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THE

EDUCATIONAL RECORD

OF THE

PROVINCE OF QUEBEC.

THE MEDIUM THROUGH WHICH THE PROTESTANT COMMITTEE OF THE
COUNCIL OF PUBLIC INSTRUCTION COMMUNICATES ITS PROCEED-
INGS AND OFFICIAL ANNOUNCEMENTS.

VOL XVIII.
JANUARY TO DECEMBER,
1898.

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—
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THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 1.

JANUARY, 1898.

VOL. XVIII.

Articles : Original and Selected.

THE TEACHING OF NUMBER AS RATIO.*

DR. EMERSON E. WHITE, COLUMBUS, O.

The desire to be hospitable to all new theories and methods doubtless accounts for the silence of educators respecting the recent departure in teaching number as ratio. It is possible that the idea of ratio has not hitherto received sufficient attention in arithmetical instruction, and so long as experiments are made to ascertain what is possible and feasible in this direction, no one wishes to call the new theory in question. But the assertion that all instruction in arithmetic is erroneous that is not based fundamentally on ratio, justifies an earnest inquiry as to the correctness of the ratio theory.

It may be true that every abstract number *may be considered* a ratio, but this is not the idea of number first possessed by children or by the race; nor is it the sense in which the term number is generally employed in mathematics. Permit me to call attention to a few facts.

1. The idea of number that is first in the mind of a child, as well as in the mind of the race, answers the question, *How many?* The first idea of number in the mind is a *collection of ones*. The idea of ratio is much later in its appearance. The child perceives that it has one mouth and

* From *The Intelligence*, Chicago.

two eyes, one nose and two ears, one head and two arms, two legs, etc., long before it has a glimmer of the idea of ratio, much less that the ratio of two equal quantities is *one*. There is nothing in the number records or present experience of the race which shows that its first number ideas are ratios. It may be confidently asserted that every person who reads these lines had not only an idea of number but of many special numbers before he had one idea of quotient or ratio. These facts show that a number is not necessarily a ratio. The conception of a number as a ratio includes the idea of number and the idea of ratio.

2. The number ideas which first arise in the mind are occasioned by the phenomena of nature, or, if preferred, by environment and subjective experience. Nature occasions ideas of number by presenting to the mind one and more than one (many) objects or experiences. The mind discriminates between one and more than one, and the idea of number arises. The moment the mind perceives the number distinction between one object and two objects, it has the idea of number. This does not involve the idea of ratio. The number of objects in a group or events in succession is gained by *numbering the group or succession*. The mother knows she has five children and the boy perceives that the cherry cluster has six cherries in it, that the bird's nest has four eggs in it, etc. Nature presents to the mind groups of objects *to be numbered*, and thus teaches number, and the number thus learned is *a collection of ones*, not a ratio. I have a suspicion that nature is a much wiser teacher of primary ideas than dabblers in philosophy.

3. The number one cannot have its *genesis* in the mind as the ratio of *two* equal quantities, for this involves the absurdity that the idea of "two" is in the mind *before* the idea of one. How can the mind compare *two* quantities before it perceives that *one quantity and one quantity are two quantities, i. e., that two is one and one*—a collection of ones. Nor is the difficulty obviated by leaving out the idea of "two," and simply comparing equal concrete magnitudes. In the absence of the idea of number the *ratio* between the equal magnitudes is not conceivable, for the idea of ratio involves number representatives. In the absence of number they are simply known as *equal*, and three quantities may be equal as well as two. A philosopher may see or think he sees that the ratio between the two eyes in his

head or the two ears on his head is the number one; but ordinary infants do not have the shadow of such an idea; and yet the four-year old infant knows he has two eyes and two ears as certainly as the philosopher.

4. The theory that every number is a ratio excludes all *concrete numbers*. Every ratio is a quotient and every quotient is abstract, and hence every ratio is necessarily an *abstract number*. Take, for example, the concrete number 5 inches. It is clear that 5 inches is not a ratio, nor is the "5" in the expression "5 inches" a ratio. It is true that 5 times 1 inch = 5 inches, and that the "5" in the *first* member of the equation (5 times 1 inch) may be considered a ratio; but the first member of the equation *expresses a process*, and the second member (5 inches) is the *resulting number*, and this is not a ratio, but a collection of *concrete units*. No theory of number that excludes concrete numbers can be a true working theory for primary instruction in arithmetic. Concrete numbers have a large place in the child's experience, and they should have the first and the chief place in number instruction. It may be added that a concrete unit is not necessarily an object that can be seen or touched, or even imaged. It may be a period of time, the duration of silence, a power of the mind, an idea or thought, a feeling or a wish. Nor do all concrete numbers have a unit that is definite in consciousness. The unit is often as vague and indefinite as the number which it measures.

The above facts clearly show, as it seems to me, that the theory that all numbers are necessarily ratios is philosophically erroneous. If this conclusion be true, it follows that the basing of primary instruction in numbers on this theory is *an error in pedagogy*. The child's ideas of number do not involve the idea of ratio, and nothing can be gained by forcing the idea of ratio into early number processes. Further, since the ideas of numbers as collections of ones are acquired before the idea of product, and the idea of product before the idea of quotient; it seems to follow as a sound pedagogical principle that factor and ratio ideas and processes should be taught *after* the child has clear ideas of primary numbers and some skill in numbering objects, if not in combining and separating numbers. This early instruction in number should not deal too exclusively

with objects that can be seen and handled. It is easy to make number lessons too sensuous, as well as too abstract.

But I shall not here attempt to pass judgment on what is called the ratio method of teaching number. In actual practice a method is often much better than the theory which it is supposed to embody. Beautiful lessons in form and measurement can be given to young children, but in such lessons, when not made artificial, number is incidental. The measurements of lines, surfaces and solids, and the relations thus disclosed, belong primarily to geometry—the science of *space* relations, and may be made an important element in form training. Arithmetic deals primarily with *time* relations, and it would seem to be an error to make space relations the chief source of the child's ideas of number.

Permit me to add, with no special reference to the "ratio" method, that the early forcing of abstract relations and logical processes upon young children has been *a wide and serious error in primary instruction*, especially in arithmetic. In the past forty years, I have seen a half score of new methods of teaching number to young children, each attended with exhibitions of wonderful attainments. Forty years ago mental analysis was the hobby, and even primary classes were put through persistent drills in analytical reasoning. The marvelous feats in such reasoning by young pupils occasioned a genuine pedagogical sensation! An excellent training for pupils twelve to fourteen years of age was forced upon children as early as eight years of age. What was the result? Over thirty years ago one of the very ablest mathematicians in the United States, Dr. Thomas Hill, then President of Harvard College, (*Ohio Educational Monthly*, pp. 5-10, 168-173, Vol. II.) with unusual facilities for ascertaining the facts, published the opinion that this early training in analytical reasoning had not only been fruitless but "an injury to pupils." Pupils who were marvels in mental arithmetic at nine years of age became indifferent, if not dull, at fourteen. Teachers in grammar grades were surprised at the weakness of pupils in written arithmetic who had been prodigies in mental arithmetic in primary grades.

The Grube method, though not so great a pedagogical sinner, has had a similar history. What superintendent or teacher has found in the fifth or sixth school year arithme-

tical skill or power that could be traced back to the Grube grind in the first and second school years? Who now regrets to see the method retiring from the primary schools which it has so long possessed?

The forcing of young children to do prematurely what they ought not to do until they are older, results in what Dr. Harris calls "arrested development," and whether this be due to exhausted power or burnt-out interest the result is always fatal to future progress. The colt that is over-speeded and over-trained when *two* years old, breaks no records at *six*. The same is true in the training of young children. There is such a thing as too much training in primary grades, an over-development of the mental powers, especially of the thought powers, including the reason. A little child may be *developed* into a dullard. More natural growth and less forced developments would be a blessing to thousands of young children. It is not what the child *can* do at six or seven years of age that settles questions of primary training, but what he *ought* to do—*i. e.* what is best for him to do at this stage of school progress.

The position has never, to my knowledge, been questioned that the pupils in our schools pass through as they go up in the grades, *three quite distinct psychic phases*—a primary phase, an intermediate phase, and a scientific phase. A clear recognition of these phases, with their characteristic activities and attainments, has resulted in fruitful reforms in school instruction, especially in primary grades. The tendency just now in some schools is to go back to the theory that an infant is a little man capable of causal reasoning, logical inferences, and philosophic insights; that he can not only understand but appreciate the highest literature!

For one, I am very thankful that I was not forced, when an infant, over these elaborate "development" courses: that when a child I was permitted "to think as a child," and was not forced to think as a philosopher.

A few months since, I witnessed some number exercises in first and second grades in a western city. The drill in the second grade (early in the grade) was called a "percentage exercise," though there was not a trace of a percentage process in it, the only hint in this direction being the word "per cent" at the beginning of each exercise and repeated at the close. The pupils recited from a written chart with

remarkable facility and enthusiasm, and yet I left the room feeling sorry for the little ones, and with an earnest wish deep in my heart that every child could reach eight years of age ignorant and innocent of the word *per-cent* and its cabalistic sign (%).

Were I to be responsible for a child's arithmetical attainments at fourteen, I should insist that his training in number the first three years of school be made as natural and simple as possible, and kept largely free from attempted insights into abstract relations and premature efforts at analytical and logical reasoning, and I should strongly hope that he might be permitted to reach the third school year unhampered by such logical terminology as "because," "whence," "hence," and "therefore." If my pupil, at the close of the third school year, could add, subtract, multiply and divide simple numbers (expressed say by one to five figures) *with facility and accuracy*, I would confidently guarantee his future progress and attainments in arithmetic. Were I to be personally his teacher in grammar grades, I should be delighted to find a few processes, principles, and applications out of which the juice had not been sucked in the lower grades.

Editorial Notes and Comments.

AS the EDUCATIONAL RECORD, with this number, enters upon its eighteenth year coincidentally with the commencement of the year of our Lord, 1898, we take the opportunity of extending the accustomed greetings to all our friends. We hope that our readers may one and all have a prosperous New Year and that the RECORD may be able to contribute in some small measure to whatever success they may have in the performance of the every day duties of the school-room. However irksome these duties may at times be or seem to be, conscientious endeavour *must* bring its reward and produce its inevitable effects,—happiness, content and success for both teacher and pupil. Although it is true, as we hinted again last month, that our readers do not take the interest in *their* magazine—for the RECORD is theirs if it be anybody's—that proprietors are supposed to take in their belongings, yet we continue hoping for better things in this respect. And even though the good time we hope for, when every teacher will be ready and

willing to help his fellow-teachers by hints, suggestions or words of encouragement, be a long time in coming, we trust they will accept the RECORD'S heartiest wishes for a happy New Year. The words of the *School Journal* seem to express so well what our wish for our readers is, that we reproduce them with the proper apology. "May 1898 bring much happiness to our readers, and not to them alone, but to the entire band of men and women who are again engaged in the noble work of teaching. May the teacher find his work more appreciated and better understood by the parents and the children. May he too better understand himself and be abler to produce larger and finer results. May the vast number who are labouring under perplexities and discouragements, receiving but a small part of the remuneration they deserve, emerge from them and have a juster pecuniary reward."

—WE give on another page of this number the text of an excellent paper on the teaching of arithmetic by Dr. White, of Columbus. This paper has created some discussion in the educational circles of the United States, and is worthy of the attention of all wide-awake teachers. One and all will be benefited by a careful examination of the theories Dr. White sets out.

—AT the jubilee celebration of the Toronto Normal School held recently, Dr. J. H. Sangster addressed one of the meetings. He took as his subject, "Where do we stand educationally as compared with fifty years ago?" Among other things Dr. Sangster said: "Fifty years ago the youth of our fair province were not overburdened with educational privileges. Robust or muscular pedagogy was then much in vogue, and children at school were accustomed to take their daily canings almost as much a matter of course, and as regularly as they took their daily meals. In western Toronto there still linger awful legends of a public school teacher of that period who was much in the habit of employing his wooden arm, both as a switch for the unruly, and as a pedagogic persuader, wherewith to hammer the three R's into unreceptive pupils—preferably addressing his striking appeals to the head, as being the shortest cut to the intelligence. And the legends in question, no doubt somewhat exaggerated, relate to breezes that occasionally arose when the iron hook at the end of the artificial limb, by misadventure, knocked

out a few teeth or broke a nose, or put out an eye. In rural sections things were quite as bad. The teachers were almost universally incompetent. The schools were generally mere log shanties, and without appurtenances of any kind; destitute even of furniture, save that of the rudest and most primitive description, while the whole text-book outfit of an entire school would not unfrequently consist of a few Testaments, an arithmetic, and a spelling book. If a school had a special claim to literary excellence, a chance copy of Fox's Book of Martyrs, or of *The Spectator*, or of Baldwin's Pantheon, might be found in use in the highest reading class, the single book passing in succession to each reader, and the long words being skipped as equally unpronounceable by teacher and taught."

—THE *Montreal Witness* has not exactly a true conception of the function of the school. Commenting on an event which recently occurred in one of the United States schools it said not long ago: "At Syracuse, N. Y., the police have arrested five boys, all under sixteen, and all of respectable families, accused of a number of petty burglaries. It seems that the further aspiration of these lads was to go West and become train robbers. No doubt they had all received a good literary education, probably in the public schools. Instances of juvenile crime multiply in the United States, and if we are comparatively free from them here, we are not by any means free from juvenile faults which betray a want of moral discipline in the schools. It is a serious drawback from the advantages of our system of public education that it weakens the sense of responsibility in parents and leads to a neglect of home training, without which character cannot well be formed. A school teacher has enough to do in imparting literary instruction to his class, without undertaking to form the characters of individual pupils."

It is not sound doctrine that the child should receive his ethical training only in the home; neither is it true, on the other hand, that his character should be entirely formed by the school; but the two, school and home, should work together to produce a gentleman or gentlewoman, in the best sense of the terms, from the raw material furnished in every developing child. Rather than say, "A school teacher has enough to do in imparting literary instruction to his class, without undertaking to form the characters of indivi-

dual pupils;" we would endorse the sentiments of an exchange when it says, "That Thomas Arnold insisted that 'above all the teacher should be a gentleman' is connected with his name by even casual readers. Why was this? A youth sent out into the world with a small equipment of knowledge, but well equipped as to manners is quite likely to succeed. This fact is so well settled that we need not stop to discuss it. But here are other facts. He is now able to consort with people who rank above him in riches and position, and this we know is of immense importance. Again, he is so pained by the company of those of bad manners that he keeps out of it. A teacher who does not enable his pupils to possess good manners is neglecting the second of the great things to be done; good thoughts; good manners."

—THESE two answers given by the editor of the *Institut*: to queries put by correspondents of that journal, speak for themselves and need no explanation. To one correspondent the answer is, "You have a small salary for a normal graduate, and it is your duty to get better pay. No matter that the people are poor, and need a good teacher, and can pay but little. You have evidently contributed pretty liberally; now let some one else assist at this place, and you go elsewhere. Call on some teachers' agency, and be located elsewhere; it will not be difficult to obtain twice your present salary, if you equal the average that are graduated from your Alma Mater." To the other, the editor says, "You will undoubtedly be in much perplexity as to what is the best thing to do where adverse criticism is made, and when it seems to be directed by malevolence. As a rule, you should seem unruffled, and you should try to be so really. Criticism is often made to make us wince; if we don't, it is often given up. But try to judge yourself most critically, and live so that those who hear unkind remarks will feel they are untrue." There is a moral in that first answer that should be impressed on the teacher's mind. "*It is your duty to get better pay.*"

—THE Education Bill which was introduced by the Government during the present session passed the Legislative Assembly but was defeated by the Council on a party vote. Some two years ago the two Committees of the Council of Public Instruction undertook a revision of the school law with the object of removing several inconsistencies that

had crept in during various amendments thereto, and with the intention of improving the law in various other respects. The result of their work was taken by the Government as a basis for a new act. The principal modification made by the Government in the scheme prepared by the committees provided for the substitution of a minister of the crown for a superintendent or chief of the Education Department. The opposition to the bill was made chiefly on this point and on others connected with it. As the RECORD is a non-political journal it expresses no opinion upon the merits of this question, which may now be considered a party one, but it may be permitted to express a regret that many important and useful amendments that commended themselves to every one should, from the very nature of things, have shared the fate of the parts that caused opposition. For instance, it was expected that great good would have come from the clause which empowered school boards to amalgamate weak schools and provide for the conveyance of the remote pupils at the general expense. In many of the New England states, notably in Massachusetts, this plan has passed through the experimental stage and has shown that it conduces to efficiency and economy. We know of many districts in this province where the attendance is so small that it would be far cheaper to close the school and transport the ten or twelve pupils to and from a neighbouring school twice a day.

—THE Superintendent's Annual Report gives some interesting statistics. There were 6,588 lay teachers and professors teaching in the province last year. The Protestants numbered 1,397, 138 male and 1259 female; 55 of the former taught in elementary schools and 83 in model schools and academies; 12 were without diplomas. Of the women, 1,038 taught in elementary schools and 221 in model schools and academies; 61 had no diplomas. Had we special diplomas for the special teachers of music, drawing, drill, manual training, cookery, etc., most of whom are now classed as teachers without diplomas, we should reduce very considerably the number without legal qualification. The holders of normal school diplomas were 406. As to salaries we find that male teachers with diplomas in elementary schools had an average of \$515, and female teachers \$184. In model schools and academies these averages for male and female teachers rise to \$729, and \$300, respectively.

Current Events.

THE *Canada Educational Monthly*, published at Toronto, says in its last issue :—" What with the assimilation of the matriculation examination, which is now one and the same for all colleges affiliated with McGill University, and the regulations of the Protestant Committee of the Council of Public Instruction, the union colleges of the Province of Quebec are likely to become extinct. The first to give way to the pressure is Stanstead College, and it is more than likely that St. Francis College will not be able to come up to the standard next year. The only institution of the kind left then will be Morrin College, and though the numbers attending the latter institution fall somewhat short of the requirements, this year, a generous consideration of its affairs may lead to its continuance."

—AN exchange says that in some parts of the United States, so general and profitable has become the use of pictures in class-rooms in teaching history, geography and other studies, that a library system of distributing lantern slides has been devised. There are few schools unequipped with either a stereopticon or a heliostat, and illustrated lessons are given frequently by means of these. Boxes containing about fifty views each, illustrating lands and their customs, and events of moment, are placed in the superintendent's library, and treated as are books. They are taken out and returned by principals under the same rules that govern the distribution of books.

—THE third annual meeting of the National Kindergarten Union, an association which was organized in 1892, and the first convention of which was held in New York in 1896, will be held in the Philadelphia Normal School on the 18th and 19th of February next. It is expected that between two hundred and three hundred kindergarten teachers will attend, and judging by the preliminary programme which has been prepared, the various sessions should be helpful and interesting.

—UNDER the educational system by which the schools of Greater New York are to be managed, each school board will divide its borough into inspectors' districts. These inspectors visit and inspect "at least once in every quarter all the schools in the district, in respect to punctual and regular attendance of the pupils and teachers, the number

and fidelity of the teachers, the studies, progress, order, and discipline of the pupils; the cleanliness, safety, warming, ventilation and comfort of school premises; and whether or not the provisions of the school laws in respect to the teaching of sectarian doctrines or the use of sectarian books have been violated." Every board of inspectors must report quarterly to its school board. The law provides for the dismissal of teachers and school officers in the following way: "Inspectors, members of the board of education and members of school boards may be removed by the mayor on proof of official misconduct, or negligence, or for physical or mental inability; but before removal the accused must receive due and timely notice in writing of the charges against him and a copy thereof, and shall be entitled to a hearing before the mayor and to the assistance of counsel. In case of removal of teachers much less leniency is allowed by the charter. In such cases no provision is made for giving the accused teacher a copy of the charges against him, or for allowing him a hearing or the assistance of counsel before the school board that tries and determines his case."

—ACCORDING to the *School Journal*, the state of Kentucky is deserving of praise for the manner in which it supports education. This state is extremely liberal toward her schools. For many years more than one-half of all money collected for state purposes went into the state school fund. The fund is apportioned to the different school districts according to the census returns of pupils. The amount apportioned to each district this year is about \$2.20 for each child of school age. In addition each district may have a local tax. Most districts, however, are supported entirely from the state funds.

—THAT prejudices are hard to eradicate from the human mind is evidenced by the following item of news which comes to us from Long Island, U. S. A. Not long ago the fifteen year old daughter of the pastor of one of the African churches entered the school for coloured children. She is a very bright pupil, and she passed through all the grades of the school. When she had finished, her father asked that she be admitted to the white school, on the ground that she had equal rights with the white children to an education. The board of education did not see the way clear to admit the girl to the school for white pupils, as the district had decided by a vote of 95 to 5 to maintain the

separate school. They arranged with the teacher to pay her an extra amount to remain after the closing hour each afternoon and teach the higher studies. The father did not favour this plan, and he has declined to send his child. He says that unless the board provides a place for his daughter in the white school he will refer the case to the State Superintendent of Public Instruction.

—OUGHT a school-mistress to go to her school on a bicycle? This is the question the Paris Municipal Council has had to decide, and its decision is in the negative. The London *Daily News* writes: "It appears that a young teacher in one of the Parisian day schools has for some time past been the subject of a good deal of discussion on this account, and she was forbidden by the educational authorities to use her bicycle in business. It seems that it was not so much the bicycle that was judged to be in fault as the rational costume which she wears, in common with all other lady cyclists in the French capital. The educational authorities, while not denying that the young lady could do as she liked on Sundays or whenever she was off duty, held that it was unbecoming to appear in puffy breeches and zouave jacket in the school-room. The edict was confirmed on the recommendation of M. Bedorez, the council simply passing to what is called the order of the day."—*School Journal*.

Practical Hints and Examination Papers.

"PUT YOURSELF IN HIS PLACE."

BY THE AUTHOR OF PRESTON PAPERS.

It will help you if you sometimes put yourself in the place, mentally, of the children whom you control; and it will also help them, as this process will keep you from using the harsh weapons of anger or the keen blades of ridicule and sarcasm. Yes, I know just how hard it is to retain that sweet serenity for which you justly aim to be distinguished; but look below the surface of surrounding circumstances and see if you do not find something to place the offender in a different light. Look beyond the present and do as you will wish, twenty years from now, that you had done when the opportunity presented itself. Look at the child's heredity, his environment, his tendencies, and

temptations, and consider what you would have done under the same circumstances. True, you are older now; you have more "resistance" than you had at his age; but even now how is it? "Let him that is guiltless cast the first stone."

So many of the misdemeanours at school arise from mere thoughtlessness, so small a proportion are wilful or malicious in their origin, that the very best government consists in presenting an ideal character for the child to pattern from; not the "goody-goody," which only nauseates, but that which is "patient in tribulation," kindly even in punishment, tender and merciful, although absolutely just.

No, that does not mean to leave error uncorrected nor wrong unrebuked; but it calls attention to the manner and means used to reach just that end; and I believe that the highest altitude in government is reached when the child has been lifted from the low plane of right doing, which is based upon a desire to please somebody or a wish to be awarded a certain per cent in reports or examinations, to the higher one of "right for right's sake"; and this comes as much from the training received at school as from the home culture, if not more.

No, ethical culture *does* rest with you, equally with the parents, more than with the minister, and you may not dodge the responsibility, even if you seek to, or are forgetful of your obligations in this direction. I do not mean that you should "point a moral" with every tale you tell, nor preach a sermon on every possible occasion, nor attempt a lecture at every provocation; for this is *not* ethical teaching nor moral training, but is repulsive to every fine feeling of sensitive child nature, hardening to coarser ones "How, then?" Your very patience, your courtesy, justice, sympathy, honesty, accuracy, reverence, promptness — *all* have the silent influence which is mightier, stronger, more enduring in effect than tons of preachment. "Put yourself in his place" and read his history for at least three generations back; know just what are the influences actively at work upon his life, in school and out, and use these side lights as aids in your government. Teach self-control, self-government, self-sacrifice. Be just what you would have your school, as nearly as you can, always remembering—

"They build too low who build beneath the stars."

—*The New Education.*

—THE HABIT OF OBEDIENCE. —According to the *Canadian Teacher*, "The habit of obedience is one of the fruits of right teaching. No child is fitted to become a citizen unless he has learned to obey. The child's individual good, as well as the good of the school, depends upon his learning this lesson. But obedience implies more than simple compliance. The doing because we are afraid not to do, does not involve the training of which willing obedience is the fruit. The public spirit which enables all to work in harmony, confidence in the teacher's judgment, respect for lawful authority, manly self-control and self-respect, are elements of true obedience.

"'I have my' children where they are afraid of me,' remarked a teacher (?) What a pity! They would be more obedient if they were in sympathy with their teacher—yielding cheerful obedience to directions acknowledged to be for the good of the whole—and trusting where they could not 'reason why.' Discipline is not repression—it is development. A boy, by repression and isolation, may grow up innocent, but he can never grow up morally strong. A sentiment should be created within the school that will produce self-government. This can be obtained only by appealing to the higher moral character of the boy, arousing his personal pride, and creating within him such a love of truth, and such a devotion to the right that the act of self-government will naturally follow.

"Boys and girls cannot be made better by law. 'Thou shalt' and 'Thou shalt not,' never made either children or men better; on the other hand, it has made multitudes of them worse. Then, what will make children better? The exercise of uplifting influences. These alone are the powers that draw upward. Blind force never creates character; spiritual force does. The soul must be inspired by contact with soul. The trouble with the rod is that there is no soul force in it. Punishment may be the means of arresting the attention and putting the subject of its application in the way of receiving spiritual force, but as a means, of itself, it is bad, and bad continually. So is authority; it is bad, pure and simple. The teacher who writes down and posts up rules, the *musts* and *must nots*, fails of doing much, if any, good, because he relies upon abstract force of a brutal kind. The child is a reasonable being to some extent, but he is far more a sympathetic

being. He is drawn up or down along the line of his activities. His nature rebels against blank and bold authority, but he is wonderfully drawn towards those things that touch his activities. What these are have often been pointed out in these pages; and they will be enumerated again, but it is enough to say here that unless the authority of a teacher rests upon a better foundation than brute force, or the rules and regulations of the province, city, or county, he will do his pupils little good, although his order be the best in the province, and his ability to make his pupils 'learn' equal to the old whippers of the Middle Ages."

—A PROBLEM.—One of our exchanges states the following practical problem, and offers as a prize to those pupils fortunate enough to solve it, to *publish their names* in its columns. The problem is this: A certain recipe for johnnycake requires the following ingredients: $1\frac{1}{2}$ cups sour milk, 1 teaspoonful soda, $\frac{1}{2}$ cup sugar, 1 tablespoonful each of butter and lard, $1\frac{1}{2}$ cups wheat flour, 2 cups corn meal. This will make enough cake for 6 persons for one meal. If we wish to make enough for 10 persons, what quantities of the ingredients must be taken?

—THE WRONG OF CALLING NAMES.—The following incident from school life is thus recounted by a writer in the *Teachers' Institute*: Two boys were reported as fighting in the school yard; it was before school. The teacher went out and brought both in and asked them to take their seats; he privately found out the cause to be that one had called the other hard names. He did not allude to the matter in school, but when recess time came called both to his desk and asked, "Can you go out and not quarrel?" Having answered readily in the affirmative, they went out. In the afternoon he took a little time for a discussion. I will ask you a question. Is your good name valuable to you, for instance, to me? (Yes, sir.) Mention some one to whom it would make no difference. (No answers.) Now I will ask you another question. Should we attack one's good name: for instance, should some one go round and say I was dishonest? Or the Rev. ———? Or Dr. ———? (All dissented.) Does not a young person have a good name that may be injured? Now, it seems that one of our number gave bad names to another, and this one showed his displeasure by attacking the other. I will ask you first, should

one pupil call another in depreciatory terms in earnest? (No, sir.) What rule is there against this? (The Golden Rule.) What did this lead to here? (Quarreling.) Now for another question. Should A, when called bad names, fight about it? (Some think negatively and some affirmatively.) Some think he should, I see. There are countries where they settle these things by fighting; those are only partly civilized, however; how does this community settle disagreements? (By courts.) Will you agree that fighting is not the way to rectify a wrong of this kind? (Yes, sir.) I will appoint a committee of three to report on this matter to-morrow. The committee reported that A ought to apologize; that B should accept it and express regret that he was so hasty and excited. This was not insisted on; the committee, however, induced the two boys to send up written notes which were read by the teacher.

—NOT AGAINST THE TEACHER.—It is absurd to treat the minor offences of school life as crimes. I have actually known a teacher who would reprimand a pupil for some offence against school law, and meeting this same pupil on the street would cut him dead. She took his offence as personally directed against herself, and had not the decency to treat this in a professional way. Now, it ought to be possible for a teacher to correct a pupil at 12 o'clock, and do it firmly and decidedly, and play tennis at 2 o'clock with the same pupil. There is no inconsistency here. It is simply the natural thing to do.

I believe very few pupils are actuated by any worse motives for misconduct than mischief, the natural attendant of good health and animal spirits, yet I know many teachers make a personal matter of all violations of their orders. The pupil should see that you are his friend, and that you enforce your orders because they are reasonable, and because the good order of the school demands it. Children are not altogether stupid in these matters. Let the teacher show that he rules in his professional character, and he will make his labours easier and will secure better discipline. To get angry over every petty breach of order is to put a strain on the nerves, which is as foolish as it is unnecessary. I believe in making the number of prohibited offenses as small as possible. We should allow our pupils all the freedom that is consistent with school order, and should do it gladly and cheerfully. But when a

thoughtless youngster oversteps the line and transgresses a vital regulation, something should be said or done at once to quicken his memory and to assist him in mending his ways.—*Journal of Education*.

Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to the Editor of the *Educational Record*, Quebec, P. Q.]

The *Atlantic Monthly* for January contains the first instalment of Gilbert Parker's new serial, "The Battle of the Strong," which promises to be a very powerful story. Another feature of the issue is "The Political Inauguration of Greater New York," by Edward M. Shepard. In "The Present Scope of Government," Professor Wambaugh shows that the two great objects of law are to guard individual liberty and to secure the public welfare. The rest of the number is fully up to the *Atlantic's* high standard. (Published monthly by Messrs. Houghton, Mifflin & Co., Boston, Mass.)

The January *Canadian* contains no less than six complete well told short stories, besides the usual wealth of interesting and instructive matter. As intimated last month, the *Canadian Magazine* begins the new year with bright prospects, and the initial number shows many evidences of the tangible form its bright prospects are likely to assume. Dr. Bourinot's series of articles on "The Makers of the Dominion of Canada," is a valuable contribution to the history of our land. (Published by the Ontario Publishing Company, Toronto, Canada.)

The *Hesperian* for January-March is as good as the best number of that excellent little periodical. The pen of the editor is as caustic and withal as discriminating as ever. No one able to judge seems to have anything but good to say of the *Hesperian*, which is edited and published by A. N. De Menil, at St. Louis, Mo., U. S. A.

In its January number the *Ladies' Home Journal* begins what promises to be its most progressive year. The publishers already promise many good things to their readers, and as an earnest of their good faith, have filled the January number with matter of the greatest interest to all in the

home. The outside cover consists of a portrait of Mrs. McKinley in the White House conservatory. The *Journal* is published by the Curtis Publishing Company, 421-427, Arch Street, Philadelphia, U. S. A.

Every article in the *Monist* for January is a valuable discussion on some scientific or philosophical subject. In "The Aryans and the Ancient Italians," Professor Sergi gives us a page of primitive history. Among the other articles in the number are, "Love as a Factor in Evolution," by Dr. Woods Hutchinson; "Causation, Physical and Metaphysical," by Professor C. Lloyd Morgan; and one on the "Philosophy of Laughter," by the editor, Dr. Paul Carus.

The publishers of the *Teachers' Institute* have published another edition of their chart illustrating the human skeleton, and have issued it with the January number.

The Wood-Allen Publishing Company, Ann Arbor, Michigan, are the publishers of a booklet showing the evil effects of cigarette-smoking. The price of the pamphlet is five cents.

The *International Reports of Schools for the Deaf*, published by the Volta Bureau, Washington, U. S. A., give much valuable information regarding schools for the deaf in all parts of the world and the means of instruction employed therein.

THE CANADIAN ALMANAC, 1898, published by the Copp, Clark Company, Toronto, Ontario, is a most complete compendium of information of all kinds relating to Canada. It is a work which very few will not have occasion to consult, and there are very many who cannot do without it; it is, in fact, an indispensable adjunct of the well equipped office. To show the scope of this work it may be mentioned that it contains a short History of Canada, Tariff of Customs, Post Office Gazetteer, Societies and their officers for the current year; while some new features are added for 1898, including the "British Army and the British Navy," and articles on the British Government and Extradition and Pardons. A map of North America, printed in five colours, is also given with the Almanac, the price of which is twenty-five cents.

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION,

QUEBEC, November 26th, 1897.

On which day the regular quarterly meeting of the Protestant Committee of the Council of Public Instruction was held.

Present :—R. W. Henker, Esq., D.C.L., LL.D., in the chair ; George L. Masten, Esq. ; the Reverend Principal Shaw, LL.D., D.D. ; Professor A.W. Kneeland, M.A., B.C.L. ; the Reverend A. T. Love, B.A. ; Samuel Finley, Esq. ; Herbert B. Ames, Esq., B.A. ; the Very Reverend Dean Norman, D.D., D.C.L. ; the Reverend Elson I. Rexford, B.A. ; S. P. Robins, Esq., LL.D. ; John Whyte, Esq. ; Inspector J. McGregor.

Letters of excuse for absence were submitted from the Lord Bishop of Quebec, the Venerable Archdeacon Lindsay, Principal Peterson and the Hon. Justice Lynch.

The official notice of the appointment of Inspector James McGregor as teachers' representative for the current year was read, and Inspector McGregor was welcomed to the Committee by the Chairman.

The minutes of the last regular meeting were read and confirmed, as were the minutes of the special meeting held on the 18th and 19th of October last.

A draft of amendments to the regulations, made necessary by the decision of the Committee to require at least four months' training in McGill Normal School of all candidates for teachers' diplomas, was presented by Dr. Robins. After discussion it was moved by Reverend Dr. Shaw, seconded by the Very Reverend Dean Norman, and resolved, " That the report as amended of the sub-committee on needful amendments to the regulations concerning the granting of diplomas be adopted, and that the sub-committee be continued with power to make such further verbal changes as may be found necessary in preparing the regulations for submission to the Lieutenant-Governor in Council, and that amendments to the act concerning Central Boards needed to give effect to the said regulations be urged respectfully upon the Government to secure, in case of approval, their enactment if possible during the present

session of the Legislature. In case the desired legislation be not obtained during the present session, the said sub-committee shall be empowered to proceed in harmony with existing legislation, to give effect to the amended regulations as far as it is practicable to do so."

The resignation of the members of the Central Board of Examiners having been submitted, it was moved by the Reverend Mr. Love, seconded by Mr. S. Finley, and resolved, "That the following names be submitted to the Lieutenant-Governor in Council for appointment as members of the Central Board of Examiners vice the late members resigned:—Principal W. Peterson, LL.D.; the Reverend Principal T. Adams, D.C.L.; Principal S. P. Robins, LL.D.; the Very Reverend Dean Norman, D.D., D.C.L.; the Reverend Principal Shaw, D.D., LL.D.; T. A. Young, Esq., M.A.; the Reverend E. I. Rexford, B.A.; Professor A. W. Kneeland, M.A., B.C.L.; J. M. Harper, Esq., Ph. D.; G. W. Parmelee, Esq., B.A."

It was decided that the school inspectors be instructed to continue their visits this year as usual, but that in doing so they see what arrangements they can make to replace their first visit next year by conferences with teachers.

Moved by Professor Kneeland, seconded by Mr. Whyte, and resolved, "That inasmuch as attendance at the Normal School has now become compulsory, be it resolved that the Protestant share of any moneys taken from the \$50,000 permanent grant for primary education and devoted by order in council to professional training (*conférences pédagogiques*), be used to assist by monthly bursaries the teachers in attendance at McGill Normal School from the rural districts."

The application from the school board of Ormstown to have their model school raised to academy rank was granted, and a similar application from Buckingham was held over for a special report from the Inspector of Superior Schools.

An application from the commissioners of Westmount for a more detailed examination of their academy and for a report thereon from the Inspector of Superior Schools was read.

It was moved by Mr. John Whyte, seconded by Mr. S. Finley, and resolved, "That the request of the Westmount school commissioners be complied with, and that the Inspector of Superior Schools be instructed by the secretary to

give the required examination of this academy and report to the commissioners."

A petition from Mr. John A. Sangster in appeal against the decision of the Central Board of Examiners to withhold an academy diploma from him upon the results of his recent examination was considered, when it was moved by Inspector McGregor, and seconded by Mr. John Whyte, "That after considering the appeal of John A. Sangster the action of the sub-committee of the Central Board of Examiners and of the Central Board itself in refusing an academy diploma to the said John A. Sangster, and in granting diplomas either according to regulations 35 or 36 to successful candidates who had written at the examination for teachers' diplomas in the month of June last, be now sustained by the Protestant Committee of the Council of Public Instruction."—Carried.

An account for 250 copies of 'Scientific Agriculture' at sixty cents net was submitted for approval.

It was resolved on motion of Mr. H. B. Ames, seconded by Mr. Whyte, "That the account of W. Drysdale & Co. for 250 copies of 'Scientific Principles of Agriculture' be paid at the same rate as is given to the book trade of the province."

A letter from Mr. E. W. Arthy, concerning amendments to the pension act, was read.

Moved by Mr. S. Finley, seconded by the Very Reverend Dean of Quebec, and resolved, "That the representations made by the committee of the Teachers' Association, as submitted by communication from Mr. Arthy, be and hereby are endorsed by the Protestant Committee of the Council of Public Instruction, and instructions are hereby given that these representations so endorsed be submitted to the Government of the Province with the request that no such injustice as the proposed legislation contemplates be enacted."

The application of Mrs. J. L. Campbell for a diploma upon extra-provincial certificates was granted, and the Central Board was authorized to issue a second class elementary diploma upon the usual conditions.

It was moved by Mr. John Whyte, seconded by Inspector McGregor, and resolved, "That the Principal of the McGill Normal School be and hereby is authorized to receive into the Normal School at the close of the ensuing Christmas

vacations, for the four months' training, such persons as have passed the second grade academy examinations and submit the necessary certificates of age and moral character."

A letter from Mr. Ernest Smith, applying for re-examination for an academy diploma, was read. As it appeared that his case could be met by the proposed regulations regarding the Central Board no action was taken.

It was agreed that in event of the proposed regulations being duly approved by the Lieutenant-Governor in Council, the Central Board should provide for the re-examination at convenient centres of those who now hold third class elementary diplomas with the right of re-examination in one or two subjects only.

The Very Reverend Dean Norman submitted the report of the sub-committee charged with the investigation asked for by the Cowansville commissioners.

Moved by Mr. Ames, seconded by the Reverend Dr. Shaw, and resolved, "That while this Committee is pleased to learn that in the matter of the Cowansville examination no error of serious character is chargeable to the superior school examiners, this committee feels that clerical errors of sufficient importance were made in their report to justify the claim for an investigation; and further, having examined the reports of the several academies, we find that the errors referred to make no difference in the grant to which Cowansville academy is entitled."

Moved by Mr. Rexford, seconded by Mr. Ames, and resolved, "That the Inspector of Superior Schools be requested to submit for the information of the Committee the method of marking pupils' answers hitherto followed in the examination of superior schools."

The sub-committee on legislation reported progress, and was continued.

Moved by Mr. Masten, seconded by Mr. Whyte, "That the committees on equipment and general grants be amalgamated to facilitate the work, and that Mr. Ames be the convener of the joint committees, to report at the next meeting."—Carried.

The interim report of the Inspector of Superior Schools was read, and his recommendation that the prizes for well kept school grounds be awarded this year to the following schools, was approved:—(1) Sherbrooke Academy, (2) Compton Ladies' College, (3) Bury Model School.

FINANCIAL STATEMENT PROTESTANT COMMITTEE OF THE
COUNCIL OF PUBLIC INSTRUCTION.

1897.	<i>Receipts.</i>	
Sept. 24—Balance on hand.....		\$2,832 06
Oct. 14—H. W. Blaylock, fee for diploma.....		3 00
		<u>\$2,835 06</u>

1897.	<i>Expenditure.</i>	
Sept, 29—W. G. L. Paxman, extra work on school law		\$ 100 00
Dr. J. M. Harper, salary to January 1st, 1898.....		300 00
G. W. Parmelee, salary to December 1st, 1897.....		62 50
		<u>\$ 462 50</u>
Balance on hand as per bank book.....		2,372 56
		<u>\$2,835 06</u>

1897.	<i>Special Account.</i>	
Sept. 29—From City Treasurer of Montreal.....		\$1,000 00

Contra.

Sept. 29—To Dr. S. P. Robins for McGill Normal School		<u>\$1,000 00</u>
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R. W. H.

Moved by Mr. S. Finley, seconded by the Reverend Dr. Shaw, and resolved, "That whereas there are seven hundred dollars now held by the Committee subject to the order of the Honorable the Provincial Secretary, we are of opinion that this amount should be applied towards the cost of translating and publishing in English the recent revision of the school code and the clerical work connected with the English translation."

After reading of the rough minutes the meeting adjourned, to meet on the last Friday in February, or earlier on the call of the Chairman.

True copy,

G. W. PARMELEE,
Secretary.