are willing to pay in order to supplement the ordinary work of the common school.

## SCIENCE.

J. B. TURNER, B.A., Editor.

IN the closing paragraph of the article in the Science column of the MONTHLY for March, merely a hint was given as to what the nature of a course in Botany for a teacher's certificate should be. We now return to the subject in order to indicate more fully what a teacher should know of Botany in order successfully to prosecute his work in Nature Study, and Agriculture. The present trend of botanical study is to enable the student to become acquainted with plant life in relation to its surroundings.

We in our school work in this province in the past have largely spent our time in the examination, description and classification of plants, but for one reason or another we have paid but little attention to the habits of plants, their manner of growth, the conditions favorable and unfavorable to plant life and the economic importance of our ordinary plants. If more attention were given to this class of work in the study of Botany an already interesting subject would take on new interest and assume a place in our schools that its importance demands.

How shall this end be gained? It is of importance that the pupil should learn to recognize the plants of his neighborhood.

In order that he may be able to do so the present work in description and classification must be retained, although the amount of time spent on it under the guidance of the teacher might be reduced. A pupil once having acquired a certain facility in this work can with very little assistance prosecute it himself by leaving the teacher free to direct the work into other channels.

Almost from the outset of this work in classification the student should be required to note carefully the surroundings, such as soil, moisture, slope of the land, time of year, and so on in which the plant is found, or in other words he should study the plant in relation to its environment. This work should include an examination into the conditions of plants during the winter season, also closely allied with this work would come a simple course in plant physiology, especially an investigation of the conditions which influence plant growth. This work could be carried on during the winter months, when the field work is to a large extent suspended. At the same time a course in histology, such as is required at the present time, could be taken up by the student.

Recently there has come from the press of Ginn & Co., of Boston, a book by Prof. Bergen, instructor in Biology in the English High School, Boston, entitled, "The Foundations of Botany." This admirable book gives an excellent idea of the present tendency of botanical study, and would serve as a guide for the prosecution of the course I have been outlining. The object of the author and his methods can best be given by some extracts from the preface.

"The author has attempted to steer a middle course between the advocates of the out-of-door school, and of the histological school of teaching botany. He has endeavored never to use a technical term where he could dispense with it, and on the other hand, not to become inexact by shunning necessary terms."

"It has been assumed throughout this book, that, other things being equal, the knowledge is of most worth which touches the pupil's daily life at the most points, and therefore, enables him to understand his own environment."

The author strongly advocates allowing the pupils the use of whatever apparatus is necessary to en-

able them to master the work they are undertaking.

Of course it is not to be expected that this full course could be taken, except by those who continue the work into the Fourth Form of the High Schools, but for the lower grades of certificates a proportionate amount of this course should be required.

### BOOKS AND MAGAZINES.

To accommodate readers who may wish it, the publishers of THE CANADA EDUCATIONAL MONTHLY will send, postpaid, on receipt of the price, any book here viewed in these columns.

The *Atlantic Monthly* for April contains an unusually interesting account of "The Household of a Russian Prince," by Mary Louise Dunbar. It is seldom that a lady is afforded such a complete view of the domestic life of that country, or is able to give such a plain and vivid account of what she has seen. "Penelope's Irish Experiences" are concluded in the same number; and there is also a striking tribute paid to the acting of Mrs. Fiske in one of the articles of the Contributors' Club.

There are a number of good short stories in the April *Scribner's*—"The Union and Billy Bell," "Skipper," by Sewell Ford, and "The Marvels of Science," by George Hibbard, but the best of them is a story of the cod fisheries, "A Chase Over Night," by James B. Connolly, which moves with a spirit of delightful fun.

"Mark Twain: More Than Humorist," is the chief article in the *Book Buyer* for April. It is written by R. E. Phillips, who seems to be a most thoroughgoing admirer of all Mr. Clemens' work. "Huckleberry Finn" is likely to be reckoned as a work of genius; but "A Yankee at King Arthur's Court" is not.

The fourth paper in "Careers of Danger and Daring," by Cleveland Moffatt, at present appearing in *St. Nicholas*, deals with "The Pilot." Canadian children will be specially interested with this account of the skill and courage of their own countrymen. The illustrations give scenes on the St. Lawrence and the Nile.

Fra Elbertus, of the *Philistine*, discourses earnestly on the evils of backbiting in the March number. He describes this plague, however, as "Chicago Tongue."

Mr. Grant Allen left an unpublished article on "The British Aristocracy," which appears in the *Cosmopolitan*. It is to be supposed that the editor intends this as encouragement to the reform of Britain and not as a retribution, but it would appear otherwise to the casual reader. "The Montgomery Invincibles," an amusing short story, by Henry Guy Carleton, is splendidly illustrated by E. W. Kemble.

"Dolce," a charming story, by John Luther Long, author of "Madame Butterfly," appears in the April *Century Magazine*. The third number of Augustine Birrell's

"Down the Rhine," is the only other contribution that disputes the first place in regard to "atmosphere" with "Dolce." But there are a couple of excellent short stories, and a good installment of that horn of plenty in adventures, "The Helmet of Navarre."

The *Monthly Review* for April has the following list of contents: Editorial articles, "A Great Debate," and "On the Line"; "The Civil Service and Reform," by Sir Edmund DuCane; "Sir Robert Hart on China," by Captain Younghus band; "The Administration of Patriotic Funds," by Earl Nelson; "German Anglophobia," by H. W. Wolff; "The Native Problem in Our New Colonies," by E. S. Hartland; "The Distribution of British Ability," by Havelock Ellis; "The Ruins of the Hauran," by Miss G. L. Bell; "In Defence of Reynolds," by I. S. Moore; "The Evolution of the Englishman"; "Reflections on the Art of Life"; "Spring"; and "Tristram of Blent," by Anthony Hope.

One of the most charming features of *The Studio* is a photogravure reproduction of a dry paint, by Alfred East, A.R.A., "The Silent Moon."

Mrs. Schuyler Crowninshield, the author of "The Archbishop and the Lady," contributes the complete novel to the April number of *Lippincott's*. It is called "The Mysterious Miss Dacres," and is both amusing and full of surprises.

"The Check Draft" is a humorous story of the administration of a household furnace by two members of the family whose ideas on the subject of the appropriate use of coal are at variance. It is published in *The Youth's Companion* for April 11.

*The Ladies' Home Journal* for April contains many contributions of unusual interest. Among these are rather a distressing short story by Gelett Burgess, "The Man's Part." It is to be hoped Mr. Burgess does not intend to abandon comedy. A series of pictures illustrating "How Miss Griscom Plays Golf," and a short story by Mr. W. A. Fraser, "The Little Sister at Saint's Lake."

The latest publication in the valuable art series for school use, prepared by Miss Estelle M. Hurl, and published by Houghton, Mifflin & Company, of Boston, is "Greek Sculpture." The illustrations are uncommonly good, and the explanatory text is concise and essential. Price 30 cents; pp. 94.

A charming book issued by the same firm and for the pleasure and instruction of the same class of readers is "The Woodpeckers," by Fannie Hardy Eckthorne. It contains a comprehensive account of a single family of birds distributed throughout North America, the result of a close study of the structure and habits of the woodpecker. It is admirably illustrated with colored prints. Price, \$1; pp. 127.

There will be issued immediately from the Oxford University Press a new "School History of England," the joint work of several teachers of experience, with concise tables, maps and plans; and also a book by the Rev. H. B. George, Fellow of New College, Oxford, of which the title, "The Relations of Geography and History," speaks for itself.

The School Master in Literature. By Hubert M. Skinner. The American Book Company, New York. \$1.40.

"Every man and woman is to be accounted a real teacher who establishes a vital relation between him-

self and the developing pupil," says Edward Eggleston in the preface to this book, and the real teacher will agree with him. The author shows how the teacher is made to appear in literature by some of the ablest writers in English, French and German. Sometimes the master is made to appear in most odious form, chiefly by Dickens and Washington Irving; and by others in the proper light, of the scholar's friend, recognizing his responsibilities and using his opportunities in the best interests of his pupils. This is shown very well in "Malcolm," by Dr. George Macdonald. Teachers get this volume, it will deepen your view of life for your country.

Principles of Religious Education. Longmans, Green & Co. London and New York. \$1.25.

This is a course of lectures delivered under the auspices of the Sunday School Commission in the Diocese of New York. In the introduction the Bishop of New York reminds us that there is no religious teaching in the State schools, and adds: "That fact ought undoubtedly to have awakened and stimulated the Church to increased endeavors to supply what a Christian man must hold to be fundamental to a right education, and which now the Church or the family alone can give. Our American situation, in other words, has lifted the Sunday school into a position of pre-eminent importance which we must acknowledge has been but feebly and imperfectly recognized."

We commend this book to the serious attention of all classes of teachers. There are ten lectures in all; all good, though not of equal merit. The last two by Dr. Charles F. Kent and Prof. Richard G. Mouton, M.A., are of special value.

But the great satisfaction is, that

the historic and influential Episcopal Church in the United States of America is seeing with undimmed eye her responsibility for the education of the young. May all parts of the Christian Church see with equal clearness and act with vigor.

Annals of Politics and Culture (1492-1899). G. P. Cooch, M.A., late scholar of Trinity College, Cambridge, C. J. Clay & Sons, Cam. Univ. Pres. Warehouse, Ave Maria Lane, London. 7s. 6d. net. The Macmillan Company, New York.

The teacher of history, who has studied his work, the literary man who wishes to refresh his memory on a great many points, which are a burden to carry in the memory, will find in this volume information upon a very great number of things which are necessary for these classes of workers to know. The reference library at least of every secondary school should have a copy.

Thirty Years of Teaching. By L. C. Miall, F.R.S., Professor of Biology in the Yorkshire College. Macmillan & Co., London. 4s. net. Mr. Miall has the highest right to speak on education: he has acquired this right in the only way in which it can be gotten. He was at school, he has had a family, and is now a teacher in the Yorkshire College. The teacher will find useful hints all through the volume. We do not agree with his estimate of Euclid. Mr. Miall is a scientist, and the necessity in Biology, etc., has unduly swayed him in favor of what is now called the "scientific method." "Reading Aloud to the Family," "Examiners and Candidates," are well worth careful thought.

*Books Received:*

United States Board of Geographic Names. Second report, second edition. 1890-99.



Six Select Stories from the German : Notes, etc., etc. Ginn & Co., Boston.

Bulletin of Perdue University, La Fayette, Indiana.

A descriptive catalogue and announcements of School and Collegiate text-books. Ginn & Co. Boston, U.S.A.

Punctuality is important in every walk of life and there is no position or calling in which the ability to be on time, or lack of the habit to perform a duty at the proper moment, is not a detriment. The performance of a duty at the right moment and without delay may be at times as essential as performing it at all. The basis for the habit of punctuality must be laid early, as one of the incidental lessons, ethical in character, which the pupil should learn while he is attending school. Punctuality is important for the practical requirements of school work, for when a child comes to school late it means an interruption of the work of the class and a loss of time to the teacher and the other children. The child should learn early that his tardiness, where he is engaged in joint work with others, is a wrong to them, as well as a neglect of his own duty. It is moreover important, educationally, that sluggishness and love of ease inherent in man's nature, should feel early the mastery of the spiritual force, and that the child should

learn to adjust and subordinate his actions to some rational purpose. The attention paid in every school to punctual attendance is based on practical and pedagogical reasons.

The enforcing of rules of punctual attendance requires considerable tact on the part of principal and teachers. The lines for preventing tardiness must not be drawn too tight; persuasion and persistent appeals to the good sense of both parents and child should be relied upon as the chief means of control. Rigorous treatment of cases of tardiness may lead to what is worse than tardiness. Some children are of such temperament that, when they feel a scolding awaits them in the room because of tardiness, they are tempted to avoid it by absenting themselves from school. Where tardiness is repressed or corrected by rigorous discipline absence increases. It is, of course, much better to have the pupil in school at his lessons even if he should be tardy than to have him absent altogether. Principal and teachers must bear this danger in mind.

“Break, break, break,  
On thy cold gray stones, O sea !  
And I would that my tongue could utter  
The thoughts that arise in me.

“O well for the fisherman's boy,  
That he shouts with his sister at play !  
O well for the sailor lad,  
That he sings in his boats on the bay !

“And the stately ships go on  
To their haven under the hill ;  
But O, for the touch of a vanished hand  
And the sound of a voice that is still !

“Break, break, break,  
At the foot of thy crags, O sea !  
But the tender grace of a day that is dead  
Will never come back to me.”

—*Tennyson.*