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THE CANADA EDUCATIONAL MONTHLY.

JUNE-JULY, 1898.

NOTES ON BURNS.

REV. PROF. CLARK, D.C.L.

THERE is hardly any poet to whom we approach with prepossessions so strong as those with which we come to the study of Burns. To those who are able to understand his language without difficulty he appeals with irresistible force; and many have found it worth their while to undergo the labor of understanding his language in order that they might come to a more perfect comprehension of his poetry.

There will always be differences of opinion—perhaps rather differences of feeling—about the character of Burns. His generosity and nobility, his hatred of insincerity and hypocrisy, the affectionateness and sympathetic kindness of his disposition can hardly be ignored by any. The darker side of his character is, alas, only too conspicuous. If he was never, in the full sense of the word, a drunkard, he was not unfrequently guilty of intemperance. It has been urged that, in this respect, he was no worse than other men of his day. It has also been urged that the hypocrisy of many of the professing religious people about him drove him to extremes in the other direction. These pleas may be urged as extenuations for weakness, they can hardly be regarded as defences or apologies.

Although Burns had little knowledge of his great contemporaries, and

comparatively no connection with them, yet he belonged to a great age, and could not have been uninfluenced by the currents of thought which moved around him. Cowper was born twenty-eight years before him, and died four years after him. Goethe was born eighteen years later, in 1749. Wordsworth in 1770, Scott in 1771, Coleridge in 1772, Southey in 1774. Burns was born in 1759 and died 1796.

As regards the poetry of Burns, there is hardly, and there has hardly ever been, a difference of opinion. Its excellence was recognized in his own country at once. Up to the present time there has been no interval in which it has been neglected or depreciated, as has been the case with many other poets; and we may safely prophesy perpetuity and immortality to his fame, unless his language should be forgotten. Even in that case attention will be given to the obsolete dialect for the sake of the poetry which it enshrines.

If we must call him the very first of Scottish poets, we must also give him a high place among the lyric poets of every age and nation; and it is to this class that his poetry principally belongs, although "Tam o' Shanter" shows that he was not incapable of epic poetry.

It is curious to notice the vicissi-

tudes of Scottish, and even of British, poetry. Between Chaucer and Surrey there was hardly any English poetry, whilst there was Scottish poetry of considerable excellence, notably ballads of a very high order. After the Reformation Scottish song was almost silent. When we remember the period in the life of Milton—between the earlier poems and the *Paradise Lost*—the period of the Commonwealth in which he produced religious and political pamphlets instead of poems, we may be able to understand how the religious movement in Scotland absorbed all the literary energy of the people and left them none for the cultivation of the muses.

The eighteenth century was nowhere productive in works of imagination, and in Scotland was given up to the study of history, philosophy and economy. A country which can boast of the great names of Hume, Robertson, Reid, Stewart and Adam Smith, need not be ashamed of its place in the Republic of Letters. Of poets before Burns—belonging to post-Reformation times—there are only two worthy of mention, the greater light, Allan Ramsay (1685-1758), whose "Gentle Shepherd" is still worthy of perusal. Ramsay himself thought it superior to the "Pastor Fido" of Guarini, a question which we need not decide—the lesser light, Robert Ferguson, born 1750. A later contemporary, Tannahill (1774-1810), completes the circle.

In these brief notes it may be convenient to take the life of the poet in periods, marked by his successive residences:—

I. ALLOWAY 1759-1766 (till 7 years of age).

Burns's father, who spelt his name *Burness*, came from Kincardineshire, his native place, and after several vicissitudes, settled in Ayrshire in 1750, and took seven acres of ground

in the parish of Alloway. Here he built the "auld clay biggin'" in which his son was born. In 1757, then aged 36, he married Agnes Brown, of Maybole, in Carrick. Gilbert was his first son, Robert the second. It was from his mother that Burns derived his wonderful eyes which so impressed Walter Scott when he saw him in Edinburgh. Of Burns's father, Murdoch, the poet's teacher, declares that he spoke English well, and that he was a man of "stubborn, ungainly integrity, and of headlong, ungovernable irascibility."

II. MOUNT OLIPHANT. 1766-1777 (Aetat. 7-18).

Burns's father removed to Mount Oliphant in 1766, and lived here in great poverty, his boys helping him on the farm. Gilbert and Robert were taught ordinary subjects by their father, and French by Murdoch. Poor as they were, they were better circumstanced in regard to literature than many more wealthy children. The father was fond of books, and Robert relates that he read a good many books in his boyhood, the "Vision of Mirza," with great admiration, Addison's Hymns, the life of Hannibal and that of Sir W. Wallace. Later on he read Pope's Homer and other works, the works of Richardson, Smollett, Locke and Shakespeare—not a bad beginning for a poor boy. Afterwards, Shenstone, Thomson, Ferguson, Sterne, Ossian (!), Milton, and, above all, the Bible. He also learned to dance, in opposition to his father's will.

III. LOCHLEA. 1777-1784 (Aetat. 18-25).

With the removal to Lochlea, in 1777, we come to a period of greater importance. His early poems were of little account. But here we find him in love with a girl named Ellison Begbie, who is celebrated by him under two names, Peggy Alison and

Mary Morrison. The first three years at Lochlea were fairly prosperous. But on New Year's Day of 1782 their house was burnt, and in 1782 their father died. During this period his poetic genius began to display itself in such compositions as "John Barleycorn" (1782), the "Lament for Mailie" (1782), "Rigs o' Barley," "My Nannie, O," and "Green grow the rushes, O!" (1783). In these charming poems we have specimens of Burns's manifold genius—his love of nature, his devotion to women, his rich humor (here he is like Scott, and unlike his countrymen in general, who have a good deal of sharp wit but little humor), his remarkable power of expression, the simplicity, directness and richness of his thought and language.

IV. MOSSGIEL. 1784-1788 (Aetat. 25-29).

Burns and his brother Gilbert took the farm of Mossiel, which, like Lochlea, his previous residence, was near Mauchline—all in Ayrshire. This is often (and probably with truth) said to be the best period of Burns's life; since he was not only at this time characterized by temperance and frugality, but produced here some of his best work. It was here that he met Jean Armour, his future wife. It may be sufficient, in regard to their relations, to observe that a private Scotch marriage had been celebrated between them in 1785, which her parents managed (quite illegally) to annul in 1786. The reader should remember that the Scottish Church of the day, and the Presbyterian bodies generally, represented two different tendencies, the pietistic and the liberal. Gavin Hamilton, Burns's landlord, and the poet himself were on the side of the liberals. Neither school seems to have been quite satisfactory.

During this period Burns produced (1785) "Holy Willie's Prayer"—a composition of tremendous energy, if

not quite to be justified,—the "Holy Fair," the "Jolly Beggars," which Carlyle places in the very first rank of his poems—followed by Mrs. Oliphant. We admit the wonderful energy and versatility of these songs and verses, but we cannot put them before "Tam o' Shanter." "The Address to the Deil" is of the same year.

To the year 1786 belongs the somewhat-mysterious episode of "Highland Mary." Burns, disgusted at the conduct of Jean Armour's parents, gave himself up to this new flame—the only other in his life which seems to have been real and strong. He and Mary became betrothed on May 14, and intended emigration. Difficulties came in the way; but all were ended by her death from fever, October 12.

To the years 1785-6 belong the humorous poem "Death and Doctor Hornbrook," the delightful "Twa Dogs," the "Cotter's Saturday Night," the two "Epistles to Davie, a brither poet," "Hallowe'en," "To a Mouse," "To a Mountain Daisy." These poems alone would serve to immortalize any writer. The first epistle to Davie is in every way remarkable for its genuineness of sentiment, for its quick transition of thought, for its illustration of the manner in which Burns employs the languages of England and of Scotland to express different kinds of sentiment. The poems to the mouse and the mountain daisy are full of the tenderest feelings for all created beings.

All the poems named, with the exception of the "Jolly Beggars," appeared in Burns's first volume of poems, which was published in July, 1786; and took Scotland by storm. Of an edition of 600 copies only 41 were left at the end of a month, a very remarkable success when we consider the contracted area to which he appealed. Towards the end of this year he wrote the "Brigs of Ayr," and the "Lass of Ballochmyle."

V. EDINBURGH 1786-1788 (Aetat. 28-30).

The visit of the poet to Edinburgh soon after the publication of his first volume was, in most respects, successful. He was made much of. He was introduced into the best literary society, and produced a most favorable impression upon all whom he met. His deportment was gentle and dignified. His voice was pleasant, his conversation animated and humorous, and his wonderful eyes were never forgotten.

Not merely social advantages, but commercial also resulted from this visit. A new edition of his poems brought him £500, part of which he gave to his brother Gilbert who was struggling with his farm, and out of which he defrayed the expenses of a tour in the Highlands. About the same time he became a contributor to Johnson's Museum, for which he wrote about 180 songs, and to Thomson's *Melodies of Scotland*, which had from him about 100, some new, some recast.

To this period belongs the episode of Clarinda, the wife of a Mr. McLehose, who had gone to the West Indies. An attachment sprang up between the lady and the poet, leading to a high-flown correspondence, which is preserved, but adds nothing to Burns's literary reputation. Of whatever quality or depth this attachment may have been, it was not of long duration, for in 1788 Burns again met Jean Armour and the old love revived, and at the age of 29 he married her, now in public and with the consent of her people. Soon afterwards he was appointed to a post in the Excise, receiving £50 a year, afterwards raised to £70. This post he held during the last seven years of his life. We can hardly regard such an appointment with satisfaction. We remember Carlyle's bitter remark about providence having sent to the world one of its most brilliant children

and they sent him to gauge ale-barrels! Alas!

VI. ELLISLAND. 1788-1791 (Aetat. 30-33).

Soon after his marriage Burns removed to Ellisland, where he united farming and the discharge of his duties as Excise officer. These duties, such as they were, he fulfilled in a creditable manner, but it is apparent that he was overworked and unfitted for his own proper business. Yet some poems produced during this period are equal to anything he ever did. For example, we have that most sweet and perfect song 'Of a' the airts the win' can blaw,' written during his honeymoon. The second part of this song, sometimes printed in the works of Burns, was added by John Hamilton, and met with remarkable success in spite of its audacity. In the same year were written "I ha'e a wife o' my ain," "Auld Lang Syne," much improved from an older song, "Go, fetch to me a pint of wine."

In the following two years he wrote not only "Kirk's Alarm" and "Willie brewed a peck o' maut," but three pieces each of which must stand at the head of the class of compositions to which it belongs—"John Anderson, my jo" (1789), and "Tam o' Shanter" and the "Elegy on Captain Henderson" (1790).

VII. DUMFRIES. 1791-1796 (Aetat. 33-37).

For the last five years Burns lived at Dumfries, for the first time out of his native county of Ayr, although not far from its borders. It was neither town nor country, that is to say, it had all the disadvantages of each, and was the very worst place for Burns to live in. Yet even here the divine singer was not mute, and to this period belong the "Banks and Braes o' Bonnie Doon," the "Lament of James, Earl of Glencairn," "Ae fond kiss," a lyric extolled by men so different as Byron, Scott, Carlyle and

Matthew Arnold (1791), "Duncan Gray," "The Deil's awa' wi' the Exciseman," "Ye Banks and Braes and Streams around the Castle of Montgomery" (one of the sweetest of farewells), all of 1792. "Scots wha ha'e" (1793). But his poetic work became less and less. In 1795 he wrote "A Man's a Man for a' that." In January of 1796 he caught a chill through exposure, which brought on rheumatic fever. During his last illness he wrote "O, wert thou in the cauld blast," for Jessie Leuchars who

nursed him. The last finished offspring of his muse was "Here's a health to one I lo'e dear."

These are but notes almost without comments. It would be difficult to comment without greatly transgressing our limits. Let the reader only go over the pieces indicated above, and he will learn to know Burns for himself. The best edition of his works is that of Paterson, Edinburgh, but the Globe edition is excellent and cheap. Lockhart's Life is perhaps the best.

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THE BRITISH EMPIRE TO DAY—NEW ZEALAND.

BY THE VERY REV. PRINCIPAL G. M. GRANT.

Queen's University, Kingston.

TO the average Canadian, unacquainted with the South Pacific Ocean, its vastness and potentialities, New Zealand is simply an appendage of Australia. On a small map it does not seem to be very far away. Just as the thousand miles of intervening wild waters amounted to no more in the eyes of the old Dutch cartographers than the distance between Holland and Zealand, and made them call the one New Zealand as they had called the other New Holland, so it seems somewhat strange to us that New Zealand should have any objection to unite on a federal basis with Australia. The matter appears different after one has sailed under the Southern Cross and lived for a few weeks in different parts of Australasia. New Zealand then is seen to be quite distinct from the island continent. Practically, it is as far away from it as Canada is from Britain. The intervening ocean is not so broad, but it is even more stormy, and it takes about as long to sail from Dunedin, Christchurch, or Wellington as to cross from Halifax to

Liverpool or Southampton. And New Zealand is distinct from Australia more radically than by distance. It is essentially different in fauna, flora, geology, physical geography, and in the character alike of its scenery, its native population, its methods of colonization and its political development.

New Zealanders, moreover, are very far from objecting to being considered part of Australasia; that term being used when Tasmania, the Fijis and New Zealand are included, while the term Australia is limited to the great island itself. They have no intention of isolating themselves and playing a lone hand. They are as deeply interested in the future of the South Pacific as Victoria or New South Wales can be, and they are as willing to bear their share of responsibility in excluding from it all European powers other than Britain. No events in the course of their brief history have wounded them, as members of the Empire, so deeply as the tacit permission given to France to occupy New Caledonia, and more recently

the unwillingness of Britain to forbid the arrogant intrusion of Germany into Samoa. In connection with this latter event, the resolute attitude of the United States excited the enthusiasm of all Australasians. They have felt since that the guardianship of the English-speaking races belongs to the great Republic as well as to the United Kingdom, and that, in so far as concerns the South Pacific at any rate, the Republic has a freer hand and can act more vigorously than a country which is trammelled by complicated European, African and Asian interests. Sir Charles Dilke, in his "Problems of Greater Britain," puts this moderately and correctly when he says: "New Zealand opinion, recognizing that the United States has now established its position in Samoa, prefers the Americans as neighbors in the Pacific to any European military power, and Australia agrees with New Zealand upon the point." He adds: "The sudden popularity of the United States in Australia is one of the most interesting new developments of our day." The cause is not far to seek. An Australasian Monroe doctrine has grown up among our brothers there, and they have found that the United States stood up for their future interests when Britain failed to do so. This matter was of immense importance to them, and it will be infinitely more important when a Nicaraguan or Panama canal has been constructed.

Nothing shows the depth of their feeling more than the expression given to it by Sir George Grey. This great Englishman, who left his impress on South Africa and South Australia, but who for the greatest part of his long life has identified himself with New Zealand, was more indignant with Britain's failure than even with Bismarck's brutal treatment of Samoa and its king. To Sir George,

Britain had deliberately sacrificed the Samoans, under stress of Bismarck's scarcely veiled threat that otherwise Germany would take sides with France in Egypt, and had permitted a great military and naval power to take up a position which would in the future dominate the commerce between herself and the Australasian colonies. "So vast were the interests involved, so wide the issues which depended upon this apparently trivial matter, that he feared England had taken a fatal step and dealt with her own hand a serious blow against her own supremacy. The inflexible resolution of all parties in the United States, which prevented the annexation of Samoa by Germany, filled him with delight, and convinced him that no questions of European politics, no outside entanglement with other nations, would prevent the United States from throwing its shield before the weakest community if the cause of human liberty could be thereby advanced. In his opinion, England and America should act conjointly. In all cases where it is distinctly in the interests of freedom and humanity they should be guided by one spirit and work in unison for the same ends."* So say we all. The upward progress of the world is slow but it is sure. The schism between the mother and eldest daughter is being healed, and both are seeing that their moral and effective union, based on common interests and sentiments, is the one thing needful to ensure a happier future for the world. Prince Bismarck, however, has not forgotten the snub administered to him in connection with his Samoan policy, and it is no wonder that he should now condemn loudly what he terms "the arrogance" of the United States to Spain, and pooh-pooh the prospect or

*Life and Times of Sir George Grey. Vol. II, p. 556 and appendix, p. 604.

probability of anything like an Anglo-American alliance! He has no faith in anything but "blood and iron." But even German unity rests on something deeper than blood and iron.

Let us understand then that New Zealand, though declining to form part of the new "Commonwealth of Australia," the constitution of which is now being submitted to a popular vote, is and always will be an important factor in the life of Australasia and of the Empire. It intends to work out its own destiny as a self-governing community, with sympathetic regard for the big sister island, whose main interests are one with its own, but friendship with whom might be perilled, instead of fostered, by even a loose federal union. This decision seems to me a wise one. Australia has a good many difficulties to overcome before consummating its own unity, and New Zealand should not allow its distinctive life to be submerged in the conflicts of the vaster but more uninteresting mainland. It is great enough to hang by its own head. I know no section of our Colonial Empire, of equal extent, possessed of such great and varied possibilities. In this regard it may be considered as good as Britain itself. It is about the same size; its division into two islands by Cook's Straits gives it special maritime advantages; the climate is as good for breeding a healthy race, and even more equable and of greater range—due to 1,100 miles of length from south to north. It thus includes the temperatures of Italy, France, England and Scotland, and consequently an extraordinary variety of products.

Strange to say, these lovely islands went a-begging for a civilized owner till our own day. Tasman visited them in 1642, and in 1769 Captain Cook landed and left behind pigs, poultry, potatoes and cabbages, which

have thriven exceedingly, as everything introduced since, whether of the animal or vegetable kind, has thriven. But, though Captain Cook had strongly recommended them to the British Government as a home for Englishmen, not till 1840 was New Zealand created a colony. In that same year the South island was within an ace of being picked up by France. Captain Stanley, of H.M.S. Spitfire, brother of the great Dean of Westminster, had hoisted the Union Jack at Akaroa only three days before the arrival of a French expedition with a number of emigrants on board. The Frenchmen, seeing the flag, good-humoredly accepted the situation and sailed for New Caledonia. The North island soon leaped into importance, in consequence of wars with the natives, brought on by the selfishness of a land company to which the Colonial Office had given extensive powers; an unfortunate experience, repeated only the other day in Rhodesia, and with less excuse, as by this time it ought to be known that the objects of land or mining companies can hardly be other than selfish, and that the rights of the old lords of the soil will be treated with indifference or contempt by corporations whose one thought must be dividends.

The history of the colony is associated with the attractive personality of Sir George Grey, twice Governor, thereafter private citizen, superintendent of one of the nine provinces, member of the legislature, premier, and always public benefactor and a name to conjure by among the best men and women of New Zealand. Twice in its early history he found the Maoris at war with the settlers, inflicting defeats on them and on blue-jackets and regular soldiers, as well as on the loyal natives. He not only brought the wars to an end but conciliated the rebels, and so won

their affections that they have since co-operated with the whites even in the work of legislation. In 1844, a fiery young chief, Hone Heke, son-in-law of the great Hongi (well known in New Zealand story), cut down the flag-staff from which the Union Jack waved at Korovaoka, the only town then in New Zealand. A man-of-war and a military force were sent, and the flag-staff, now plated and shod with iron, was again erected; but Heke attacked and took the town, cut down the flag-staff and drove the military and marines to their ships. Subsequent successes on his part threatened the very life of the young colony, for the Maoris displayed extraordinary military capacity in constructing pahs or fortifications, impregnable except against artillery; but the new Governor acted with promptitude and inflicted a defeat on them which so destroyed Heke's prestige that they sought for peace. A few years afterwards the brave chief, dying of consumption, left by will his lands to Governor Grey. It is almost needless to say that he, instead of taking possession, made them over to the relatives. Heke, in his last illness, said despondently that he "saw his people, as in a vision, drying up as a river when there is no rain," and spoke pathetically of the time when the missionaries would ring their bells for the Maoris, but there would be none to come to hear the gospel preached. His countrymen are still inclined to prophesy their own extinction, saying: "As the English grass kills the Maori grass, and the English rat kills the Maori rat, so must the Maori himself be swept from the fern home of his fathers by the Pakeha." I hope not. They now form, especially in the northern island, an integral portion of the community with recognized rights; and, as it is not considered at all improper for a white man to marry

a Maori girl, they are more likely to become absorbed in the common New Zealand race than to disappear without leaving any sign. They are a fine, stout-limbed, stuggy race, of rather less than medium height, far superior to the poor aborigines of Australia, and there is therefore little or no race antipathy or social chasm between them and the "Pakeha." In his aims at raising them as far as possible to our standard of thought and life, Grey found a noble collaborer in Bishop Selwyn, the school-fellow and lifelong friend of Gladstone. Selwyn's name is indelibly associated with all that is good in the early history of New Zealand, but Grey has been a still greater force on the right side down almost to the present day, in social, educational and political, as well as in Christian work. Florence Nightingale's testimony is striking, but even more so is that of the Maoris in the government quarries, who had been instructed under his orders in skilled stone work. She wrote to him in 1863: "You are nearly the only Governor, except the great Sir John Lawrence, who has condescended to qualify yourself by learning the languages, the physical habits and the ethnographical peculiarities of the races you had to govern." They wrote to him, when they heard that Government House at Auckland had been destroyed by fire in 1848 and offered stones for rebuilding. Their second letter ended thus: "This is our thought relative to the stones for you; but there must be no payment given us. This is a token of affection from the people of the quarry to our Governor. Enough."

The South island has been the scene of interesting colonization experiments, semi-ecclesiastical in character. The New Zealand Company had made its first settlements on the shores of Cook Straits, and had ap-

parently fallen between two stools as regards churches and schools. At Wellington, now the capital, no provision had been made for these, and the settlers complained bitterly; whereas subsequently, at Nelson, provision was made, but so many denominations claimed and received a share of the fund that it was of little practical use to any. The company therefore resolved that its next settlements should consist at the outset of members of one church, as far as possible, and that the fund for supplying religious and educational needs should be entrusted to them. To the Anglican Church was assigned the settlement of the Province of Canterbury, and to the Free Church of Scotland the settlement of Otago. The cities of Christchurch and Dunedin, the capitals of the two provinces, each of them fully as important as a centre of industry and thought as the present capital, Wellington, or the old capital, Auckland, are the monuments of this movement. Christchurch, the beautiful "City of the Plains," is still thoroughly English in character and tone, and predominantly Anglican in its general ecclesiastical life. All its streets are named after the sects of the Church of England, and its cathedral is planned on the best Anglican model. Dunedin, again, is more hilly than Edinburgh, and almost as Scottish at heart. Captain William Cargill, a retired officer of the 74th Regiment, a reputed descendant of the stout Covenanter, Donald Cargill, led the first colonists to their new home. They were a noble company, very different from Klondike adventurers, inflamed with the "*auri sacra fames*." "The leaders of the expedition and the more earnest and intelligent among them were inspired with something akin to a daring enthusiasm which carried them forward in the sweat of toil and in the light of faith to the work of founding

a colony, which they believed would be a model Christian state and a leavening power among the lands, because interpenetrated with Christian principles and resting on a basis of righteousness and truth. From the outset they aimed at a spiritual as well as at a material occupancy of the land."* One of the consequences was that "for full ten years the taint of crime was hardly found within their borders." There was a gaol, but the prisoners were either runaway sailors or persons committed for trifling offences; and these found their quarters so pleasant that the gaoler's only threat, when he let them go outside, for one reason or another—perhaps to see a football match—was that "if they didn't get back by sundown, they would be locked out for the night!" The threat, it is said, always proved effectual. For thirteen years Captain Cargill held his position as leader of the community. The beautiful drinking fountain in Dunedin is a monument to his memory; and his name lives in Mount Cargill, which overlooks the harbor, and Inver Cargill, the capital city of the Southland province, which, originally part of Otago, was politically separated from it in 1861. The ivy-clad Presbyterian churches of Dunedin, which tower up like cathedrals, are symbols of the general Scottish-nationality of the people, and also of a love of the beautiful which is not always considered a characteristic of the Scottish Church. The worshippers evidently have not identified their religion with "a maximum of architectural ugliness at a minimum of cost," as the Scottish heritors were wont to do in the eighteenth century, according to Sir Walter Scott. Knox church, in particular, is a magnificent specimen of the perpendicular Gothic,
(To be continued.)

* "The Story of the Otago Church and Settlement," by the Rev. C. S. Ross; Dunedin, 1887.

THE FIRST GILL SCHOOL CITY.

THE desire to have Civics as a school study has taken a practical turn in the organization of a miniature city among the children of a city school. The organizer says, "Teachers govern by their own force of love or of stern authority. The child must obey, not because he wills, but because the teacher wills. By means of the School City, the teacher can lead the child to see the need of law and order, to construct rules for his own government, and to put them into execution, and thus to act by his own will rather than by that of the teacher. It is not mimic, moot or play government, but actual and serious government by the children, under the guiding and shaping hand of the teacher. While the child, not the teacher, should be the concern of a school, I think in this case the child and teacher will be helped alike. It will help the teacher to keep in sight the first and greatest object of education, which is to train the individual to govern himself wisely according to the high principles of morality. I should place in the reach of the children a list of the things required to be done by the laws of the land, which they and all citizens must observe, and have them legislate concerning those things only which pertain to child life and school. In shaping this school government after that of the municipality or county in which the school is located, the child will be made accustomed to perform duties in the prescribed and legal way, but it should be part of the aim of the school government to acquaint the people, through the children, with new and improved methods, rather than to perpetuate old forms.

In a few days its pupils had all been turned into citizens of a School City, and were governing themselves under a mayor and common council,

elected by themselves. The school numbered eleven hundred children and was divided into boroughs. The officers of the city were elected and the departments worked in the regular way. Equal rights and responsibilities prevailed among the citizens, and there was no distinction as to sex, either in holding office or voting. Each class was an election district. The beginning of the work of organization was the holding of primary elections for the selection of delegates for the city convention. Two candidates were named for each of the offices of mayor, controller and president of the board of aldermen. At election, each class casts its own ballots in, and after the installation of the successful candidates, heads of executive departments and members of their forces were appointed by the mayor. The board of health consisted of its president, a teacher and the commissioner of police. The board of health appointed its inspectors; the commissioner of police selected a chief, a captain for each class, and policemen; and the judges named a clerk of the court. Civil service rules were to have been used to regulate all appointments, but they were not ready in time.

The children entered heartily into the spirit of the thing, and strove earnestly for promotion. Mayor Abrahams, the head of the first Gill School City, a boy of fourteen, commanded widespread respect by his diligence, patriotism and stern impartiality. Only one trial occurred, but that was conducted with the utmost gravity and decorum. A police captain was convicted of "conduct unbecoming a gentleman and an officer" while the school was away on a picnic. He was dismissed from the service and went forth weeping.

The first laws drawn up by the city

council are worth recording. They were as follows :

HEALTH LAWS.

1. The one who is not suitable in cleanliness when coming to school will be compelled to pick up all paper wasted during the day.
2. If any one continues coming unclean after receiving two warnings, a charge for expulsion will be made.
3. If anyone has any disease that the teacher does not know anything about, he or she will be expelled.
4. If anyone throws any garbage on the stairs or in the yard, he or she will be expelled.
5. If anyone comes to school un-

tidy, a paper will be pinned on his or her dress which will state the punishment.

STREET CLEANING LAWS.

1. If anybody throws any paper or skins in any part of the school a charge will be made which will be brought before the judge, and a punishment given accordingly.
2. If anyone is caught defacing or in any way destroying the property of the city which is placed in the school, a charge of expulsion will be brought.
3. If any officer shall find a boy or girl defacing the sidewalk in front of the school, a charge will be brought.

EDITORIAL NOTES.

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

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

THE news that the Rev. Prof. Clark, D.C.L., of Trinity College, Toronto, has been elected vice-president of the Royal Society of Canada, will be welcome to all the readers of this paper and we beg to tender him our hearty congratulations upon the honor which has thus been conferred upon him. The position which Dr. Clark has been called upon to fill is one of great importance, for it is the highest literary position in the Dominion of Canada. No more fitting choice than that of Professor Clark could have been made, for there is hardly another man in Canada who holds such a high rank in the realm of literature at the present time.

may have some effect let us hope in retaining teachers of experience in our schools. *We hope that it may.* There is a large number of Primary Certificates in Ontario, and the department takes care to tell all concerned that the supply can be kept up by the power vested in the Minister.

The approaching convention of the Dominion Association of Teachers promises to be an interesting one, the programme being likely to be such an announcement as will induce the attendance of a large representation of teachers from every Province. The rates on the Intercolonial Railway will be single fare from Montreal, and possibly considering the importance of the event, the Canadian Pacific and Grand Trunk may be finally induced to give the same rates from Toronto and the

In a circular from the Education Department, May 25, '98, it is stated that no Primary Certificates will be issued after 1898. This

West, even without the usual guarantees. No pleasanter locality could have been selected for the gathering than the old city founded by Cornwallis, and, though it is far from being central, there are many attractions that will go far to counterbalance this objection. The first week of August will find Nova Scotia looking its best, and with the sea breezes from the Atlantic, Halifax, the capital, will present a summer aspect which can hardly be equalled in any other part of the country. The trip by the Intercolonial is one of the most attractive of all railway routes on the continent. From Montreal this railway runs through a fertile region as far as Ste. Hyacinthe, and thence by the Drummond County Railway to old Quebec. From Quebec the route runs along the River St. Lawrence, thence along the beautiful Metapedia Valley to the shores of Bay Chaleur, the eastern sections of New Brunswick and through the interior of Nova Scotia. On arriving in Halifax our teachers will find every preparation made for their reception, and to avoid any misunderstanding, communication should be made at the very earliest after reaching a decision about attending, to the Secretary, Mr. A. McKay, Supervisor of Schools for the City of Halifax. The President of the Association is Dr. A. H. Mackay, Superintendent of Education, Nova Scotia, and either of these gentlemen will see that all information is conveyed to those proposing to attend. Many topics of the utmost interest to our teachers as Canadian teachers are to come up for discussion. The question of a closer professional relationship among the teachers of all the Canadian Provinces, and an assimilation of methods and progress-lines is likely to occur again and again throughout the proceedings, and thus the best of results are expected to come from the great conference.

Narrowness is to be avoided in education as in any other calling, profession, or walk in life. Our little world becomes very small indeed when we see no further than the Provincial. Our land is wide, but it ought not to be wider than our sympathies. From Victoria to Halifax is a long journey, but we believe it is not so long a journey as to keep some teachers from finding their way to the shores of the east to give a summer's greeting to their brethren of the Maritime Provinces. Possibly the time may come when delegates shall be chosen from the various local associations, and when the expense of travelling so far shall be shared by all our teachers. In the meantime we must do what we can under the circumstances, until the Dominion Association matures in its strength and has more resources at its command.

In connection with the national character of this gathering, we would make a reference to our own journal, THE CANADA EDUCATIONAL MONTHLY. As an exponent of the wider sympathies among our teachers we have been seeking to reach out towards the assimilation of our Canadian systems, though the reforms we have been speaking out in behalf of are neither drastic nor revolutionary. As a possible organ of the teachers of the whole Dominion, we would willingly do our share in this work of assimilation of interests. What transpires in one Province of our fair Dominion should be of interest in any other Province. The method that one teacher has adopted with success in British Columbia is surely worth being known by the teachers of Quebec or Prince Edward Island. And it is our desire that occurrences of this kind should be made known all over the Dominion. We have no wish to establish a central factory of methods or an educational reformer's bureau.

in which the short cuts to an examination and the *finesse* of school-room empiricism are to be made of more importance than the first principles of the true education. But we do wish to be of service to our brethren all the same, and it is our expectation that we will continue to have their sympathies with us, and possibly their support besides. The third convention of the Dominion Association of Teachers meets this year at Halifax. No more important educational gathering than this has been held for some time in Canada. To the teachers who expect to be present we present our greeting beforehand. A pleasant midsummer holiday is before them. But we would also like to be acquainted with them beforehand, and to all those of them who send in their names to us, we will forward to their address a copy of THE CANADA EDUCATIONAL MONTHLY for six months free of charge. We propose to give every attention to the proceedings of the convention, and it will gratify us very much if our plan of previous introduction be adopted and our sphere of usefulness be thereby possibly enlarged. Our magazine continues to gain in favor, and the encouragement we have already received is our only excuse for urging a wider acquaintance among all our teachers from Vancouver to Halifax.

If the honor lately conferred upon Dr. Parkin by Her Majesty is to be looked upon as the first of such honors conferred upon a Canadian schoolmaster, we have to congratulate our *confreere* with all the warmth of professional pride and sympathy; and if it has been conferred upon him for any other reason we congratulate him all the same. As the peripatetic apostle of Imperial Federation, even in face of the somewhat dubious success of his mission, he may be ranked as one of the later apprentices in the

art. of empire-builders, and on this account it is perhaps that he has come to his reward. But we teachers cannot but be all the more gratified with the event, since being a schoolmaster he did not miss his reward. The teacher has but few rewards on earth. He has his pay, that is true; but as the bulk of it comes from the State, no further reward may be looked for from that quarter, and as the rest of it, in many cases, comes from some unsympathizing, perhaps patronizing, parent, the less expected from that quarter, again the less disappointment. Dr. Parkin has been a successful schoolmaster; he has also attained to high rank as a speaker and writer; and hence in order to avoid even the semblance of making a mistake we again congratulate him as one of our most prominent Canadian publicists in presence of the honor Her Gracious Majesty has conferred upon him, and which no doubt is but a precursor of greater honors and more pronounced success.

As every teacher who has run the gauntlet of our school board must know, there are commissioners and commissioners, trustees and trustees. But there are few school boards in country or city that have not *the* school commissioner or *the* school trustee,—the man who feels himself more than qualified to rule everything he can put his hand to as a public aspiring servant,—the man *who*, if he knows little about anything in particular knows all about education in the general, from the manner in which our teachers should conduct themselves in matters great or small, to how their school departments and school classes ought to be conducted. His previous training and occupations may have led *the* school commissioner as far away as possible from the niceties of the teacher's calling, he may have been kept busy all his days in

weighing flour or in kneading it into dough, or in some other honorable but unspeakably unintellectual pursuit; but once let him loose as a successful aspirant to the higher latitudes of the school board, and you have at once of a certainty the very demon of compound ignorance on the rampage. As he proceeds within and without the precincts of the board-room to utter his jeremiads over the insufficiency of this method and the inefficiency of that teacher, as he pours forth his complaints in the hearing of his colleagues, or even of some unfortunate principal or head-master who has spent his whole life time in contrasting the true pedagogic with the false,—as he utters, with a strong leaning to exaggeration, his paltry experiences of the teaching and teachers of his earlier days, firing them off as contradistinctions and contradictions to the present way of doing things, his obtuseness becomes all the more obtuse, his ignorance all the more of an ignorance that flouts the laws of logic and good sense as a heinous offence against the majesty of the invisible darkness of his own puffed-up soul. One is always wondering how, like a very fly in amber, he came to be a school commissioner, and how he comes to be continued as one. The man's ignorance is a public nuisance, and, being such, why should the public not demand the removal of its cause? Are the public satisfied that he should remain a school commissioner to worry the best 'ntil it becomes the worst? Do the public really elect him? Ah! there is the main question, and when the constitution of some of our school boards is investigated, as well as the manner of their elections, we will not marvel at the presence of ignorance out of a flour-barrel, or even out of an ash-heap, finding its way within their higher latitudes. The Quebec Legislature still refuses to enact that a

school commissioner must be able to read and write; and how can we expect any Province to enact that the man who knows everything simply because he knows nothing, the man who is so ignorant that he does not know that he is ignorant, should be discouraged by every means possible from taking office as a school commissioner or any other commissioner. And yet if the teacher could only get rid of the school commissioner what joy would there be in the land!

And what about the good men and true who give of their time and patience, without fee or reward, to the school affairs of the parish? That our school boards are comprised of such every teacher in the land is prepared to confess. These men are the stand-by of the teacher, though the teacher often wonders why these same good men and true put up with the idiosyncrasies of the man who, out of the satiety of his ignorance, brazens the best of them and makes his terms with all and sundry, from the chairman to the secretary, with an effrontery that would be amusing if it were not so dangerous to the school interests of the district. To the average school trustee, who has the interest of our schools at heart, all honor is due. He is a factor in the well-being of town, village or parish, and deserves the best word in the gift of his fellow-citizens. With what sympathy he enters into the discussion of the teacher's difficulties, without any pressing of advice or authority, and with what satisfaction do the teachers make him their confidant! With what truthfulness does he lay his suggestions for the good of the school before his colleagues! He is not very learned, but he knows it, and bows to the advice of those who have made education a life investigation. He will sometimes speak of the past, but only to make the progress of the present appear all the more of

a progress. In the making of appointments he has to give heed to the canvassers, but when they all have had their say he draws his own conclusions as to the ability of the respective candidates, and lets the brothers and sisters and cousins and aunts of the defeated candidates think what they may of his action, as long as he secures for the district the best teacher. In this he differs from the board's master, the man who is ever hugging his compound ignorance as an easily asserted sufficiency. The parish or municipality needs the services of the best teachers, and the good and true trustee puts forth every effort to secure them, while Master Ignorance is content with the cheapest teachers, and crows over his success in presence of the tax-payer whenever he has a chance. If a difficult case of discipline is mentioned in the hearing of the former, he labors to reduce the frictional points; whereas his lordship of the ash-heap is always on the *qui vive* to urge the chairman or the secretary to call a special meeting of the board so that he may have another opportunity of adding fuel to the flame that illuminates his own self-importance.

An author has written on the subject, "The Monarchs I have known," and a most entertaining volume it is; but when the teacher, perhaps taking the hint from what we have said, comes to the authorship of "The School Trustees I have met," what a scramble will there be for the early editions of the book, and what a number of libel suits will there be on hand for the knights of the flour-barrel and the ash-pit.

In looking over an advertisement the other day that announced a vacancy in one of our schools, we were struck with a clause in it which, in somewhat dubious English, declared that "References are no good." Now, if references are "no good" under

such circumstances, what sort of things are to be considered good when application for a situation is made by any of our teachers. The testimonial, we all know, is pretty well played out. A man or woman who has been baptized in a Christian Church, or who has any lingering attachment to one or two pews in any place of worship, has only to make application in the right quarter to be supplied with a bushel of testimonials that will set either of them up in life for any calling, as long as no further enquiry is made of their antecedents. In a word, the testimonial has run to seed through the good-heartedness of our clergymen. Then some boards have declared that they will have no personal calling on members of the board, and one corporation has even gone the length of saying that the remotest approach to a canvass will be visited with condign punishment. What then is the poor teacher in need of a situation going to do when on the point of applying for a vacancy, with "references no good," testimonials dubious, and all attempts at personal introductions prohibited? Is the knight of the ash-heap to have it all his own way, and continue to claim that the best teacher is the cheapest teacher and *vice versa*. In a remote section of one of the provinces the commissioners used to do away with even the written application. An advertisement was inserted in the paper, and trustees and candidates met on a given day in a given hall, and the various vacancies in the township put up at auction; lowness of salary and "good looks" no doubt being the counterpoise as the candidates came up respectively to be weighed in the balance.

But now that references are declared to be "no good," which means that no man should be called upon to give his private opinion about a candidate for a vacancy in any of our schools

(for that is surely what the declaration means), but must engross his recommendation in a testimonial that reads well both ways, are we coming to the auction room plan of selecting our teachers, or to the competitive examination method? The latter still lingers in some parts of the world, and would be well enough in its way were it not for the kind of teacher it so often selects—the best scholar, but by no means the best teacher. And so the query still remains, What are our school commissioners and trustees to do while selecting “the fit and proper person, and what is the teacher to do when standing as a candidate for a vacancy?”

The courtesies of life ought never to be set aside either at church or market, and this is as true when these courtesies are forgotten by a teachers' association as by an uptown club. When a letter is sent to the secretary of a society, some kind of an answer should be sent by way of return; and when the secretary of any of our teachers' associations fails to follow this general rule, the association should take note of his delinquency. From what one of our correspondents says in regard to the seeming lack of courtesy on the part of one of our local associations, we have been induced to refer to the matter in the general, having every reason to believe, however, that the case in point is an exception, and as such will never be repeated. As to the lack of courtesy shown to the gentleman who so kindly offered to give a lecture to the association, and was so cavalierly treated, we have nothing to say. The gentleman has the punishment for such an offence in his own hands. In regard to what our correspondent calls the “slate” affair, I think the less now said or done the better. All the parties to that scandalous scheme should now be heartily ashamed of themselves,

and if they are not then all the worse for their sense of shame.

The question of a Canadian literature, its existence or non-existence, its growth or decadence, comes up every now and again for discussion in our literary circles, and the visit which our countryman, Mr. Gilbert Parker, lately made to the city of Quebec, brought the question out in relief at the banquet he gave to several of his friends. Our teachers are, and ought to be, interested in all questions pertaining to the developments of our common country, since it is through them, in large measure, the coming race is to be imbued with the right kind of patriotism, the true love of country. We have, therefore, no apology to make to them for referring from time to time to the subject of literature in general and literature in Canada in particular. The Parker Banquet has emphasized the present phases of literature in the country, as much from the enthusiasm of the brilliant assembly of the more distinguished sons of Canada he was able to bring together of an evening in the Chateau Frontenac, as from what was said on the festal occasion. The host, on addressing his friends in a speech of unusual eloquence, declared that he found himself in both a disadvantageous and an advantageous position. He had desired at first to maintain his private capacity, though by his proposal of the toast of the Queen it might seem as if he had wished to give the dinner a public character. Such was not the case, however, though as private people they could not divest themselves of their character as citizens of the great British Empire, of which Canada formed a most important part. His sole aim, he said, was not simply to please, nor had he come here with any ulterior objects, such as digging out from Quebec's ancient fortifica-

tions that which might prove to be fuel to his flames. He came here solely with a message of comradeship and affection, based upon the kindness shown him in Quebec by gentlemen who had held out a welcome to him before he had done anything, even in adverse criticism; much less in favorable notice of the attractions of Quebec. He referred to a letter which he had received that day from his father, now ninety-five years of age, who said that his heart warmed towards Quebec because sixty-five years ago he was stationed here with his regiment of artillery, and had engaged a French tutor to teach him to speak and write the French language. A new world had thus, he said, been opened to him, not alone of landscape or of territory, but of language and of literature. He could thus claim an acquaintanceship of sixty-five years of comradeship in Quebec when he came here some time ago, an unknown literary man. When you, Mr. Premier, he said, addressing the Hon. Mr. Marchand, can lay aside the cares of political life to be with us to-night, it demonstrates that in one Parliament at least there is no rivalry, though emulations, and that is the parliament of letters. Whatever concern a nation may feel on other matters, it may agree to worship the attributes of beauty and truth. In Quebec, of all parts of the British Empire, he believed that the Government assumed an affectionate, paternal attitude in regard to its literary men. In England, such a relation existed to this extent that, when old and decrepit, literary men of renown might throw themselves upon the bounty of the Government

After replies had been made on behalf of the *Cercle des Dix* by Sir James Le Moine and the Hon. Mr. Marchand, Dr. Harper was called upon to speak to the toast of Literature in Canada, and is reported by

the *Morning Chronicle* as having said: "We are met here this evening to enjoy the hospitality of one who, though ennobled beyond many of us, from having an audience as wide as the world itself, over whom he may wield his pen as a wizard, and who, during a well-earned holiday, has thought fit in his generosity to do honor to one of our societies that has become of late a prominent exponent of the literary spirit as it is to be found at the present day in this old city of Quebec. And to entertainer and entertained I here make my humble obeisance as I ask you all to drink to the success of the literature of Canada that is coming to gain so much strength among her sons and daughters. Our host himself has already drunk of the cup which the author who would be a true literary man must ever drink of—the cup from which we all must drink if we would keep the literary spirit within us pure and good and true. He has drunk of the wildering flavor of the scenery of his native land and the romance of her early days; ay, he has even lingered within the precincts of Cape Diamond and the Laurentides to drink of the very best of that kind of flavor that is to be had in the world; and to-day we rejoice with him to find that the true patriotism which such nourishment is ever producing in us, has also begotten in him that literary pride and acumen which claims as its own the purity of genius itself. For surely I may venture to say in your hearing, without even the semblance of flattery, that the high dignity and moral tone of his workmanship as a literary man, the purity of thought and diction that marks whatever comes from his pen, prove him to be the true man of letters, and a true Canadian besides. Were I to speak of Canadian literature at any length, I would have to specialize it, though in so doing I would probably forget to

specialize it sufficiently to suit the palate of everybody. There is a literature being produced in Canada which some say is not Canadian literature, just as there is a so-called Canadian literature that is not literature at all, but the cataloguing of an over-glorified personality. And were I to attempt to specialize our Canadian literature, I would have to specialize it as it has been specialized in our host, a Canadian writer who writes for Canadians and the whole world besides. I would have to trace its growth as it has been traced in his training, in the love he has for his native land and the desire he ever has to give voice to the gratitude within his own soul towards the land to whom, as he confesses, he owes so much. The land of the maple leaf is his land as it is ours; and if the flavor of the rose has more of an influence on him now than before, as some say it is beginning to have, it is as the flavor of the heather that still lingers about my own speech. Cosmopolitan if he is becoming, he is as much a son of Canada as ever—as much as ever a son of the land whose benign influences are emblemized, as a cosmopolitanism in itself, in the intertwining of the rose and the thistle, the shamrock and the *fleur de lis*. Which comes first, the bird or the egg, is a solemn problem, as it is said, to the owl; and which comes first, the right kind of *l'amour de la patrie* or the literary spirit which fosters it would perhaps be a philosophical problem too severe for us at this trying moment. But I may safely escape it as did the doctor when he made reply to the old lady's query about the possible effects of a certain hair-dye. In a word, I am not sure that patriotism comes from the writing of poetry, but I am sure that the writing of poetry, the true kind of poetry, the producing of the literature that is literature, the true kind of literature, the true kind of Canadian literature, or

any other kind of true literature, comes from nature's sweetest breath that lingers by our hillsides and our valleys, in our woodland and smiling campagnas, by the singing of the brook or the roar of the rapid—ay, comes from that reverent adoration of nature which old Mother Nature herself has taught us—comes from the sweetness of the environment of our own home, where 'Poesy hums her olden song and plays with history's fingers to assure the tune.' Yes, from these the literary spirit is fed and fostered until it feels that there is no such breath of the pure and the good, no such flavor of the beautiful to be found in any other land; and it is on these I think our host has fed, 'whereby he hath now become so great.' And when I look around this table, sir, when I mark on my fingers the numbers of the members of the *Cercle des Dix* to find that there is within its limits room for more than ten, I feel that beyond it there is room for all Canadian *litterateurs* who follow the literary faith our host has followed—when I think what good old Quebec has done for all of us as literary men, insufficient as our work has been, at the advice of the old song I take my bonnet off my head, and say, God bless Quebec, God bless Canada, God bless the good our Canadian literature has wrought so far in all our hearts, to make us love our country all the more, to make us sing her praises all the better."

Arbor Day, as a Canadian institution, has been anything but a success. As an exotic from the United States, its fate is merely what some people have expected from the first. The very spelling of its name is a sort of insult to our ways of doing things, and when we come to inquire into its origin and the manner of its begetting and perpetuation, our sympathies get weaker and weaker for its ceremonies

as they come round every year. In a word the day has become all ceremony. It was born in the make-believe of a politician, and fostered in the tawdry attire of a newspaper paragraph, and now the saying is heard, out of hearing of the newspaper man, "What is the good of it anyhow?" The ceremony was to be an encouragement to the work, but now it has become nearly all the work that is done, with its garden party invitations from city councils and departments of public works. Meantime, with the planting of a few trees, with a bow from the Hon. Mr. Johns to the Hon. Mr. Secretary, our forests are going to wreck at the hands of our lumbermen, and not a man has taken to the cultivation of timber as a source of wealth to the country more than in the days before Arbor Day was spoken about. Why should our cities and towns not be beautified with ornamental trees? And we answer the query by asking, Why? Why should not every school-house and church edifice in our land be enshrined in a shade-spot of maple and birch? And we answer the query by asking, Why? What has Arbor Day, with all its ceremony and hob-nobbing done for our cities and towns and village streets, for our school-houses and church buildings? Nothing? Well, no, not exactly nothing; for Sir Henry Joly would say that such was not the case, remembering the champagne festivities and the flow of eloquence and all the sweet words of expectancy, that have showered plentifully on the few trees planted on a hill-side never afterwards seen, or on some government grass-plot that needed no shade. But what has Arbor Day done for the spread of an improved skill in the art of planting and pruning and stripping—what has it done for arboriculture and the rearing of farm plantations, such as are to be found in European countries? Were the proper care given to

the growing of trees on the farm, there might have to be a mortgage on the place as now, but there would also be the prospect of its final discharge in the maturing timber. And were the planting and protecting of trees properly taught to our young people in the woodland districts, and afterwards properly encouraged by our governments in the employment of rangers and foresters, neither federal debt nor provincial debt would hang over us for long as an irremovable load.

The Outlook deals, in the following note, with a phase of the school question to which we have frequently called the attention of our readers. The same conditions exist in the United States as we have here in Canada:

The Missing Link in Education.—A meeting of teachers and parents was recently held in a town not many miles from New York. It was supposed that the audience was composed of teachers and parents, but about two and one-half thirds of the audience, if not more, were teachers, although the meeting had been advertised for at least two weeks before it was held, and the most liberal invitation extended to the women of the community. The title of the organization under whose auspices the meeting was held would indicate that it was a co-operative organization of mothers and teachers. It is impossible to understand the lack of active interest of mothers and fathers in the subject of education; for certainly this interest is passive so long as it means only the placing of a child in a school which ranks according to their standard, and then dropping the whole sense of responsibility unless some abnormal occasion arises that compels consultation on the part of the parents with the teacher.

It is very evident that no speaker

should address any body assembled for child study, or any subject relating to the education of children, with the belief that any special number of mothers are present. Experience has taught that it is the teacher who has this active interest in education; that the mother's activity too often is simply in voicing complaint, or interfering, to the detriment of the child's education, with the system which the teacher, who is naturally supposed to be an expert, has devised. How can any woman claim that she is a good mother who allows her child to attend a school where she is in doubt about the physical conditions—whether the air, light, and furniture are adapted to the needs of the child? How can she consider herself a good mother if the teacher of her child is to her a comparative stranger. The teacher should be a co-worker in her club; the busy friend to whom she must go because she has more leisure, her friend because she is the co-educator with the mother.

Education in this country will never be what it should be until a higher money valuation is placed upon the services of a teacher, until her professional rights are recognized, until

her social position is that accorded to the other professions, until the opinion of the teacher is treated in the presence of the child with the same respect accorded to the opinion of the doctor or of the minister of the church the child attends. We have yet to learn in this country that the teaching profession is just what the public sentiment of the community makes it; its requirements are just what the public demands—no more and no less; its compensation represents the value placed upon those services by the community. This is especially true of the public school teachers by whom the mass of the children of this country are educated. This system suffers because at one extreme our taxpayers have no personal interest in the schools, merely because their children do not attend them; and at the other extreme are a mass of voters who have no educational standards, who delegate without any sense of responsibility the entire question of the education of their children to the State, rebelling only, too many of them, against the law which compels them to patronize the schools when they would have the child become a wage-earner.

CURRENT EVENTS AND COMMENTS.

THE Manitoba Normal school lately held its closing exercises, and at these exercises Governor Patterson drew attention to the success attending the efforts to make the institution under Principal McIntyre as efficient as possible. He further spoke of the pleasure he had experienced in listening to the valedictorian addresses. They were all young and hopeful, and he considered courage a part of the equipment of a teacher starting out on his or her career. Endurance and perseverance would

be required to keep them in sight of the high ideals which they had placed before them during their stay in the normal class. He impressed on the teacher the necessity of cultivating tact, which means almost everything. The profession upon which they were about to enter was a very important one. It would require constant study and cultivation, after arriving on the scene of their labors, to make them thoroughly competent. He urged the students to inculcate principles of patriotism among the

children over whom they would be placed.

The Rev. Dr. Bryce also spoke at the above exercises, making the statement that the attendance was the largest that the school had experienced. Two important steps, he said, had been taken recently—the importation of teachers from the east had been prohibited, and a certain fair salary has been guaranteed to all teachers. Another change was that teachers henceforth to obtain a first-class certificate will have first to secure a third and a second.

The annual reports from the various provinces may be taken as a record of progress, and while there is not much to be said about some of the fields, Ontario keeps well to the front with Manitoba, Nova Scotia and New Brunswick, making fair seconds. When the Quebec government gets its Education Bill passed in both houses, many are beginning to wonder what the pace will be. The system in British Columbia, like that of Prince Edward Island, is too much hedged in by the prejudices that are born of isolation, and hence the educational progress of both of these provinces can only be measured by what they themselves have been and what they may yet become as educational centres. Still it is well for us to learn of the more remote sections of our land as well as of those nearer the larger centres of population.

In New Brunswick there is still some unrest in connection with the management of the University there. Some months ago we referred to the matter, and gave sundry reasons why it had failed to become the centre of the educational sympathies of that province. These reasons have been enlarged upon by the *Educational*

Review, with special reference to the process of granting degrees.

“Want of discretion,” says our contemporary, “in conferring honorary degrees and the eagerness with which they have been conferred upon some who have doubtful claims upon them, and the denial to others who have been life-long friends to the University or who have spent their lives in preparing students for it,” and when such is said by one of its own graduates there must surely be something in what we said in milder form.

The whole “tale to be told,” however, has no end to it for some time, if the plain speaking of the *Review* should give offence, and yet what need the *Review* care, if it only succeeds in bringing about a better state of affairs.

“The resolution of Mr. Fowler,” continues that periodical, “to withdraw the grant from the New Brunswick University, will do good if it leads to enquiry with a view to reform, or it will work evil as a bad advertisement for that institution of learning. Notwithstanding that large classes from the high schools matriculate at the University each year, it attracts few of them to enter upon a full course; and while the other colleges in the Maritime Provinces are said to be flourishing, the one in Fredericton does not progress, in the matter of attendance at least, as its friends would desire. Various reasons are assigned for this, among which may be mentioned:—the change from a three years’ course to one of four years, which was regarded by many as being in the interests of the faculty rather than of the students, many of whom can not well afford the extra year’s attendance. The abolition of residency for a time, coupled with some unseemly wrangles between students and faculty, had a tendency to cause uneasiness on the part of

many parents who desired supervision for their boys. The failure of some of the faculty to observe the signs of the times by showing themselves in public to uphold the claims of the University for recognition and to reach out and canvass for students as is being done by other seats of learning. The adverse criticism of the newspapers from time to time regarding the management which carried more weight as it was believed to emanate from within the University itself. The failure of the college to command the sympathy and support of the teachers of the Province, who should be its most powerful allies, by denying, to all except graduates, the right of representation in the senate, and by permitting matriculation by two examinations, the papers for which are set by different examiners, and are believed to vary greatly in difficulty."

There is also a repetition of our own statements made from time to time when the *Review* takes the legislators of New Brunswick to task, as we occasionally seek to advise the utilitarian with his dollar and cent gauge in hand. "We would like to see the criticisms on our University and its work take a higher tone than in the recent discussions in the halls of the Assembly and elsewhere," and so would we, even when the status of our colleges is being discussed by men who profess themselves to be educationists and Canadians. The value of such a training as a university gives cannot be measured by mere dollars and cents; so that when it is said it costs the province so many hundred dollars to educate one student, we venture the humble opinion that those who make such statements do not take the trouble to form a proper conception of the far-reaching effects of such an education. Again, it is asserted that

students, on completing their education, go elsewhere, and the province loses the services of those whom she has educated at considerable expense. Now it should be a source of pride that when we send our sons and daughters abroad, we send them fully equipped to take honorable and responsible positions—men and women who are of Anglo-Saxon lineage, and who will assert themselves in the struggle of Anglo-Saxon development no matter in what portion of the world their lot may be cast. A province has a right to expect that the sons she has educated to the best of her ability will remain with her and assist to build up her institutions. They have done so where an incentive to remain was furnished. Take away from the professions to-day the product of the culture and training of the University, and there would be a blank that would lower us in the scale of nations to such an extent that no one would venture to estimate the loss in dollars and cents, and so, in making the particular a general, we may all join with the New Brunswicker in wishing an enlarged sphere of sympathy and usefulness for his university.

The Superintendent of Education for Nova Scotia is not a man to stay by the old when the introduction of the new is possible, and hence in his report he makes many valuable suggestions pointing to the fostering of the modern methods of imparting instruction that make for the mental improvement of the populace. He must, however, guard against the whimsicalities that too often attend the introduction into our schools of manual training, cookery, housewifery, wood-work and gardening. He once tried to convert the Ontario teachers to his views on spelling reform, and did not fail in his task because he was not sincere, but be-

cause he had forgotten to look beyond the surface idiosyncrasies of the English language, to find the intellectual bottom its study has given to the Anglo-Saxon race. The school has but *one* function, and if that one function be held in suspense through the introduction of any subject that merely takes the eye, then is there a deadly wrong being perpetrated against the schools, and an injustice to the community. The true education has for its pedagogic the leading of the child back to first principles of conduct whether of body, mind or soul; and whatever is not such a leading back to first principles has no part in the true education.

There is the true ring, however, about the advice which Dr. Mackay gives in these words, and it would be well that every teacher in Canada should read them: "The rural teacher needs special skill in organization, but has also special opportunities of interesting his scholars by illustrations from the common objects of the country. It is desirable that in the training colleges care should be taken to show students that much which will give life and interest to their teaching is ready to their hand in a country district. It is sometimes forgotten that one of the most natural and fruitful methods of education is to train the powers of observation, and to build up intellectual and scientific interests round the natural objects of daily experience. Children are naturally interested in flowers, trees, and animal life, and in country schools an observant teacher, who is fond of such subjects, and has properly prepared himself by studying them, can find in the object lesson a far more powerful instrument of early education than can be drawn from the more lifeless substitutes on which the town teacher is sometimes bound to rely. Much depends on the im-

provement of the education in the village school, and on a turn being given to its teaching which will open the eyes of the children to the significance and beauty of surrounding nature. The country child has many advantages of which the town bred child is unhappily deprived, but these advantages will not be used or appreciated unless the teacher himself realizes and seizes them."

The teachers of New Brunswick hold their Institute this year on the 28th of June. It will continue for three days, for which an excellent programme has been carefully prepared. It was thought at one time that there might have been an amalgamation with the Dominion Association this year, but, as it is, there will be no interference, the one with the other, in the matter of their respective conventions.

One of the school inspectors of the Maritime Provinces has decided to adopt the method that has been adopted in the Province of Quebec with a fair amount of success. He goes a little bit further than the inspectors of Quebec, and proposes to organize the teachers and school officers in each parish in his inspectorate into an association to deal, not only with the internal work of the schools, but to interest and obtain the co-operation of parents in the work, as well as to bring about a better understanding between them and teachers regarding the scope and nature of their respective responsibilities.

Inspector Dewers, of St. Johns, Quebec, has been doing an excellent work in his conferences with teachers and pupils, and his example will, no doubt, have an influence for good over the French communities of the whole province. The inspectors' conference is now a government

affair, all the inspectors being required to organize one in every district in their municipality. Mr. Dewers has also arranged a programme of subjects that are to be brought up for discussion *seriatim* at these conferences, the items of such a programme including the methods of imparting instruction, as a guidance to the teacher, and the advocacy of an improved environment as a co-operating encouragement to the various communities. Mr. Dewers deserves well of his compatriots for the zeal he is showing in the cause of education among them.

The appointment of Thomas Stenson, Esq., M.P., to be a member of the Council of Public Instruction for Quebec, is in itself a sign of the times. Mr. Stenson has been for very many years an inspector of schools for the district of Sherbrooke, and only retired from his inspectorate when told that he could not be both a liberal candidate in the contest of 1896 and a school inspector. In that year he was returned to the House of Commons, sitting for the united counties of Richmond and Wolfe, and now that he is a member of the Council of Public Instruction he has all the influences in his hand to make his advice as an educationalist of the greatest weight. As a man of great shrewdness and keenness of professional insight and enthusiasm, his counsels in our educational circles are sure to have the best of effects, now that he can press them, through his official connections, on the proper authorities that can work out the necessary reforms.

Our teachers will read with due appreciation the Abern Bill which deals with the teachers' salary question in Greater New York. The full text of this important measure is as follows: "No regular teacher in the

public schools of the boroughs of Manhattan, Bronx and Brooklyn, shall be paid a sum less than \$600 per year; nor shall any teacher after ten years of service in the public schools of said boroughs receive less than \$800 per annum; nor shall any teacher after fifteen years of service in said schools receive less than \$1,200 per annum; and no vice-principal, head of department, or first assistant in said schools shall be paid less than \$1,400 per annum; and no male teacher after twelve years of service in said schools shall receive less than \$2,160 per annum; and the salaries of women principals in said schools shall be increased by the addition of \$250 in each year until they receive the sum of \$2,500 per annum; and the salaries of male principals in said schools shall be increased by the addition of \$250 in each year until they receive the sum of \$3,500 per annum; and no woman principal of ten years' service as principal in said schools shall receive less than \$2,500 per annum. This act shall take effect immediately."

One hundred vacancies in the New York schools are waiting to be filled by would-be teachers, who cannot be examined for their positions till the board of Central examiners has been appointed by the board of education. Half a dozen principalships are also vacant, awaiting principals who cannot be appointed for the same reason.

The Greater New York has a new superintendent of schools, Mr. Jasper, so long the superintendent of schools under the old regime, having been superseded by Dr. William H. Maxwell. Dr. Maxwell enters upon his duties under the auspices of a splendid record. From what he said at the meeting of the board in reply to his reception after his election, he is fully aware of the great

responsibilities attached to his great position. He holds his office for six years, and his power is almost unlimited. He has under his charge, and directly responsible to him, all the borough superintendents and their assistants. They must come together at any time he may wish to consult or advise them regarding the schools. If they refuse to submit to his ideas, and carry out his instructions, he can prefer charges against them to the borough board. If he fails to get his contention upheld here, he can take the whole matter before the city board of education. The superintendent also has a great deal of power over the schools themselves. He has the right to visit them whenever he wishes, and to make rigid investigations as to their methods. While he cannot personally interfere with these methods, he can report to the board of education, and ask them to take action in the matter.

For the information of those who may attend the convention of the N. E. A. at Washington, in first week of July, and also as a hint to the executive of our Dominion Association, we may say that Arlington Hotel has been selected as the central official point in Washington for the National Educational Association. The officers of the association, the president, secretary and treasurer, will have rooms on the office floor of the hotel. The several states will have their headquarters on the first floor. The publishing interests will have rooms on the second floor.

Why should each province in the Dominion not have its hotel headquarters somewhere in Halifax during the meeting in August?

There is a dearth of trained teachers in Scotland. That our teachers may have further means of comparing their standing with others, we may

say, the salaries of second masters, in towns of 100,000 and over, range from \$650 to \$1,250; of assistant masters, from \$450 to \$750; of assistant mistress, from \$300 to \$600. In towns of 50,000 and over, the second masters get from \$700 to \$1,000; the assistant mistress, \$300 to \$550. In towns of 15,000 and over, the second masters get from \$650 to \$900; the assistant mistress, from \$300 to \$500. The salaries vary with the size of the school, as well as the size of the town.

Dr. George H. Hepworth, who has been investigating the Armenian massacres for the *New York Herald*, by invitation of the sultan, gives an interesting interview with the secretary general to the ministry of public instruction, concerning the educational system of Turkey. The schools were very imperfect before the advent of the present sultan. But the sultan has founded a school of laws, a civil administration school, in which pupils are taught political economy, and fitted for diplomatic work; a school of fine arts, and a commercial school. The civil schools are open to all; but the military schools are for Mohammedans only. The Greeks, Jews, and Armenians all have schools of their own, besides the schools of the missionaries. At the beginning of the present reign, there were only six military schools in the empire; but now there are 6,000 pupils in Constantinople alone. There are also schools in which the deaf and dumb are taught. In every city and village civic schools are to be found, while every small hamlet has a preacher, who also teaches the children. In Constantinople, and in many of the vilayets, the sultan has founded high schools for girls. Besides these, there is a school for the training of officers for the navy, and a school in which men are trained to become captains of merchant vessels.

The Bishop of London, lately presiding at a special meeting held at Queen's College, for the purpose of celebrating the jubilee of the foundation of the college, delivered an interesting address on the aims and objects of education. He said that education as such could only have one aim and scope under all circumstances. The great aim must be the full development of the faculties in the individual, so that they might make their best and noblest contribution to the well-being of the community. If that was the object it was quite obvious that education could not be confined to one class, and no class or body of the community could be regarded as an appendage to another. Education must be regarded as a life long process, and, if people would cut it up into various departments for the purpose of examination, they must not forget that its real object was a universal one. The question of women's education presented no special difference from that of other education. Women had a greater quickness of perception and greater appreciation of the finer sides of life and character, and they were, therefore, in many ways naturally fitted to teach things that men could not so well understand. He wanted to see all women educated for the same reason that he wanted to see men educated, so that they might make a complete contribution to the welfare of the human race.

School teaching in New Zealand does not seem to be an inviting field of labor from a financial point of view. As a result, the number of men in the work is comparatively small. Last year, out of 1,043 pupil-teachers employed, only 219 were men. Of 385 teachers in several of the districts, 226 received less (many of them very much less) than £100 a year. Of about 2,500 regular teachers in

the colony, only sixty-seven get over £300 a year. *The School Guardian* asks how, under such conditions, young men can be induced to take up the profession. Its answer is applicable to all countries. "Parents must lead their children to regard teaching as a high and honorable calling, and they must treat teachers with such respect as is due to educated men and women holding important and responsible positions. Committees must prevent teachers from being worried by frivolous and vexatious complaints. Boards should allow teachers some discretionary power, and not sap all manly independence by binding them hand and foot with irksome and unnecessary regulations. Salaries must be fair remuneration for the work required to be done."

The movement, initiated at the suggestion of the Hon. the Minister of Education for Victoria, to establish swimming clubs in connection with the State schools, seems to have become popular in Melbourne. Though only a few weeks of the bathing season remained, clubs have been established in twenty of the Metropolitan schools, and in connection with these some 1800 boys and 850 girls attend regular weekly practices. Assistance to make the work a success is afforded in many ways: 1. The Education Department allows members of the clubs to leave school for practice an hour before the ordinary closing time in the afternoon. 2. Scholars up to fifteen years of age may travel by railway for half fares, or by tramway for something less than half-fare. 3. The lessees of the various baths admit the children at one penny per head.

The educational system of China is largely responsible for China's present backwardness, as compared with western nations. There are no

national schools, nor, indeed, anything approaching a system for the diffusion of knowledge. It was not so long ago, however, that education in some parts of our own country was mainly in the hands of religious bodies. In China a very small percentage of men can read, and still fewer women. Before a child goes to school the almanac has to be consulted to find a lucky day. The stages of study are slow and laborious. Children are first taught to write characters without having the least idea as to their meaning. That comes at a later stage. Four or five years are usually occupied in the primary stage, following which come the one in which the key to the mystic characters is placed in the child's hand. In the third stage composition is the leading subject, in which style is everything—matter being altogether subordinate. History is also studied, but only the history of China.

Mrs. Sarah Wiltse talks in this wise about "dangerous games" in the kindergarten:—Take the games played in many kindergartens to-day as an example of what child study should teach us not to play. I used to allow much free play in my kindergarten; and trying to make the most of Froebel's barnyard play, I encouraged the children to personate the domestic animals; but I soon discovered one child who would be a cow every time, and a cow that hooked and kicked every animal that came near him, and when rebuked for his rough play he turned upon me with horns and hoofs, saying he was not Henry, he was a cow that knew no better. If a child with brutal tendencies would use the personation of a domestic animal for indulgence of the lower instincts, what should we expect of that child when he personated the cat in the well-known game

of the cat and the mouse? I studied the effect of the game I condemn, and am sure that the timid child is injured by personating the hunted mouse, and the child with cruel, selfish tendencies is influenced in wrong directions by such games.

The difficulties which beset Principal Peterson's pathway when he was in charge of Dundee College and University before he came to Canada to take charge of McGill University, are hardly at an end even yet, though happily for us and Dr. Peterson they are at an end for him. The latest news says that a conference has been arranged between St. Andrew's University and Dundee University College. It is hoped that the conference will lead to a settlement of the matters in dispute. Another proof of the calmer feeling prevailing may be found in the fact that at the last meeting of St. Andrew's University Council, Principal Donaldson, acknowledged the great diligence and impartiality of the Marquis of Bute as Lord Rector, and the gratitude due to him by the University of St. Andrew's for his great interest in it.

Piscator writes to us: "Fishing this Easter on Dartmoor, I had for gillie a blue-eyed chubby lad of sixteen, with whom I conversed freely in the intervals of business. He had been five years at the Holne Schools, and two years at the Buckfastleigh Schools to finish up with, and had passed the sixth standard. Arithmetic? Yes, he'd done all arithmetic and mental arithmetic was his *forte*. 'I walk four miles due north from my front door, and three miles due south: how far am I from home?' 'Twelve.' 'Think again' (question repeated in other words). 'Seven.' After a third unsuccessful guess, 'That beant no arithmetic, sir.'" We have heard of a professor of one our instituitons

nearer home who is accustomed to set problems of the above kind to the rough and-tumble urchins on our streets with a like result.

The half timer at factory and school is about to go at last with the barbarisms of the past, and if there be any of him or her in this country, we hope it will at once disappear. Mr. George Harwood, M.P., for Bolton, and himself a cotton-spinner, said in Bolton, last December: "It had been said that if children were not sent to the mills and workshops early enough, they did not acquire the requisite skill. His experience was to the contrary. For years he had refused to take half-timers, and he found that those who went at thirteen years of age picked up the manual skill, the handicraft, more quickly than those going at eleven years of age. He had tested that matter over and over again, and he was certain about it." This is the opinion of a member of Parliament whose constituents are largely operatives bent upon sending every child to work at eleven, and Sir William Houldsworth, M.P., another Lancashire member engaged in the cotton industry, said at Manchester: "He knew it was said that we had the half-time system. Well, that was obsolete and barbarous. It was a very good system at the beginning of the century, and for years after, when there was no educational system worth speaking of in the country, and when it was desirable the children should get a smattering of education rather than no education at all. It was not a system which could be defended, and the time had come when the half time system should be swept away absolutely, and the age of the children in the schools should be very much increased."

In speaking of examinations the Hon. Dr. Ross, Minister of Educa-

tion for Ontario, has said the best that can be said of them when he calls them a guide to the student, with respect to the thoroughness of his work, and the extent and accuracy of his acquirements, and a guarantee to the public of adequate scholarship.

There is "a still, small voice" in this that is full of portent to those who may read as they run and not understand. "A national system of education fully and adequately maintained by the State, is the only solution of our present educational difficulties. The clergy and ministers of all denominations have done much to make and to mar our primary schools. Their claim to hereditary autocracy in the management of the schools is against the spirit of the age. The inalienable right of the parents to a voice in the management of the schools they maintain must be recognised. The adaptation of the dual system to secure to every child equal opportunities within the schools cannot be impossible to Christians bent upon the making of good citizens." These are not the words of the EDUCATIONAL MONTHLY, but they are of such moment to all of us, that we think they should be read by the people of all the provinces.

The *Spectator* lately commenting on the movement in favor of a teaching body, to be attached directly to London university, refers to five existing types of universities. The first type is French with strong bureaucratic and over centralizing tendencies, with the attendant disadvantages of originality being strangled and free-healthy development being checked. Germany furnishes the second type. The university is in this case a free teaching institution bringing under its influence even the lower classes, with perhaps a leaning to over-specialisation, but embracing

all knowledge and expressing the highest ideal of the nation's culture. The third English variety has as its basis the college, which gives rise to strong attachments on the part of the alumni resulting from reminiscences of school discipline and the æsthetic charm which invests the college. In English universities there is a little too much of the school element and too little of the matured work of the student. But there is no ignoring their deep humanity, the lofty standard of life and their aloofness from what is vulgar, mercenary or partisan. The Scottish universities, though essentially teaching institutions like those of Germany, and though their influence permeates the nation, are much too elementary in what they teach. The American type seems to combine the advantages of the German and the English universities. Universities like Harvard and Princeton have succeeded alike in college work and maintenance of discipline, and at the same time have made efficient arrangements for post-graduate studies and research. There can be no two opinions as to the desirability of London being given a university of the last American type.

Here is a word of advice that cannot come amiss: When we visit a school, there is one request that we sometimes meet, which always strikes us very unfavorably; that is, what lesson would you like to hear? It indicates an attitude on the part of the teacher that is totally wrong—the notion that, while the visitor is present, the purpose of the school is to entertain him or win his admiration. This notion is expressed in many other ways, as by constant excuses, many explanations, etc. In other schools the visitor receives merely a pleasant word of greeting, is given a seat, and his presence is practically ignored, while evidently the work

goes on just as it would go, if he were not present. Occasionally, it happens that, without any enquiry as to what the visitor would like to hear, lessons are brought on which evidently are out of the regular order, and which at once arouse the suspicion that they have been held in reserve for precisely such an occasion. In fact, we have heard of teachers whose custom is to have special lessons in readiness to bring forward for exhibition before visitors. Usually it does not take long for one accustomed to the workings of a school to detect the fraud. For, such a proceeding can be regarded only as a fraud; and a teacher who would be guilty of it deserves instant dismissal, for he is working a moral damage to the pupils that nothing can atone for.

An intelligent visitor of a school who seeks correct knowledge concerning its operation, desires to have his presence cause the least possible departure from the ordinary course of procedure. An attempt on the part of the teacher, to "show off" in any way can hardly be disguised before an expert in school work; and it is sure to sink the teacher very much in the estimation of any visitor who is both upright and intelligent. Here, as elsewhere, honesty is the best policy. Young teachers ambitious of a good reputation, as all ought to be, will do well to give this matter careful attention.

In the Police Court on Monday morning were two boys barely in their teens who pleaded guilty to theft. Magistrate Ross was puzzled to know what punishment to inflict on the offenders; he thought they deserved one of the old time "lickings," and so expressed himself. It is a pity these boys did not receive such punishment then and there as a painful reminder of the crime they had committed. It would have been a lesson to other

boys also, and particularly to the half dozen youngsters who were in the court at the time instead of in school. The law should make provision for such punishment, for nothing has a more remedial effect on juvenile offenders, and probably older ones for that matter, than the rod wisely administered. Spare the rod and spoil the child is as true now as it ever was. It is not so generally believed, however; the result is that many children of to-day are "spoiling" through this "sparing" of the rod.

The magistrate could punish only by fine or imprisonment as an alternative. The parents paid the fine; this punished the parents but not the child, unless the child received chastisement upon going home from court, which is not at all probable.—*Barrie Advance, May 18.*

An interesting investigation has been made recently in one of our cities, as to the reasons why children of equally good capacity should rank so unevenly in their studies in the schools. Pains were taken to learn from one class of fifty-five pupils enough about their habits out of school to enable judgments to be made.

The investigation showed that thirteen boys were permitted to be on the streets at night as late as half-past nine o'clock. Not one of them ranked as high as thirtieth in the class. Another grade class of fifty-five was tried in the same manner; eight boys were habitually on the streets in the evenings. Not one of them ranked as fortieth in the class. Another class of thirty-five investigated showed that six were allowed the freedom of the streets at night, and every one of them had spent two or three years passing the fourth and fifth grades. One boy of fifteen years of age had spent nine years in getting four and a half years of schooling.

Investigation also showed that in these classes examined, eighty-five per cent. of the girls remain at home and read good books, and about one-third only of the boys ever read at all.—*The Youth's Companion.*

Death of Mr. D'Alton McCarthy! Seldom have the public of Toronto, of Ontario, of Canada, received so violent a shock as on Monday week, when it was reported that Mr. D'Alton McCarthy had been so dangerously hurt that his life was almost despaired of. It is an event of this kind that brings home to us a conviction of the greatness of God's gifts to us. We hardly think of them while we possess them. They are a matter of course. The brave, true men, who are doing their work for the world valiantly, persistently, often making sacrifices for the public that the public never dream of—we take all their work and all their sacrifice with hardly a thought of what it has cost them, with hardly a thought of what it has done and gained for us. We criticize them, we wish they were more wise. We dwell upon their faults and failures rather than upon their achievements and successes. And then they are taken from us, and a great void seems to be opened before us which we cannot fill—which, in our shock of grief, we feel as if no one could fill, and we ask ourselves why we did not make more of God's gift while we had it. We all remember Mrs. Hemans' lines on the child's grief at the loss of her brother. "O while my brother with me played, would I had loved him more." It is not only the child that has feelings like these. Some such thoughts come to us in our grief over the loss of one of our noblest and most brilliant public men. No one will now deny to Mr. McCarthy the right to such a designation. He was a man of wonderful endowments, of a clear, strong, subtle intelligence; of a gift of speech such

as few save men of his own nationality possess ; with a versatility of genius which seemed to adapt him for any situation, and a power of work which few could equal. But beyond all this, with a social charm to which few, if any, of his contemporaries at the bar or in the parliament could lay claim. To the public at large he was probably best known as a member of parliament, and as a politician who had something in his constitution of the element that presents complete success. For ourselves we cannot but regret that Mr. McCarthy thought it necessary to separate from his party ; and we do so on no grounds of party politics, but simply because he thus lost opportunities of serving his country, to which he was so loyally devoted and which he was so well qualified to serve. But however we may cherish these regrets, or even disagree with some of his lines of action, no one at this moment will venture to doubt the sincerity of his utterances, the purity of his motives, or indeed the consistency of his actions. The mere mention of these things brings back to us the memory of the man's real and essential nobility and greatness of mind, and we feel that the mere defence of him would be an insult to his memory. To a narrower circle Mr. McCarthy was known as a great advocate, and he was second to none at the Canadian bar. The man whom, in some respects, he most resembled, and from whom, in other respects, he most differed, Mr. Christopher Robinson would probably put Mr. McCarthy before himself, even as Mr. McCarthy would certainly have preferred Mr. Robinson to himself. We could give no higher place and no higher commendation to either of these two men. The one, and the younger, is gone, the other remains. It is well to honor the dead. It is no less well to honor the living who deserve honor, although this, alas ! we are apt

to forget. If we did not forget it, our regrets would be fewer. Apart from Mr. McCarthy's gifts and qualities as a politician, his private and social characteristics were of the most attractive character. A Christian gentleman, cultivated, thoughtful, considerate and generous, he carried about him an air of refinement, intelligence and courtesy. Personally he could have had no enemies. His opponents in parliament were his friends. —*Canadian Churchman for May.*

On a subject to which we have frequently referred, we welcome the following :

So fast have teachers been turned out by the High Schools and Collegiate Institutes of the province in recent years, that teaching has not only ceased to be profitable, it has come to rank among the least encouraging of all the vocations open to the youth of the country. It is not necessary here to enter into a discussion of the causes which have conspired to produce the result, the fact remains that for every vacancy there is a host of applicants, and many legally qualified young men and women remain for years without positions at all. In the year 1896 the number of Public School teachers in the province was 8,988, a number quite equal to the needs of the schools. During the same year the number of teachers in training was 3,021 ; of which number 1,637 were at the County Model Schools, 125 at the Normal College, 445 at the Normal School, and 814 in the Model School and kindergarten classes. The report of the Education Department shows that the number of pupils who left the High Schools to enter mercantile vocations during the year was 1,325, and those who left for agricultural pursuits, 1,139 ; the number who left for the universities and the learned professions was 959. A comparison shows the extremely

large proportion of pupils who adopt the pedagogic profession. The occupations of the parents of the pupils, so far as ascertained, were as follows: Agricultural, 9,126; commercial, 6,792; mechanical, 6,162; and professional, 2,487.

The over-production of teachers has had its direct result in the lowering of salaries all along the line. In almost every case there has been a steady falling off since 1893. Thus the average salary paid to male teachers throughout the province fell from \$423 in 1893 to \$400 in 1896; and of female teachers, from \$300 to \$291; in the counties the average for male teachers fell from \$383 in 1893 to \$356 in 1896, and of female teachers, from \$272 to \$262; in the cities the average for male teachers fell from \$911 in 1893 to \$865 in 1896, and in the towns, from \$655 in 1893 to \$616 in 1896. The only cases where there was a rise in the average were those of female teachers in the cities, where the average salary increased from \$409 to \$420, and in the towns, from \$301 to \$303; in both of these cases the reaction is probably due to an awakening sense of the poor policy of keeping cheap teachers just because they are cheap. In considering these figures it must not be forgotten that the calculation of the average includes salaries in the cities as high as \$1,500, in the towns as high as \$1,150, and in the counties as high as \$800. A considerable number of teachers, especially in the rural districts, receive less than \$250, and in a recent case which was brought under the notice of the writer there were upwards of 100 applications from certificate-holders for a vacancy in a school which offered \$250 per annum.

Probably the worst effect of the existing state of affairs is the frequency with which changes are made. A fact that school boards constantly

lose sight of is that the mere ability to pass a third or second-class examination does not constitute a young man or young woman a competent teacher. Good teachers are as rare as holders of teachers' certificates are abundant; and the best results can only be attained by one who devotes his whole time and thought to his work, and who has had a number of years' experience. As a matter of fact, the average period of a teacher's professional career in Ontario is from 3 to 5 years, a period which, considering the extreme youth of a great majority of the teachers, is scarcely sufficient to enable them to understand what teaching means. Quite as important in its effect as his faculty for teaching is the influence of the personality of the teacher upon the young and unformed mind. This fact, while it should idealize the teaching profession, is almost entirely lost sight of in ordinary usage. People are satisfied to remove a thoroughly disciplined and competent teacher to make way for a boy or girl who does not intend to use the position save as a stepping-stone to something better. Until the public is prepared to read into the qualifications they require of teachers other than financial considerations, the profession will fail to attract, or at all events to hold, really competent instructors, and will offer but little encouragement to young men and women of ambition and ability.

At the annual convention of the Ontario Educational Association, held in Toronto last month, these matters were the subject of much comment, and were the main theme of the president's annual address, in which the wide difference between teaching as it is, and as it should be, was pointed out. Among the remedies proposed were the abolition of primary non-professional certificates as a means of obtaining entrance to County Model

Schools, and the raising of the age of entrance to the profession to 21 years. Of the 8,988 Public School teachers of the province in 1896 4,415 held third-class certificates, 3,309 second-class, 297 first-class, and 967 held other certificates, including those of county boards; of the total number, 3,418 had attended Normal Schools. From these figures it will be seen that about one-half of the Public School teachers of the province have only the third-class qualification; but, in view of the recent agitation and the growing feeling in favor of a change, it is probable that in the course of the next few years it will scarcely be possible for a teacher to secure even a fair position without having attained that standard. The fact that the School Boards in the cities have recently been aroused to the importance of retaining competent teachers at reasonable salaries introduces an element of hope, and a better state of affairs generally may be looked for.

The position of the High School and Collegiate Institute teacher is considerably better; but here a new set of conditions have to be kept in mind. Competition has led to a raise in the standard, until to day one must practically hold a university degree in arts in order to receive consideration, and even then it is becoming rare for a teacher to receive more than \$600 or \$700, unless he is a specialist in his department.

At the top of the profession stands the university professor, whose position, though it is only to be attained even by men of conspicuous ability after many years of hard study, possesses many attractions from the atmosphere of culture which surrounds it. The field is, however, very limited, and before a man or woman can hope for consideration he must have given evidence of unusual intellectual capacity.—*Mail-Empire.*

At last Sousa's appeal to "let loose the dogs of war" has been answered by a fiery and impetuous nation, and the war cloud, which has been hanging for so long over the Western continent, has burst. The match which fired the train was lighted by Congress when they passed their memorable resolution, but there is still a good deal of doubt as to the nature of the magazine which has now exploded with a good deal of fire and an immense amount of smoke. Is it that feelings of outraged humanity have at length awakened Americans to a sense of their duty, or that Uncle Sam is casting covetous eyes on the brightest jewel in the crown of Spain? As regards the theory that the end and aim of the United States is to make themselves independent of all other countries by gathering under her flag, countries producing all things which are necessary for the daily life of her people, Cuba could hardly be said to be necessary to the States, as although she is perhaps the richest garden of the world, yet the Southern States of the Union are also large producers of the articles by which Cuba herself has become famous. It has often been said that Cuba, when freed from the Spanish yoke, will have a dark future indeed, unless she is able to enter the Union, as it will be long before a firm government of any kind is established and the country recovers from the effects of the protracted and devastating war. Of the issue of the present conflict there can be no doubt. A nation, whose history can in all justice be said to be drawing to its close, fighting for the sake of the glory and chivalry of the old days, can have little hope of ultimate success against a nation of practically unlimited resources, directed by men of the most energetic type, and, as the civil war has shown, second to none in individual courage and daring. Both countries are woe-

fully unprepared, and it may be months before any decisive blow is struck. In the meantime war talk goes on merrily, the sale of daily papers increases to an enormous extent, and indeed it is safe to say that never was a war reported in such detail as this one; reports are received, confirmed, discredited, confirmed again and finally given to the public as gospel truth. The public is becoming a little skeptical, and now takes a great deal of war news *cum grano salis*. When the end comes, and the time arrives for straightening diplomatic relations, and adjusting international difficulties, some light may be thrown on the real cause of the war. The word "sugar trust" has been mentioned and seconded, but although there are unscrupulous men in every country who will stick at nothing to attain their own ends, it would be an act of the greatest injustice to the American people to believe them incapable of being actuated by a genuine desire to relieve the suffering of the wretched reconcentrados, and to drive the Spaniard from his helpless prey.—*Trinity University Review, May, '98.*

This question has been up so often and threshed out so frequently that it might seem gratuitous to raise it again. Politicians of all parties are especially anxious to avoid stirring it up, for it has ever proved a troublesome and thorny question to deal with. But nothing is ever settled until it is settled right, and as we do not believe that the position of matters in Ontario is one that the people ought to be satisfied with, we venture to broach it once more, not for the purpose of stirring up strife, but for the purpose of suggesting a very much better solution of it.

The present regulations, in addition to allowing the schools to be opened with prayer and the reading of the

Scriptures, permit the clergy of the different churches under certain reasonable limitations to give religious instruction at fixed hours to the children of their own denomination. So far so good. This has quieted the clamor; but it has not secured religious instruction, for the simple reason that save in a few sporadic cases, the clergy do not avail themselves of it. Nor do we believe they are ever likely to do so. The truth is, most of them have too many other pressing duties and fixed appointments to take on this additional burden unless under pressure of a different kind from that they now feel.

What we suggest is that the teacher should be authorized, or perhaps required, to go a step further than he now goes and give, not religious instruction, indeed, but instruction in Old and New Testament history. This makes an admirable discipline in itself, and it furnishes the best foundation for religious instruction elsewhere. It can be done without involving any denominational teaching whatever, or exciting denominational jealousy. In a discussion which took place in the Synod of Montreal and Ottawa last week, attention was called to the success of this experiment in the Protestant schools of Quebec. In an experience of twenty years and more, during which it has been tried, there has not been a single serious case of friction over the matter either from teachers, children, or parents. Of course there is a conscience clause exempting any who object, but this is rarely invoked, though there are both Roman Catholics and Jews in many of the schools. The system has given complete satisfaction and the children get an acquaintance with the facts of the Bible history such as no other is likely to give them. Why should it not work in Ontario as well?

We should be very unwilling to do

anything to disturb the harmony that now prevails, but we cannot consent to leave things as they are now without protest. In the long run, we believe that some such course will be

found necessary* to prevent the demand for denominational schools from gaining a following such as might wreck the present system altogether. —*Presbyterian Review, May.*

SCHOOL WORK.

ASTRONOMICAL NOTES.

THE most important of recent additions to astronomical literature is the list of new double stars discovered at the Lowell Observatory by Dr. T. J. J. See. This accomplished astronomer, with two assistants, had examined over 100,000 stars from the first to the tenth magnitude, the area swept over being the zone between 20 degs. and 45 degs. south declination. The interest in double and multiple stars has in recent years been specially marked, while the study of those which are known to be physically connected has occasioned some very searching investigations into stellar evolution. It is a noteworthy fact that Dr. See is not only an observer of the keenest powers of vision and most correct judgment, but is an accomplished mathematician as well. At the present time he shares, with G. H. Darwin, the distinction of being foremost among those who have applied analysis to the history of nebulous masses. One result they reached is that a nebula will not necessarily assume the spheroidal form as supposed by La Place, and throw off rings when the force of gravity is overcome by the centrifugal force, but may take a pear-shaped form, finally separating into two masses, revolving about their common centre of gravity. This certainly has not been the history of our solar system, but there are many binary systems which offer evidence of the truth of the theory.

The observer will find Jupiter still a beautiful object, and though drawing nearer to the sun the phenomena of the satellite may be well observed for some time yet. The occultations by the planet of the 3rd satellite are particularly interesting. When occulted by Jupiter the moon disappears of course on the west limb; passing behind it reappears on the east limb, and remains visible for a short time before being immersed in the shadow cone cast by the planet. This phenomenon may be observed on the evening of June 28th. The satellite is eclipsed by the shadow at 8h. 40m., reappearing 2h. 20m. later.

Saturn, now past opposition, is visible at convenient hours. Towards the end of June he comes to the meridian at 10 o'clock. The retrograde motion is quite noticeable; he is about 7 degs. north of the well known red star Antares, in the Scorpion; during the month, until the 23rd, Saturn is east of the star, but, passing westward, is west of the star on the 24th. If the two objects are watched as they come to the meridian the retrograde motion of the planet will be most readily seen. Venus is a very beautiful object now. Perhaps the most interesting point about the planet is the increasing brightness. The brilliancy of the disc is tabulated in the Nautical Almanac in terms of a stated unit, thus: Suppose a disc of radius one second, at distance from the sun equal to earth's distance; it is illuminated as Venus is, and the light reflecting power is the same; that brilliancy

then is unity. Now Venus on June 30th is stated to give 68 units of light, increasing about 2 units each five days. The number of units depends of course upon the angular diameter of the planet and its distance. To the amateur it may be of interest to try to note the increase of brightness from day to day. Perhaps the simplest way is to view the planet through pieces of glass lightly colored or

smoked. Looking through so many plates of glass Venus is invisible; a few nights hence and it is possible to see her through the same number, and so on. Experimentation of this kind leads one to the methods of determining stellar magnitudes, a very important branch of sidereal astronomy, and without which there could be no advance in the study of variable stars.

THOS. LINDSAY, Toronto.

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OUR JEAMES

In *The CHRONICLES OF KARTDALE*, edited by J. Murdoch Henderson; crown octavo, bound in cloth: price \$1.25. Popular Canadian Edition, 50cts.

This book, which has been so well received on both sides of the Atlantic, and recommended as a "FINE TRILOGY OF SCOTTISH STORY," is one of those collections which magnifying the little to the proportions of what is called the great, incline to make the whole world feel akin. Such books have always received a kindly reception from the reading public and, as it seems, no exception has been made in the case of "Our Jeames." The book has received very many encomiums such as the subjoined.

"With its telling passages, the tale should be interesting to many of our citizens."—*Glasgow Herald*.

"Our Jeames is a clever portrait of the type of church officer fast disappearing."—*Renfrewshire Gazette*.

"Our Jeames is a distinct contribution to the best literature of the day, and at once places the author in the front rank of modern writers. Those who take up the book will be loath to lay it down before they have finished the last page."—*Sherbrooke Gazette*.

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"I have read *Our Jeames* with the greatest of pleasure. The story is wholesome, original, a bit philosophical, and rich in a certain quiet humor peculiarly Scottish. I have enjoyed every page, and am glad to find that a book so good from cover to cover is appreciated and widely read."—*Dr. George Stewart*.

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MONTREAL.

CORRESPONDENCE.

Dear Mr. Editor,—The following I have taken from one of our school journals to send to you, as it may be of much interest to my fellow-teachers at this trying time of the year. I think if there were more exchanges of thought of this kind amongst us, communicated as they might be through

your valuable journal, which seems to be improving all the time, it would be all the better for us from a professional stand-point.

Yours, etc.,

A WELL-WISHER.

PREPARING FOR EXAMINATION

This is the last term of the year;

and to multitudes of teachers and pupils, the final examination and the preparation for it loom up portentously in the near future. It has been the custom with many teachers, and we suspect it is yet, to go over the daily lessons, without much of review, or correlation, till about the last three or four weeks of the term, and then to rush over the whole field again, to fix facts in the memory so that they may be recalled readily on the fateful day. That is the method and that is all. Now, to our mind, this involves two grave mistakes; one as to what examination should be, and the other as to the proper way of preparing for it. Examination, however conducted, should be something more than recalling, in an isolated and unrelated way, the facts that have been stored in memory during a term or a year. The facts should be seen in their relation to each other. As progress is made in a study from day to day, the mind of the pupil should be trained to see over a larger area, and to see how the different parts are related to each other, and how new acquisition illumines and reinforces what was before acquired. Furthermore, there should be developed a growing power both to acquire and to relate particulars, as well as to see more fully how the particular branch of study under consideration is related to, and throws light upon, all other branches of study.

Now, should preparation for all this be deferred till the last few hurried weeks of the term? Or should it form a part of the work of every day, from the first. To ask these questions is to answer them, as we view it. Both for a truly successful examination, and for a building of knowledge acquired into an organic whole, the common way is not a good way. The time to begin preparation for examination is the first day of the term; the time to continue it is every subsequent day; the method of doing

it will become apparent if we see clearly what the final examination should be and what it should show.

Dear Mr. Editor,—Mr. Calkins' book is out, and I cannot say that I am very much taken either with its looks or its style. Will it have to run the gauntlet that Mr. Clement's volume has run? It looks as if something would have to be done with Roberts' book after all to make it suitable for our schools. Is there any money in the treasury of Mr. Paterson's committee for such a work?
THE BEST IF ANY.

Dear Mr. Editor,—The Dominion Association of Teachers holds its convention in Halifax this year, I hear, but no information has yet reached us as to how we are to get to Halifax, or how much the trip will cost. Has a programme really been prepared, and where can one be had? E. M. B.

Dear Mr. Editor,—I don't know, sir, how injudicious you may think me to be when you receive another letter from me. But in case the month of July should find me no longer a Montreal teacher, I must have a farewell word with you as such, whatever the consequences may be.

The later events which have created quite a little stir amongst us include the slight put upon one of the masters of the High School, who, after kindly offering to give our local association an illustrated lecture, found that no preparation had been made for him, and that the lecture and lecturer had to take a back seat among the minor items of the programme. The proper official, whether he had fallen again a prey to the habit of neglecting to answer communications or not, had evidently become the victim of a fit of forgetfulness, and what will now be done with him I am sure I cannot very well say. We hope that nothing

very serious will be done to him, considering how full his cup of tribulation has been of late. What would you do with him, Mr. Editor? Does he really deserve any serious punishment? It looks very much to many of us that we are never to hear the end of that "slate" escapade, over which the head-masters of our city nearly lost their heads, and over which one of them may possibly yet lose his place. One gentleman, it is said, had to resign his seat at the Executive on account of having had something to do with the "slate," though I, for one, can hardly think he would do such a thing. And, Mr. Editor, I can hardly tell you all I hear about the matter, but it is further said that anything but a good thing is about to befall the man who let "the cat out of the bag," and but for whom we teachers would again have been left in the dark. The head-masters are mad at the three originators of the scheme, and the three originators of the scheme—one of them particularly—are mad at the simplicity of the poor fellow who told his teachers all about it. I sometimes think, Mr. Editor, that the Board should also be told all about how the thing originated, and how it was planned and carried out as if under their own authority. There ought, at least, to be some way of saving my poor fellow teacher from the wrath of those who did an ignoble thing and are now only sorry that they have been found out. I told you once before that I was afraid of these men. They have not found out yet who I am but they have found another victim, and to save him is one of the reasons I have for writing to you again. In a little while I hope to be clear of their influence to do me a hurt, but that should not prevent me from asking you to help a brother in distress. Do you not think you can come to his rescue?

A MONTREAL TEACHER.

Dear Mr. Editor :

The teacher who knows his physics and his chemistry will perhaps wonder more at the following report of liquid air and its properties, than the ordinary instructor. Yet this is what our newspapers are saying about the matter; and I am anxious to know if it is all true. Yours etc.,

MARVELLOUS.

Charles E. Tripler, whose new method of manufacturing liquefied air at small cost has caused a stir in the scientific world, performed some remarkable experiments before the Society of Chemical Industry at Havemeyer Hall, Columbia College, Friday night. He demonstrated that the liquefaction of air has been brought down by his process to a commercial basis, and that it has an expansive force many times greater than steam. He predicted that in the future it would be employed to run steamships and locomotives.

"Here is your liquid air," he said. "All that is needed is a Watts to put it to practical use."

In a gallon of the liquid air, it was stated, were compressed 781 gallons of common air. It is expected that by the new process absolute zero—the lowest point of temperature existing or possible in the world—will ultimately be reached. Already 330 degrees below zero, Fahrenheit, has been attained. The zero absolute is believed to be about 461 degrees below.

The meeting was presided over by Prof. Charles F. Chandler, and many prominent scientists and students in chemistry were present.

WONDERFUL FREEZING POWER.

"I can freeze anything but hydrogen," said Mr. Tripler at the outset of his experiments, "and I expect some day to be able to freeze that also."

An ordinary tumbler was poured

half full of whiskey and into this was poured a quantity of the liquid air. Mr. Tripler stirred it for a few minutes and it became brittle ice. He turned it out on a plate and passed it around. Pure alcohol was treated in the same way with like results, as was sulphuric acid and several other acids. Finally mercury was frozen into solid sticks so that it could be whittled with a knife like ordinary lead.

Into either end of a stick of the frozen mercury about an inch in diameter and four inches long were screwed rings. The stick was then suspended from an upright and to the lower end was attached a twenty-pound weight. The mercury remained solid enough to sustain the weight for eighteen minutes. A hammer was made of frozen mercury with which Mr. Tripler drove several nails into a plank.

A beefsteak was suspended in the liquid air, and when it was withdrawn it was cracked up in the hands like so much dried bark. Eggs and fruit were frozen so hard that they crumbled into dust under the blows of a hammer. A big onion, when subjected to the liquid air, came apart in scales, under slight pressure, that looked like pieces of broken china. A piece of frozen tin was snapped in the hand like a pane of window glass, and tempered steel, dipped in the liquid, was afterward hammered up as if it had been papier mache.

An ice tumbler was moulded and into it was poured a quantity of liquid air. It was stirred up until it boiled furiously.

"That liquid air in the ice tumbler," said Mr. Tripler, "is boiling harder than water ever boiled in any metal vessel."

EFFECT ON EXPLOSIVES.

The effect of the liquid air on explosives was shown in two sections of

shattered pipe, one of iron and one of brass, which Mr. Tripler said had been rent asunder by the liquid in conjunction with a bit of cotton waste.

Its effect on non-combustibles was illustrated by taking felt and carbon, showing the little effect which a match had on them, and then touching them off in a blaze after applying the liquid air.

Its expansive property was shown by exploding it in a tank and shooting a wad of paper with great force up to the high ceiling.

The most interesting of the experiments resulted from pouring a quantity of the liquid air into a glass jar partially filled with water. It set the water boiling furiously. An ordinary teakettle of water was set boiling over a gas flame until the steam poured merrily forth from the spout. The kettle was removed, and into it was placed a ladle of liquid air. The steam became violent in a moment and nearly blew off the lid.

"It does not take me long to get up steam my way," continued Mr. Tripler.

HEAT MEASUREMENT.

Aside from the prospective commercial value of liquid air, it would, if an absolute zero could be reached, form the basis for a new thermometer which would be a great advantage in the natural sciences. All present measurements of heat are relative, and the Fahrenheit thermometer merely marks the height attained in a tube by a column of mercury at the temperature of melting ice and at the temperature of boiling water. The tube has been arbitrarily divided between these points in the tube into 180 points called degrees. Below the freezing point thirty-two degrees more are marked off, creating an arbitrary zero.

This leaves the measure of heat in all the laboratories arbitrary. It is

merely a convenient way of comparing the heat of any object or place with the effect of heat upon water. To discover an absolute zero would set the science of heat upon an exact basis. This mysterious zero point

has long been sought after and volumes have been written upon it. Mr. Tripler has made a long stride toward this objective point, and his friends have confidence that he will yet reach the goal.

CONTEMPORARY LITERATURE.

As "Red Rock" proceeds it becomes more evident that Mr. Page is to be congratulated on his work. There is in the story a genuine humor and historical interest. One is not first caught and then wearied by a certain blaring audacity of style which belongs to the moment and has no permanent value in itself. The editors of *Scribner's Magazine* may have been sorry that their June number was not beforehand bristling with war intelligence and pictures, but some people, at least, are thankful for the quiet literary excellence of its preparation. If one is to be compelled to read nothing but ships, Cuba, soldiers and sailors, so far as magazines go, the ordinary neutral intelligence will not prove equal to the strain. In "The Workers," Mr. Wychoff is not quite so heart-rending as in the issue which gave us Chicago from the point of view of the unemployed.

When will publishers decide that stories cannot be properly illustrated by photographs of real people and actual scenery? No writer of fiction, nor anyone else can actually reproduce the mysterious essence of a personality. Yet one finds in the June *Bookman*, a reproduction of the photograph of Captain T. A. Scott, said to be "Captain Joe" of "Caleb West." It must seem to some people that nothing could repair such an injury. Captain Scott, if Captain Scott be Captain Joe, certainly was not put in the world to make Mr. Hopkinson Smith's fortune. Prof. Peck writes about the war in his own striking way. F. F. Sherman, a

Canadian, contributes a short piece of verse: "To a Friend, For a Copy of Keats' Poems."

Major J. B. Pond contributes to the June *St. Nicholas* an amusing account of how he procured his first gun. It is an unaffected piece of writing, which boys will make welcome. The most important contribution in the number is Frank R. Stockton's "The Buccaneers and Pirates of our Coast." Perhaps one is losing a proper feeling of what children want, and what they ought to have, but just because the *St. Nicholas* is a beloved magazine one feels that they can do better than this. Is there no writer left anywhere now who has the sincerity, the healthy joy, the strenuous endeavor, the reality of Miss Alcott? It is all ice-cream and taffy, it is all thoughtless brainlessness, and giddy rhymes with a joke in them—all very good once in a way—but for a constant dish! Is there nothing more nourishing anywhere in Robin Hood's barn?

The June *Cosmopolitan* is a war number. Otherwise, there is an account of Liquid Air, the newest wonder of science, by Charles E. Tripler, and a portion of a manuscript which has been discovered by the editor of the *Cosmopolitan* in an inland town of the United States, and which, he thinks, may be part of an autobiography of Napoleon Bonaparte. Harold Frederic's story, "Gloria Mundi," is continued; there are also a number of short stories, amongst them "The Gray Mills of Farley," by Sara Orne Jewett.