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THE CANADA  
EDUCATIONAL MONTHLY  
AND SCHOOL MAGAZINE.

MARCH, 1897.

LITERATURE STUDIES IN PUBLIC SCHOOL.

BY L. ADELAIDE CARRUTHERS.

THE cultivation of the æsthetic side of human nature is coming more and more to be a recognized essential in the education of the citizen. It has been argued, and not without some force, that if we wish to have a law-abiding, industrious, intelligent public we must first make it a reading public. Reading broadens, elevates and refines; and whatever ennobles the mind and refines the heart of man, clearly and incontrovertibly contributes to the cause of good citizenship. The man who reads brings to his work a breadth of view that lends dignity and charm to even the humblest labor, enabling the toiler to see his work in its true relation to the sum total of man's work in the world, and elevating the most trifling details to an importance worthy of the ideal whole; he brings to his contemplation of the events of the times, whether social, religious or political, a knowledge and sympathy that militates strongly against the spirit of bigotry and unwholesome prejudice which characterizes the ignorant and the one-sided; and he brings to his daily life the refinement of cultivated sensibilities, and a living interest in the past and the future that renders less vexatious and engrossing

the petty cares and accidents of the present.

It is, then, of the first importance that in public schools our children should receive sufficient stimulus to the reading of what is good in the national literature, not that they may become authors or professors of rhetoric, but that they may make peaceable, useful citizens.

It affords considerable satisfaction to know that in the Province of Ontario the examination for entrance to high schools is shortly to be superseded by what is called the Public School Leaving, a change which is calculated to extend the public school course about one year. While it would be too much to expect that the 95% who now never proceed to the high school, would avail themselves of this extension of the course, yet it is to be hoped that a very large number will in this way be induced to pursue more advanced studies. In view of the fact, therefore, that entrance work is now, and P. S. Leaving work soon will be, the graduation standard for the great mass of the citizens of this province, it is with no little interest that we set out to examine the curricula of studies for the respective departments. But our

special interest lies with the course in literature. The entrance curriculum for '97, includes twenty short poems, nine of which are set apart for memorizing, while of the remainder the pupil is instructed to commit to memory any of the finer passages. These, with six fragmentary prose selections, constitute the prescribed texts with which the pupil is expected to familiarize himself, and which he is to strive to intelligently comprehend. The young student is also, so we are told, expected to have some knowledge of each of the twenty-four authors whose work is here represented. For the boy or girl about to enter upon a commercial or industrial pursuit the course certainly is broad enough; whether it is thorough enough or practical enough is not quite so apparent.

There is no prose literature for P. S. Leaving; the course in poetical literature comprises one poem each from Herrick, Gray, Wordsworth, Southey, Shelley, Hood, Macaulay, Longfellow, and two poems each from Moore and Tennyson.

Besides the minute analysis of the prescribed texts the teacher always endeavors to interest the pupils in the various authors read,— in the ten for P. S. Leaving, or the twenty-four for H. S. Entrance. He incidentally refers to other poems or sketches by the same writers. Indeed in his enthusiasm he oftentimes snatches odd moments to read some of these to his class. And he strives to awaken an interest in the writers themselves by vivid biographical sketches enlivened by numerous anecdotes. It is true only the barest outline of all this is obligatory for examination; but somehow he feels that it is in the highest degree necessary if he is to foster in his pupils anything at all approaching a love of literature. But he finds that he can do very little of this supplementary

work without seriously encroaching on the time of the actual work for examination. And in foregoing indulgence in these outside studies he is always sensible that he is missing the highest aim in the teaching of literature. For let us not forget that there are two aims to be kept in view in the teaching of literature in public schools: the child must be so trained that he may (1) acquire a taste for reading, and (2) learn to bend his energies to the understanding of an author. These two aims are not mutually exclusive; and if the educator seek to attain the second in such fashion that the first be lost sight of, he is ignoring the best interests of the pupil. For indeed the ultimate criterion of all literary study, in public schools at any rate, is whether the pupil is interested in reading. But it is patent to everyone that if the first aim be held steadily in view and honestly pursued, that the second shall be accomplished as a matter of course.

Does the present course tend to cultivate a taste for reading? That is the question with which we are primarily concerned. Will minute analysis of "Flow Gently, Sweet Afton" awaken a love of the poetry of Burns? Is it possible that critical study of "The Lord of Burleigh" should arouse lasting interest in Tennyson? For it is in just this arousing of an interest in special authors that the cultivation of a love of reading consists. And it is precisely this interest in special authors that the present course notoriously fails to arouse. However commendable in itself the incidental training may be, and we do not question that it is so, one cannot but think that the same training should be, and very easily might be perfectly consonant with the transcendently important aim—the awakening of an interest in reading.

It is the opinion of the present writer that if instead of fragments from a great variety of authors the course consisted of a good deal from one or two, the literature studies in public schools would have an infinitely more practical value in the life of the young student. It is in the highest degree improbable that with the attention dispersed over so wide a field as the study of twenty-four authors, as in the case of H. S. entrance, or of ten, as in the case of P. S. leaving, there can be brought about any permanent interest in literature.

When we read the lives of men who have become eminent in literature, and it is to them as we all know that the mediocre must look for guidance, we find that their chief incentive to read came to them through an interest in some one writer. And it is just this interest that the public schools should look most towards giving. We recall how Scott when a little lad stole out of bed on winter nights to read Shakespeare by the firelight in his mother's room. We remember the young Coleridge lying on his sick bed listening with eager eyes and bated breath while his brother read Homer aloud. We hear the child Macaulay shouting at the top of his fresh young voice the ballads of Sir Walter Scott. Whittier had always his Burns, Longfellow his "Sketch Book." We cannot forget what the "Faerie Queene" was to Keats. From Spenser he went to Chaucer, from Chaucer to Milton; and so on and on, we are told, with ever-widening range, through all our sweeter and greater poets. These were geniuses, and a love of reading was probably born with them. But that they were geniuses only emphasizes the fact that the ordinary everyday child needs something more than scant bits from several authors to awaken in him an interest in literature.

The crux of the difficulty may be

regarded by some to be the choice of an author, or two or three authors, most desirable to form the basis of literature studies for the young student. But, indeed it matters little in what author anyone is interested so that the interest be deep and lasting, and that the author be one of the best. It is of small consequence whether our first love in literature be Scott, or Tennyson, or Longfellow, or Parkman, or Goldsmith, the intelligent appreciation of, and interest in, any one of them brings us nearer to them all.

The present writer is strongly of opinion that the inveterate custom of having a Fourth Book and a H. S. Reader is at the root of this superficial course in literature. These Readers have been compiled from time to time to meet the wants of a certain class. They were designed undoubtedly to make in as cheap a form as possible a golden treasury of bits from the best authors which could be used at school successively by each member of the family, and at home by the older folks as books of general reading. They are really admirable works of their kind but in this age of the circulating library and of exceedingly cheap books, the causes which made their compilation a necessity have now no longer any force. The index of tendency stands towards a radical change in the aims of the study of literature in public schools, and it is highly inexpedient to disregard it.

The school should at every point of its being and action touch the two great, ever present realities—man and nature. It should in its educational work touch every pupil in behalf of physical, intellectual and moral well being. It should, for the pupil's sake, touch nature at every accessible point and exist and act, as fully and well as circumstances will allow, to keep the pupils in friendly and wholesome touch with nature.—*Education.*

## CORRELATION OF STUDIES.

BY WILLIAM T. HARRIS.\*

IN the report of the Committee of Fifteen on the correlation of studies it was partly assumed that the studies of the school fall naturally into five co-ordinate groups, thus permitting a choice within each group as to the arrangement of its several topics, some finding a place early in the curriculum and others later. These five co-ordinate groups were, first, mathematics and physics; second, biology, including chiefly the plant and the animal; third, literature and art, including chiefly the study of literary works of art; fourth, grammar and the technical and scientific study of language, leading to such branches as logic and psychology; fifth, history and the study of sociological, political, and social institutions. Each one of these groups, it was assumed, should be represented in the curriculum at all times by some topic suited to the age and previous training of the pupil. This would be demanded by the two kinds of correlation defined in that report as (1) "symmetrical whole of studies in the world of human learning," and (2) "the psychological symmetry, or the whole mind."

The first period of school education is education for culture and education for the purpose of gaining command of the conventionalities of intelligence. These conventionalities are such arts as reading and writing, and the use of figures, technicalities of maps, dictionaries, the art of drawing, and all of those semi-mechanical facilities which enable the child to get access to the intellectual conquests of the race. Later on in the school course, when the pupil passes out of his elementary studies,

which partake more of the nature of practice than of theory, he comes in the secondary school and the college to the study of science and the technic necessary for its preservation and communication. All these things belong to the first stage of school instruction, the aim of which is culture. On the other hand, post-graduate work and the work of professional schools have not the aim of culture so much as the aim of fitting the person for a special vocation. In the post-graduate work of universities the demand is for original investigation in special fields. In the professional school the student masters the elements of a particular practice, learning its theory and its art.

It is in the first part of education—the schools for culture—that the five co-ordinate branches should be represented in a symmetrical manner. It is not to be thought that a course of university study, or that of a professional school should be symmetrical. The study of special fields of learning should come after a course of study for culture has been pursued in which the symmetrical whole of human learning and the symmetrical whole of the soul are considered. From the primary school, therefore, on through the academic course of the college, there should be symmetry, and five co-ordinate groups of studies represented at each part of the course, at least in each year, although perhaps not throughout each part of the year.

Commencing with the outlook of the child upon the world of nature, it has been found that arithmetic or mathematical study furnishes the first scientific key to the existence of bodies and their various motions. Mathematics in its pure form, as arith-

\* From report of U.S. Commissioner Harris for 1897-98, issued recently.

metic, algebra, geometry, and the application of the analytical method, as well as mathematics applied to matter and force or statics and dynamics, furnishes the peculiar study that gives to us, whether as children or as men, the command of nature in this, its quantitative aspect. Mathematics furnishes the instrument, the tool of thought, which gives us power in this realm. But useful, nay essential, as this mathematical or quantitative study is for this first aspect of nature, it is limited to it, and should not be applied to the next phase of nature, which is that of organic life; for we must not study in the growth of the plant simply the mechanical action of forces, but we must subordinate everything quantitative and mathematical to the principle of life or movement according to internal purpose or design. The principle of life or biology is no substitute, on the other hand, for the mathematical or quantitative study. The forces, heat, light, electricity, magnetism, galvanism, gravitation, inorganic matter—all these things are best studied from the mathematical point of view. The superstitious savage, however, imposes upon the inorganic world the principle of biology. He sees the personal effort of spirits in winds and storms, in fire and flowing streams. He substitutes for mathematics the principle of life, and looks in the movement of inanimate things for an indwelling soul. This is the animistic standpoint of human culture—the substitution of the biologic method of looking at the world for the quantitative or mathematical view.

The second group includes whatever is organic in nature—especially studies relating to the plant and the animal—the growth of material for food and clothing, and in a large measure for means of transportation and culture. This study of the organic phase of nature forms a great portion

of the branch of study known as geography in the elementary school. Geography takes up also some of the topics that belong to the mathematical or quantitative view of nature, but it takes them up into a new combination with a view to show how they are related to organic life—to creating and supplying the needs of the plant, animal and man. There is, it is true, a “concentration” in this respect that the mathematical or quantitative appears in geography as subordinated to the principle of organic life, for the quantitative—namely, inorganic matter and the forces of the solar system—appear as presuppositions of life. Life uses this as material out of which to organize its structures. The plant builds itself a structure of vegetable cells, transmuting what is inorganic into vegetable tissue; so, too, the animal builds over organic and inorganic substances, drawing from the air and water and from inorganic salts and acids, and by use of heat, light, and electricity converting vegetable tissue into animal tissue. The revelation of the life principle in plant and animal is not a mathematical one; it is not a mechanism moved by pressure from without or by attraction from within; it is not a mere displacement or an aggregation, or anything of that sort. In so far as it is organic, there is a formative principle which originates motion and modifies the inorganic materials and the mere dynamic forces of nature, giving them special form and direction, so as to build up vegetable or animal structures.

Kant defined organism as something within which every part is both means and end to all the other parts; all the other parts function in building up or developing each part, and each part in its turn is a means for the complete growth of every other part. These two phases of nature,

the inorganic and the organic, exhaust the entire field. Hence a quantitative study conducted in pure and applied mathematics and biology (or the study of life in its manifestations) covers nature.

It has been asked whether drawing does not belong to a separate group in the course of study, and whether manual training is not a study co-ordinate with history and grammar. There are a number of branches of study such as drawing, manual training, physical culture, and the like, which ought to be taught in every well regulated school, but they will easily find a place within the five groups so far as their intellectual coefficients are concerned. Drawing, for instance, may belong to art or æsthetics on one side, but practically, it is partly physical training with a view to skill in the hand and eye, and partly mathematical with a view to the production of geometric form. As a physical training its rationale is to be found in physiology, and hence it belongs in this respect to the second phase of the study of nature. As relating to the production of form it belongs to geometry and trigonometry and arithmetic, or the first phase of nature, the inorganic. As relating to art or the æsthetic, it belongs to the third group of studies, within which literature is the main discipline.

But besides literature there are architecture, sculpture, painting, and music to be included in the æsthetic or art group of studies. Manual training, on the other hand, relates to the transformation of material such as wood or stone or other minerals into structures for human use, namely, for architecture and for machines. It is clear enough that the rationale of all this is to be found in mathematics, hence manual training does not furnish a new principle different from that found in the first or the second study relating to nature.

The first study relating to human nature, as contrasted with mere organic and inorganic nature, is literature. Literature, as the fifth and highest of the fine arts, reveals human nature in its intrinsic form. It may be said in general that a literary work of art, a poem, whether lyric, dramatic, or epic, or a prose work of art, such as a novel, or a drama, reveals human nature in its height and depth. It shows the growth of a feeling or sentiment first into a conviction and then into a deed; feelings, thoughts, and deeds are thus connected by a literary work of art in such a way as to explain a complete genesis of human action. Moreover, in a literary work of art there is a revelation of man as a member of social institutions.

The nucleus of the literary work of art is usually an attack of the individual upon some one of the social institutions of which he is a member, namely, a collision with the state, with civil society, or with the church. This collision furnishes an occasion for either a comic or a tragic solution. The nature of the individual and of his evolution of feeling into thoughts and deeds is shown vividly upon the background of institutions and social life. The work of art, whether music, painting, sculpture, or architecture, belongs to the same group as literature, and it is obvious that the method in which the work of art should be studied is not the method adopted as applicable to inorganic nature or to organic nature. The physiology of a plant or an animal, and the habits and modes of growth and peculiarities of action on the part of plants and animals, are best comprehended by a different method of study from that which should be employed in studying the work of art.

*(To be continued.)*

## THE PUBLIC SCHOOL SYSTEM OF NOVA SCOTIA.

BY A. H. MACKAY, LL.D.

IN 1832 the province was divided into School Commissioners' Districts, averaging the territorial size of half the larger counties, the members of the various Boards acting gratuitously, and the schools being organized on the voluntary system. In 1835 the attendance of pupils was 15,000. About 1850, the present Sir John William Dawson was appointed the first Superintendent of Education for the province, and when he accepted the Principalship of McGill University in 1855, the Provincial Normal School was opened under the charge of the Rev. Alexander Forrester, D.D., who was at the same time Superintendent of Education. In 1863 the school attendance was 31,000.

The free school system was introduced into the legislature and passed in 1864, under the leadership of the present Sir Charles Tupper, the late Sir Adams G. Archibald being leader of the Opposition, which also supported the measure. While the Rev. Dr. Forrester remained principal of the Normal School, one of his staff, the present Dr. Theodore Rand, of McMaster University, became the Superintendent to administer the new order of things. In 1869 he was succeeded by the Rev. A. S. Hunt, M.A., who, on his death, in 1877, was succeeded by David M. Allison, LL.D., of Mount Allison University, who was in turn succeeded by the present incumbent in 1891.

The Council of Public Instruction is the head of the educational system, is endowed with extensive powers, and is constituted of the members of the Executive of the Provincial Government, with the Superintendent of Education as secretary.

The Superintendent has practically the same functions to discharge as a Minister of Education, with the exception of what is implied in his being responsible to the Government rather than to the Parliament and an elective constituency.

Ten inspectors are under his immediate direction, in charge of the inspection of schools, teachers, returns and educational matters generally within the ten inspectorates into which the province is divided. The inspector is also secretary of the Boards of District School Commissioners, referred to as created originally in 1832, which may be within his jurisdiction. The functions of these Boards now are little more than the modification of the boundaries of the School Sections, which are the ultimate territorial subdivisions of the province, averaging an area of from three to four miles in diameter, and the creation of new school sections, subject to the ratification of the Council of Public Instruction. The school section, of which there are now about 1,900, is really a small corporation or self-governing community for school purposes, is governed by a board of three school trustees (except in the case of incorporated towns and cities, where a larger board of "commissioners" is appointed, partly by the town councils and partly by the Governor-in-Council), of which one is elected by the ratepayers of the section present at the annual meeting, which is held shortly before the beginning of each school year, normally on the last Monday in June, and is the annual parliament of the section. The board of trustees here present their estimates for the support of the school for the ensuing year, and after discus-



sion, sometimes vehement, and involved enough for a county or provincial legislative body, the amount to be assessed on the section next year is voted.

The free school course of study is of a normal length of twelve years, eight of which are covered in the first eight "grades," called "common" school grades, and four in the ninth, tenth, eleventh and twelfth grades, called the "high" school grades. As the twelfth year work is of university grade, students from the high schools generally enter the universities from the eleventh grade, except in a few non-university towns where there is a strong staff of high school teachers.

A county academy is the high school in each county which, in view of its engagement to provide for and admit free all qualified students from the county, receives a special grant called the academic grant, and is either \$500, \$1,000, \$1,500 or \$1,720 per annum, according to its equipment and work done.

In 1893, the normal term of a teacher's engagement in a section was changed from six months to one year, the Provincial Normal School, with which the Provincial School of Agriculture is affiliated, was made a purely training or professional school, including with its course of practice in teaching, manual training in wood work, physical, chemical and biological experimentation, drawing, vocal music, elocution, with a review and amplification of previous high school course, which the candidates must have passed before admission. In the same year the high school system was organized into the form of a provincial university certificates known respectively as those of grade D, C, B, and A (classical) or A (scientific), being granted by a Provincial Board of Examiners on the courses respectively of the ninth, tenth, eleventh and twelfth years. A peculiarity of

these certificates is their containing on the margin the value of each examination paper, so that they can be used in lieu of the entrance examinations of all colleges or other institutions, even those having the most diverse standards, providing the certificate in point shows the percentage mark on each particular subject required by the institution in point. Thus has been solved the problem of the affiliation of the public school system with all the different colleges and organizations in the province requiring a scholarship test for admission.

#### THE RELIGIOUS DIFFICULTY.

While the course of study makes instruction in "moral and patriotic duties" and "hygiene and temperance" imperative on every teacher, and while the "Compulsory Attendance" clauses of the law require the attendance of pupils from seven to twelve years of age in the rural sections adopting them, and from six to thirteen years of age in the incorporated towns adopting them, there has never been any serious difficulty with respect to religious instruction. Although not referred to in the Course of Study, a regulation of the Council of Public Instruction assumes that "devotional exercises" may be conducted in any school so long as no parent or guardian objects thereto in writing. If the objection be made, the exercises may be so modified as to give no offence within regular school hours. But if no such modification can be made, the exercises may be held immediately before the opening of the secular work of the school, or after its close. The trustees, who may well be assumed to understand the local conditions of their section, have therefore, under the law, very large powers for regulating such exercises where the people wish them limited, first by the provision that no

one shall be required to be present at devotional exercises disapproved of, and secondly by the condition that it shall not intrench injuriously on the regular and imperative work of the school.

This explains how the only two Roman Catholic colleges in the province, St. Francis Xavier (English) and Ste. Anne (French), and many of the convents are affiliated with the public school system. In fact, no corresponding institutions of any other of the religious denominations are thus affiliated, although the law leaves it as open to the one as to the other. When mutually agreeable the trustees of school sections can rent the school rooms of such institutions, appoint the teachers nominated by them, if they hold provincial licenses, and otherwise control the school in strict accordance with the letter of the law. Such schools having regularly licensed teachers, the same school books, the same registers to be kept and the same returns to be made out and sworn to, the same inspectors to visit and report, etc., and are paid the same public grants as any other public schools doing the same work. When it has not interfered with proper grading, trustees have been allowed to have separate schools for the boys and the girls, although co-education is the rule, with few exceptions, not only in rural sections, but in the County Academies and the other high schools.

In the city of Halifax, the Roman Catholic members of the Board of School Commissioners have been accustomed to nominate all teachers to the schools which were originally the property of the Roman Catholic Corporation, although the appointments are always made by the full Board. The majority of the children attending the most of these schools are said to be Roman Catholic (as there is no place for denominational statistics in

any of the Nova Scotian returns), but there is no public inconvenience caused by insistence on denominational dividing lines in any of the schools. All the schools are public schools in the fullest sense, and the Education Department has no official knowledge and requires none of any arrangements which the trustees or the Board of School Commissioners may find convenient, so long as the requirements of the law are carried out.

In a few small towns, since the year 1864, children have been withdrawn from the public schools to form convent schools. In most of these cases at date, the parties causing the schism have acted with such tact and good feeling in the community as eventually to have elected to the Municipal Councils or School Boards those who were ready to rent the "separate" school rooms, appoint the "nominated" teachers (regularly licensed ones, of course), and assume general control over them as a part of the public schools of the section. The fact that such schools must win recognition from the public school trustees of the section in which they originate, is the highest possible premium on their peaceful and harmonious evolution where they must spring up. For what the the public school trustees can do in such cases they can also undo, or leave undone. But when the law is fully complied with in respect to any school, the fact that it also fulfils other functions useful to at least a portion of the community does not disqualify it from participation in the public grants otherwise legally qualified for.

Although the Roman Catholic denomination is the only one to develop affiliation of this kind with the public schools, it must be remembered that the law makes no concession in favor of one denomination more than another. What this denomination has

been doing may be done in the same manner by any other denomination, philosophical coterie, or business corporation, if it can only similarly convince and impress the local school authorities. But the schools must be public schools in every respect defined by the law. Neither the statutes nor the regulations of the Council of Public Instruction contain a single

reference to any religious denomination, but they both require the teacher "to inculcate by precept and example, respect for religion and the principles of Christian morality." And in this respect it is the general impression that the teachers of the public schools for Nova Scotia will compare favorably even with the clergy as a whole.—*Presbyterian College Journal.*

## CIVIC TRAINING IN PRIMARY SCHOOLS.

BY DR. WILLIAM C. JACOBS, PRINCIPAL HOFFMAN SCHOOL, PHILADELPHIA.

**I**N a former article we endeavored to show that civic training is the starting point of scientific instruction in history. In this article we will briefly consider what phases of civic training are adapted to pupils in the first two or three years of school life.

As has been already emphasized, the only civics that is practical for children is a doing civics; the child learns little from hearing precept and blank instruction; he learns much more from seeing the actions of others, but the great part of his practical knowledge he has obtained by doing. It is from this natural order and method of mental growth that we must derive the governing principles of civic instruction in primary schools.

### CIVICS IS A BRANCH OF ETHICS.

Before attempting to give a detailed account of a course of primary lessons in civics, we would call to mind the fact that civic training is one of the great branches of moral training, and rests upon the fundamental principles of morals in general. No one will ever faithfully perform the duties of citizenship who does not have a proper respect for the cardinal virtues of morality. Primary civics, then, may be regarded as a branch of

primary ethics. "A family," said Wm. Paley, "contains the rudiments of an empire," and the same is true of the school. The school, as well as the home, must become the nursery of those traits of character that will gradually expand into the moral impulses that ever direct the law-abiding citizen. It is here, then, in the rich soil of youthful activity, that the conscientious teacher must plant the seeds of noble manhood and womanhood—seeds that will germinate, and blossom into the graces of politeness, the kindness of heart, the sense of fellowship, the earnest loyalty to duty, that ever mark the character of true citizenship.

It may be argued that in recognition of the general principles of morality alone, the true teacher will develop this side of the child's character. For instance, shall we not, as teachers, exact obedience of our pupils from other than civic reasons? But when we consider that there can be no civil freedom except in subjection to the law, that obedience to authority is the only soil that can grow the liberties and rights of citizenship, and that the child who forms the habit of cheerful obedience to the authorities in the miniature governments of the family and the school has learned one of the most essential

of civic principles, shall we not feel a stronger and more enduring desire to graft upon the characters of our pupils the habit of cheerful subjection to authority?

#### MAN.' OPPORTUNITIES FOR CIVIC TRAINING.

The means for building up a definite civic character are many. The mental equipment with which the child enters school is of valuable assistance. For instance, he comes to school imbued with a love for his home and his parents. This love will soon reach out and include his teacher; and under her tactful guidance will, ere long, embrace his companions both in and out of school. He is thus laying the foundation of an earnest, sincere human sympathy that will, with advancing years, gradually broaden until it includes within its scope the people of his country if not the entire human race. Thus, love for country is but a more advanced growth of the love for home, and benevolence is but the ripened fruit of childish sympathy with playmates and companions.

Then again, the reading and language lessons will furnish excellent opportunities for awakening in the youthful heart the proper sentiments; the power of music may with great effectiveness be used to bring forth almost any desired feeling or impulse. The various conditions of every school offer many suitable channels for civic practice. Thus, in removing the banana and orange skins from the pavement or schoolyard, the child is developing the germs of mutual protection and civic sympathy; in voluntarily picking up the piece of paper thrown on the floor of his school-room by some thoughtless pupil, he is exercising the faculties of order and neatness and system, all of which have most important civic significance.

Further, we can have special lessons for the awakening of civic sentiments. We might start with the school-house or some prominent building in the vicinity and hold conversations with the pupils about such points as:

Who built it.  
Why it was built.  
The uses of the building.  
Where the money was obtained.  
Why the donors gave the money.  
What we think of the donors.  
What we would like to do for others.

What we all can do now.  
What we will do at once.  
This last statement is the only true end of every lesson designed to inspire civic sentiment. It is thought and feeling passing over into the only conclusion of value—action.

#### PATRIOTIC TEACHERS NEEDED.

Did space permit, other and more detailed suggestions might be given. But the teacher who feels that the preparation of youth for citizenship is an imperative duty, will have little difficulty in finding a way to discharge that duty. What we are more in need of is an awakening of teachers to the grave civic responsibilities resting upon them. When teachers, as a body, come to a full appreciation of the fact that our entire public school system is a civic institution, and depends upon the government not only for its support but for its very existence, and that just as the observance of the laws of health is necessary to the bodily well-being of the child, so civics, which is the physiology of the government, must have its principles wrought into the youthful character if we would preserve the health of our civil institutions. When the teaching profession, we repeat, rises to a full appreciation of the duty of the school to the State, and to a clear recognition of the fact

that "what we do to the child to-day we have done to the nation to-morrow," it will have dignified and elevated itself, and will, we predict,

receive such a recognition from the government as the world has not seen since the golden age of Grecian affluence and learning.

### THE CAMBRIDGE SCHOOL FOR GIRLS.

IF the best three American schools for girls were to be mentioned, the Cambridge School would be among them, if, indeed, it did not hold the first position. The school is now in its eleventh year. Its success has been marked from the beginning. Many accounts of it have been written; but most of them, though they gave us delightful impressions of Cambridge with its ideal surroundings and opportunities for girls, of the conception of the plan by Mr. Gilman, and of its progress from the beginning, shed comparatively little light upon the real working of the school. We knew that there is a building for the classes, in which the school work is done; that it is equipped with laboratories; that its walls are colored in those neutral tints that rest the eyes; that it is evenly warmed, and that it is flooded with sunlight; but the spirit of the institution seems to evade us; though at first we thought that we knew a great deal about it.

If we begin at the beginning, we find Mr. Gilman, who has long been interested in the collegiate education of women, planning for the instruction of his own younger daughters. He and his wife wanted a place in which the gentle sway of love should be manifest, and in which the studies should be fitted to the peculiar wants of every individual girl. Seeking some plan that would thus meet their wishes for their own daughters, they found one which has proved to be adapted to the wants of all girls who seek careful and sympathetic training, and of parents who

esteem character and good breeding, joined with general cultivation, supreme above the most thorough drilling of the mind, when divested of those admirable traits.

It is scarcely possible to put on paper a description of the real working of a school, for it is not like an inanimate machine which remains unmoved while we inspect its parts. A school is a living, moving entity, almost a personality, for it gains a character as an individual does, and though that character is made by the pupils and teachers who are its component parts, it does not readily change as the parts change. The heart gives its character to the individual, and there must be something which does the same for a school. We, therefore, enquire for the spirit that breathes through this particular school and makes it what it is.

There are two or three principles underlying all the work. In the first place, the school is not a mere factory, in which girls are mechanically placed, and polished and finished as one would polish a precious stone or finish an engine, beautiful and interesting as are the jewel and the machine. It is a place where mind is working on mind; where everything is done for the benefit of the *pupil*; where the teachers are continually asking themselves, "What will be the effect of this, or of that, upon the *pupil*?" They might say, on the other hand, "Here is the course of study of the school; it is skilfully arranged to meet the necessities of the average girl; it will fit her for college, or for the ordinary life of the woman; it will

prepare her for society; it is ingeniously arranged in classes, so that any average girl, entering in the usual manner and passing through it grade by grade, will emerge "finished;" but that is by no means what these teachers say to themselves or to others.

The perennial question with them is, "What is best for this particular girl who happens to be under discussion?" If she be the "average" girl, she may fit into a graded course; but many girls cannot be classified thus. They come from a great variety of circumstances; this one has been taught by tutors and has never before been in school; this next has been all her little life passing through grades, and is even in her preparation; this one has lived in Germany, and is far advanced in the language of that country; another is an invalid and must take but little work; here is one who must go to Wellesley College, or Vassar, or Smith, or Radcliffe, and she must be fitted for their respective examinations. The teachers in the Cambridge School look upon this gathering of girls, study it, and arrange a course for each one. They fit the course to the girl, instead of making her fit herself to any course, however good.

This is difficult, it may be said. Doubtless it is, and it requires a numerous force of teachers. Classes cannot be large; but it is best for the pupils that they be not large. In fact the classes last year averaged less than seven, including all the lecture courses. With small classes, short "periods" are possible, and the frequent changes from room to room give opportunity for change of air and relieve pupils from the strain of long sessions. It is evident, too, that in a class of six a pupil gets more of the teacher's attention than she does in a class of twenty.

Another feature is found in the

fact that it is expected of the teachers that they shall do all the teaching that any girl may need, and that as much as possible of the pupil's study shall be accomplished during the comparatively short school session. In order to provide for this, a large part of the girl's program is left open, and each teacher is allowed free hours also. In addition to this, every teacher has certain afternoon hours, during which she is to be found in the school-room, ready to meet her pupils for the purpose of explaining difficulties; and she takes advantage of the time to meet parents, in order to learn from them facts about the pupils that can be learned in no other way. Still further, the school has a "secretary," a skilled teacher of long experience with girls, who, however, teaches in no subject, but gives her entire attention to the work of smoothing out the pupil's difficulties and of saving the time of the teachers. The manual of the school tells us that every subject has inherent difficulties enough for discipline. The director, Mr. Gilman, is always found in the building, easy of approach by pupils, parents and teachers, and, as is plainly evident, counts no detail of the work too small for his notice and interest.

Still another feature is found in the statement that the school has no written rules, beyond that one written in the heart,—the Golden Rule,—*"Do unto others as ye would that they should do to you."* Neither are there marks for department: In the Study Hall, for the older girls, there is perfect freedom, limited only when it might interfere with the general object for which the pupils fully understand that they have been brought together. It is evident that this is not one of those oppressive establishments called by President Hall, of Clark University, the "Keep still" school! The motto of the school, chosen by the girls, is in line

with this spirit. It bespeaks acquaintance with Chaucer and with the motto of Harvard college. It reads, "*Truthe and gentil Jedis,*" and shows that while the girls seek truth in all their work as well as in their lives, they practise those deeds which mark the highest type of gentle-woman. It has often been questioned by visitors and by incoming teachers whether such methods are practicable; but experience has always shown them that they are not only practicable but conducive of the highest self-control, leading those who are guided by them to practise right, not by compulsion, but by choice. It is certainly the way in which Providence deals with men.

The last feature that needs to be mentioned is that which Mr. Gilman himself developed a few weeks ago in our columns. We refer to the separation of the school and the home, for those girls who come from a distance to enter its classes. By this plan the teachers are brought fresh to their pupils every morning, and the pupils have every advantage of home, with one added, namely, that which Mr. Gilman brought out, when he said that "while the real home is usually arranged and carried on for the benefit of a mixed household, these are established simply and solely for the benefit of the young girls who are to constitute their sacred charge." To many this is the most marked characteristic of the school.

We have left ourselves but small space in which to refer to the other traits of the Cambridge School. The impression has been given that it is pre-eminently a "college preparatory school," but this is by no means true, though it has sent a larger number of students to Radcliffe College than any other private school has. We have it directly from the head of the school that it has never worked, and that it will never work solely for col-

lege preparation; but that its highest aim is to give to every girl what she needs, along the broadest lines, and we see ourselves that its pupils remain long beyond the time at which preparation for college is finished, doing in the school advanced work, often, indeed, of college grade.

It is the exception to find such fully equipped laboratories of chemistry, physics, and zoology, in private schools for girls, nor do usually we notice so many girls actually interested in this class of work. Mr. Gilman holds science in high esteem for the very youngest pupils, and though it is here an elective study, it is taken up by them for the love of it. It serves to train their eyes and their hands, and as we look over their note-books, and see what their sharp eyes have detected in the "sand-dollar," the cricket, the cray-fish, etc., we are convinced that Mr. Gilman's theories in this respect are correct. The zest with which the smallest children take up such subjects as this shows plainly that their interest is no less than that of the oldest pupils in any school.

The teachers in a school constitute the school, and in this institution this is true in a marked degree. Their positions resemble more those of professors in a college, than of teachers in ordinary schools, for they are specialists in their different departments, and they are considered masters of their respective subjects. Under the general guidance of the principles which characterize the management of the school, they conduct their work in the way that their experience dictates. They are thus free to adopt the latest improvements in any respect, provided they are the best: and in conjunction with the "House-Mothers" in the Residences, they make the historic and literary associations of Cambridge of use to the pupils. They also let them know of the museums and the collections of

the university, and of the many inspiring lectures which, by the courtesy of Harvard College, are open to them without cost. Thus they add to the instruction of the school those cultivating opportunities which come to Cambridge residents from the fact that all the lecturers of highest dis-

tingtion in Europe and America come to speak for Harvard sooner or later.

It is out of our plan to speak of the advantages of Cambridge and Boston as educational centres, though this might be made extra on which much could be said.—*The School Journal*.

### TEACHING CHILDREN TO TALK.

IF I were asked how much education a woman should receive, I should answer unhesitatingly: "Enough to enable her to teach her children to speak English with reasonable purity." That she could get this in a grammar school, I will not deny; that she does get it in a college course, except in rare cases, I do deny most emphatically.

I do not refer to grammatical accuracy, as I am addressing a class of readers who habitually apply the laws of grammar to their every-day speech, do not get confused with their past tenses and participles, think one negative at a time sufficient, and use adjectives and pronouns in their proper places.

If any one will listen critically to the speech of those around him, even among the wealthy and cultivated classes, he will be surprised at the rarity of cases where "you" is pronounced properly. "Don't you" is called "Don-chuh," "will you," "will yuh," and so on. "To" is called "tuh," and "for," "fur."

All that can be done in an article of this length is to call the attention of readers to a few errors which are taught to children, to create a desire to examine the laws of pronunciation, as they are the only safe guides, and to impress upon them the necessity of teaching little ones to speak correctly.

This teaching must be done at home as well as in school. No outside training can make the ordinary

child forget the language he is taught from infancy. I have heard families of grown sons and daughters, who have been fairly educated, repeating the orthoepical errors of the parents in a manner which would have been amusing if it had not been pathetic.

School training is decidedly defective in this essential. Authors indicate the proper pronunciation by means of diacritical markings from the chart up. The teacher in almost every case teaches her own peculiarities of speech. That this article may have some practical value to those who really wish to teach their children to speak correctly from imitation, the very best way, I will systematize somewhat. Merely a hint can be given under each heading, however, and those sounds referred to which are the first words of child speech.

Three things should be considered: The articulation of consonants; the enunciation of vowels; the placing of accent. Grown persons should try by some sort of vocal gymnastics to cultivate that flexibility of the organs of speech which will enable them to articulate consonant sounds. Children seem to have that flexibility naturally, and they will imitate clear-cut consonant sounds with surprising accuracy.

While in most mouths all the consonants are habitually muffled and indistinct, some are more badly treated than others. All singers and elocutionists are taught to form words in the



front part of the mouth. I wish that everyone might master the subject of elocution; not that he might read "set" pieces from the platform, but that his every-day speech might be purified and made musical.

If the reader will pronounce the word "winter," giving the "n" and the "t" a distinct articulation, he will hear quite a different word from the one spoken usually. The same may be done with "dinner," heeding the "n's;" "water," making the "t" sharp, and so indefinitely.

It is in the enunciation of the vowels that the language is abused the worst. Why will educated people persist in pronouncing "can't," "half," "laugh," "past," "last," and many more words of the same kind, giving the "a" the sound of "a" in "at." It takes all the richness from the words, and though authors protest by means of their markings, teachers do not heed. The educated Englishman does not make that mistake, and I can imagine how the chatter of a crowd of American travellers must impress him.

I would begin right here with the first letter of the alphabet in an effort to fit myself to teach children to pronounce correctly. After a short practice of the correct enunciation of "a" wherever it appears, no one would ever wish to return to former errors. "Can't," "sha'n't" "half," "path," "laundry," "saunter," "laugh," and so on, have the sound of "a" in the word "ah." In "past," "last," and "pass," the "a" is not so broad.

The "o's" in "office," "dog," "hot," "coffee," and "orange," should be sounded exactly alike, somewhere between the "a" in "ah," and the "a" in "all," coming closer to the latter. Try it, practise it, and teach it to the little ones. The "u" in "rude," "truth," and in all monosyllables after "r," has the sound of "o" in "do." In "blue," "new," and

other monosyllables without "r," the "u" sounds like "i-oo." In "current" the "u" is short like the "u" in "tub." Teach a child to call you you, and not yüh; set him the example by your daily speech.

Much more might be said about the enunciation of vowels, but I shall have to content myself with saying a word about the vowels in unaccented syllables. The rules governing their sounds can be learned from any textbook on orthoepy or from a dictionary. I will mention a few common errors merely to call attention to the matter. In "imitate" both "i's" have the sound of "i" in "it." Usually the unaccented "i" is given the sound of "u" in "up." In "elegance" the unaccented "e" has the sound of "e" in "me;" this is also true in the word "benefit." In "beautiful" the "i" has the sound of "i" in "it," and the "u" the sound of "u" in "full." Try it and see how it sounds. A hundred examples might be given of common words which are taught to the child incorrectly.

The placing of accent is a matter of no little importance in securing correct pronunciation. Two accents are often given where there is only one, as in "idea," "primary," "secretary," and so on. The "a's" in the last two words have the sound of short "u" nearly.

Care should be taken not to make too much of an effort in the matter of articulation.

I wish every mother and teacher could study elocution just so far as it deals with pronunciation and breathing, so that children might reap the benefits. It is by teaching the little one to speak correctly that the speech of the future is to be made musical and pure.—*Public School Journal*.

A merry heart keeps on the windy side of care.

*Much Ado About Nothing*, ii. 1.

## EDITORIAL NOTES.

## UNREST FOR TEACHERS.

Why is the teaching profession, especially that part of it to be found in the High Schools, so restless at present? The uneasiness, on enquiry, will be found to be connected with the subject of examinations. Teachers say that Ontario, at some time in its past history, may have had, all told, more examinations than at the present time; but universally they maintain that the examination differed in kind. The former system of examination is described as "outside of the schools," the present system is described by one master as "taking possession of the schools." Another master says that by the present series of examinations the Education Department takes the place of the staff in this part of the school work, and thus that the teacher is only a lifeless "pin" in the departmental machinery. Time was when it used to be said, more in joke than in earnest, that the Education Department was aiming at taking the promotion of pupils into its own hands. This last move on the examination ladder is referred to, as practically fulfilling that prophecy. All the changes made by the Department, when put together, are held to illustrate strongly the oft-quoted maxim that power and centralization are dear to the bureaucratic officials and their chief. These are the sentiments, moderately expressed, made known by teachers to THE CANADA EDUCATIONAL MONTHLY.

To say that a pupil can pass the whole course of the High School programme of studies without passing any departmental examination is

granted to be true in the abstract, but in the concrete it is held to be a subterfuge advanced to enable one to dodge a responsibility. To schoolmasters examinations are a necessity in the proper performance of their responsible duties. If there is any mode, as yet undiscovered, by which they can be relieved from them, we are sure teachers will welcome such relief.

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From every part of the world comes the same cry about our teachers, and in many cases it has recently been so intensified that there is every prospect of its being heard by those who can come to their rescue. The politicians of Quebec, in the present struggle for party ascendancy, have had to take note of it, and from the hustings it is being made a party watchword in the form of "we must pay our teachers higher salaries." From the Australian corner of the Empire the same note has been sounded, while the professional periodicals of England, in their columns of "Wants," show how poorly the ordinary school teacher is remunerated for his services. This is what the *Australian Schoolmaster* says on the subject :

"That the whole of the teachers serving under the Education Department have had much to discourage them during the past few years must be conceded. Head masters of our large schools are in receipt of salaries far below those which formerly belonged to these positions. After years of faithful service and the drudgery of work required to obtain certificates and classification, they, in

many instances, find themselves loaded with increased responsibility, but yet in the receipt of smaller incomes than they had when occupying much lower positions. The same may be said of the assistant teachers. Consequently a very large proportion of those occupied in one of the most important branches of the Public Service are toiling under a sense of hardship, and, to some extent, injustice. But of this more anon. What we wish now specially to press upon the notice of the Minister of Public Instruction is the cruel position of the first-class pupil teachers. When the schools were carried on under the former system of staffing, these teachers were supposed to be only doing subordinate work, while pursuing their studies for the teaching profession, and their salaries were fixed accordingly, whereas they now do the responsible work cast upon them through the reductions made in the assistant staff. Thus they are practically assistant teachers, though still called pupil teachers. Many of them have matriculated at the University of Melbourne, have passed all examinations demanded of them by the Department, and have been engaged in teaching for five and six years, and still their salaries are only £40 a year for females and £50 per annum for males. We have been in schools where classes of from fifty to eighty children were being taught—and well taught, too—by first-class pupil teachers without any assistance whatever, or at most, the occasional help of a child out of the sixth class. Considering the strain on the mind of a young teacher thus placed, to demand such arduous labor for the miserable pittance mentioned is ‘sweating’ of the most aggravated character. We feel sure that the generous nature of the Minister of Education would not tolerate this state of things for a day were it not for the depleted state of

the public Treasury. But the worst rut in the road of depression has been passed, and we appeal to that honorable gentleman and to the official head of the Department to speedily devise means for giving relief to this most worthy section of the State teaching staff. This could be done very readily by giving the first class pupil teachers an increment or a result percentage payment, similar to that made to the head masters and assistant teachers. Were the whole facts of the case submitted by the Minister to Parliament, he would have little difficulty in obtaining an amendment of the Act that would meet the case of those sweated pupil teachers.”

The revelations of the *Montreal Herald*, in regard to the condition of some of the schools of the Province of Quebec, have attracted the attention of the whole Dominion, and something must be done by the people of that section of Canada to remove the reproach of having a machinery so poorly equipped for the education of the coming generation. These revelations show how much worse the condition of the teacher is in Quebec than even in retrograding Melbourne. Forty or fifty pounds a year, even for teaching eighty pupils, will seem a large emolument to the schoolmarm who are working for from seven to eight dollars a month in many of the school municipalities of the Dominion, and we trust that irrespective of the seeming nonsettlement of the Manitoba School Question, no one will think of encouraging a continuance of the present state of affairs, far less a retrograde movement. We know it will be said that an increase of salary to the teacher will not make a more efficient teacher of him, but will a higher salary not encourage many to prepare themselves thoroughly for that occupation when the fiat goes forth that every teacher

must be a trained teacher, with the mark of such training upon his credentials. The *Montreal Herald* has had to abide by some abuse for the open way it has conducted its task of investigation, but credit will be given to it and the other journals that have stood by it when the reformation comes. The *Public School Journal*, of Ohio, lately suggested that that State needed either an educational cyclone or a dynamite bomb to stir it in behalf of educational reform, and was subjected to a severe castigation from one of the leading newspapers for daring to say a word against the editor's native State. But the day for reprisal has come to the editor of the *School Journal*. "We were born in Ohio, educated in her schools, and taught in them for seven years. We do not like to have uncomplimentary things said about the State to which we owe so much. But there is more truth than fiction in what our former castigator now says: 'The State of Ohio is no longer a leader in education. She lags behind. This is due to politics—not party politics, but school politics—and bad management. School politics should surely be driven out of our school affairs in city and country.'" The *Montreal Herald* is having its reward in this way already, for many have joined in its exposures of educational inefficiencies in Quebec, and we have no doubt that a more emphatic reward is in store for it, when these exposures shall have led to the necessary reforms, both in the matter of providing trained teachers for all the schools of the Province as well as in the providing of better salaries and improved supervision. In Ontario even the question of increasing the salaries of our teachers is beginning to be a live subject for discussion, and we hope that in the near future, not only will the salaries be attached to the positions as a permanent emolument, but

that the Department will inaugurate some process by means of which the minimum salary to be paid will be fixed by regulation.

It is amusing to notice how the forces that oppose educational reform come as much from within as without. When we talk of "school politics" in Canada, it is less easy to define the term than when the school politics across the line are spoken of. The school politics of Canada are only discernible when reform is urged upon those who have, or have had, the administration of a school system and they are called upon to investigate the error of their ways. The tenure of office has naturally made these administrators conservative in their ways of doing things, and when a quarrel based on the non-progressiveness of the system they have administered, arises, they often impulsively take the quarrel as their own, and attempt to justify a state of affairs utterly unjustifiable. Like some governments, they have been so long in power that they begin to deem outside interference as a kind of impertinence. For example, Archbishop Langevin, in a moment of ecstasy, after the late election in St. Boniface, had much to say in praise of the school system in force, when the schools of Manitoba were perhaps the most inefficient in the world. And lately, when the *Montreal Herald* was making exposure after exposure through the facts collected by its own commissioner in connection with the schools of Quebec, a former Secretary of the Department of Public Instruction was heard in one of the Teachers' Conventions, declaring that the state of affairs was not as bad as the facts made it out to be, while a former Superintendent shortly afterwards tried to emphasize the justification in a long and eloquent speech in the upper chamber of the Local

Legislature ; and as if this sublimity of self-interested blindness had not yet reached the ridiculous, the most distinguished of the orators in the lower chamber has been repeating the tale of justification ever since. This is surely equal to the Irish polemic's manner of getting rid of the facts, with a vengeance. And yet school reform is in the air for all the provinces, from British Columbia to Nova Scotia ; and as in Quebec so in the other provinces, the facts of the case are better than oratory or self-justifications when the moment is ripe for action.

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If anything can convince our representatives at Ottawa that what was said in our issue of last month about the organization of a Canadian Bureau of Education had a large element of soundness in it, the last volume of the report of the National Commissioner of Education is sure to do so. Any one of them can receive a copy of it, we believe, by sending to Dr. Harris of Washington. It brings to us a general survey of the status of educational thought and practice in all the countries of the world where any serious attempt is made to provide for the education of the rising generation. There is no name better known in the United States than the name of him who is National Commissioner at the present ; and while some of the educationists of the neighboring republic, inflated with the idea that the best of everything is only to be found in their own secluding or excluding development, and that a pedagogy can be made local, Dr. Harris, by his work and public teachings, stands as a reproof to all such. The principles of pedagogy are universal, and as these volumes come out, one after the other, they bear evidence in every page that such is the case. We are glad to see that a movement is on

foot to increase the Commissioner's emoluments. *The Teacher* greets the movement with such a comment as this, which we are sure will be echoed by everyone who knows the great educationist :

The proposition, embodied in a bill now before Congress, to increase the salary of the United States Commissioner of Education from \$3,000 to \$5,000, appeals to all fair-minded and observant people. One great deterrent to securing the best talent for public service nowadays is the consequent merging of one's identity with the machinery of a great system. It is most unfortunate and discouraging when a public servant begins to realize that merit is not the sole factor in determining remuneration, but that in the mind of his employers he is but one of a class. We believe that this is the important reason why self-sacrifice, industry and ability in the teaching profession meet with a return less adequate than in any other line of employment. But in the case of the National Commissioner, a most superficial comparison will prove the injustice. The City Superintendent of Philadelphia receives \$5,000 ; of New York, \$7,500 ; of Boston, \$4,200 ; of Chicago, \$7,000 ; of Washington, \$5,500 ; of Brooklyn, \$6,000. We venture to assert that the government is securing from Dr. William T. Harris a degree of ability, zeal and judgment that could not be surpassed by any educator of this country. Common justice, as well as the unanimous opinion of the teaching class, demand that his salary be placed upon a par with those paid by our largest cities.

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The knighthood lately conferred upon the author of "Maple Leaves" was made an event in the city of Quebec by the banquet given to Sir James Le Moine, and the honor thus bestowed upon one of their own

caste, is surely one which every literary man in Canada ought to be proud of. Among the speeches delivered on that occasion there was one which it can hardly be out of place to reproduce in these columns, seeing it was delivered by one well-known to our readers and gives a fair estimate of what may safely be considered a definition of Sir James LeMoine's position among our writers, as well as a judicious estimate of the status of what we are ever calling Canadian Literature. We take the report from the *Quebec Chronicle*: Dr. Harper, on being called upon to reply to the toast of Canadian Literature, said that it was a marvel to him why he had been selected to perform such a duty, and he had no doubt that before he was done, those who had to listen to him would marvel as much as he did. For others to escape what he had to say was often enough an accredited blessing, and for himself to escape the danger of saying anything about Canadian literature especially was a lesson he had learned after the usual experience. The only explanation he could make of his selection was the long and unbroken friendship which had existed between him and the author of "Maple Leaves," the honored guest of the evening, and the high and important position which he now, Sir James LeMoine, had attained to as the father of "the men of the first campaign" in favor of an improved literature in Canada. "Sir James LeMoine is a man"—and here Dr. Harper seemed to falter in his speech, "Yes, Mr. Chairman, Sir James LeMoine is a man, and in that statement we have the whole history of his career, literary, personal and social. Our Gracious Majesty has been pleased to touch his shoulder with the imperial sword, but you all know how nature has been beforehand with her, tipping him with that brotherly kindness and sympathetic citizenship

which have always marked him as one of nature's noblemen. And this it is, perhaps more than the late honoring of our guest by Royalty, that has brought us crowding round him this evening to take a stronger and firmer grip of the friendship of an honest man. And to speak thus of Sir James LeMoine is surely not to run away from the toast, but rather to speak to it in the most emphatic manner. Has he not been at the beginning of things in more senses than one, and if he is not to be called, without flattery, the Sir Walter Scott of Canada, even the Sir Walter Scott of his native Province, no one will deny that he has been a Sir Walter Scott to this old city of Quebec." Dr. Harper then referred to Canadian literature in its widest sense and showed how difficult it would be to deal with such a subject properly in an after-dinner speech. "There is an evolution," said he, "in the history of any country's literature, as there is an evolution in the history of any other movement among the humanities, and when we come to examine the stages of this evolution we find them concretely described in a marked degree in the powers of a Sir Walter Scott, as we find them exemplified in the history of our own old city. Take the instance of the development of a Rob Roy into a Roderick Dhu and you have in it an illustration of the various stages of the evolution of a literature; and take the literary developments of our own city and it is just as easy to learn from them whether there is a Canadian literature or not. Sir Walter Scott as an antiquary dug up the records of the blackmailing raider of Balquidder before he could give us as an historian the matter of fact biography of the red-headed outlaw, and as a novelist he had no doubt to think out the prose romance of Rob Roy before he had developed it into the imagery of the bold cateran of the "Lady of the

Lake." The stages in the development of a literature are, therefore, to be found in these, the industry of the antiquarian, the assimilating powers of the historian, the characterizations of the novelist and the imagery flights of the poet. And leaving Canada as a whole, as too wide a subject for the moment, does this grand old city of ours give any evidence of these various stages of the development of a literature of its own. Has she about her the proper element out of which to give birth to the antiquary, the historian, the novelist and the poet, and when Sir James LeMoine has answered you and Francis Parkman, and William Kirby and Louis Frechette you will have in their replies the answer to the query that disturbs so many people, though it does not disturb me, whether there be a Canadian literature or not. There is a fashion abroad when this subject is on the tapis, which I will not venture to imitate, the fashion of naming with aureolic éclat a list of writers of Canadian birth. With the usual illogical exclamation, "Did I not tell you so,—there is a Canadian literature after all." Were I to do so, I would be sure to omit some one and then the fat would be in the fire. I would rather contemplate the object lesson around us, and see if there is in the history of our own city, as a wee bit of the old world set down on the borders of the new, the elements that encourage us to hope for the very highest literary effects from those born within her borders. Why, we have had these effects already. We have had our antiquarians, our historians, our novelists, and our poets. What more do we want? We have a literature of Quebec, we have a literature of Canada, and what matters it whether it is to be called Quebec literature or Canadian literature. It is literature enswathed in the sweet rhythmic language of *La Belle France*, or the

rounding periods of a wholesome English, and that is about all we need trouble ourselves with unless we would wish to see men laugh at our vanity. And let me go no further than Quebec, the city compassed about with every variety of the picturesque and the beautiful, to learn the lesson that Canada has in itself the elements to produce the highest type of the literary man.

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The statement is frequently made, and by many believed to be a true statement, that the educational system of Ontario is responsible for the large number of our young men, and educated young men to be found in the United States of America. The last census of the United States, 1890, claims that there were then in the States 1,000,000 Canadians, or about 20% of our population. For the accuracy of this statement we do not vouch. A graduate of Victoria University, who has been intimately associated with it and its work for the last forty years or more, and knows the history of all its graduates in Arts (they number now about 600), says that about 10% of these graduates have gone to the United States. Do the people then go in larger numbers than graduates in Arts? The same university has 1,500 graduates in Medicine; a very much larger percentage of them have gone to the neighboring country than of the graduates in Arts, probably 35% at least. These facts do not show that, as far as the graduates of Victoria University are concerned, that the tendency amongst the graduates is much stronger than among the people generally, to go to the United States. And still the impression is strong and general among our people that our system of education leads the young people from the farm to the city, and then, for want of work, they drift off to

the more populous and more wealthy country. Is this impression on the part of our people well founded? The supporters of this magazine would do the country good service by turning their attention actively to this

important educational question, and report the results of their enquiry by writing to THE EDUCATIONAL MONTHLY. The whole country is vitally concerned in the truth or falsehood of this statement.

## PROFESSIONAL HINTS AND CORRESPONDENCE.

### ATTENTION.

EVERY intelligent teacher knows that any school work is utterly worthless without the attention of the pupil; and this is equally true of all grades and kinds of school, from kindergarten to university. But the troublesome question often is, how to secure this *sine qua non*? In truth, many teachers, without knowing it, do much to prevent attention; they are often inattentive themselves; they *fidget*, in their walk and in their ways; they *talk too much*, and their many words are too often spoken without reflection, the pupil learns not to attach much meaning or importance to what they say; they begin an exercise before they have secured attention, and they go forward with it when the attention has wandered. Probably there are very few teachers who are not sometimes at fault in some of these ways. It is a mistake to call often for attention, or to plead for it; and, with little children, the teacher should *never* ask for attention. The attention of little children is intense when they give it, but it is not under the control of the will; the skillful primary teacher will attract it in some demand it. It may sometimes be helpful to request the children to *look at you*; they can do that, and if they do it, they are more likely to attend, always, but will make no attempt to though it is not certain that they will do so.

We will venture a few suggestions that may be found helpful in securing attention:

Make no demand, issue no order, announce no lesson, till you have thought just what you are going to say; then say it in the most straightforward way, clearly, in the fewest words possible, and *say it but once*.

Begin no exercise till you have a good degree of attention; if the attention wavers, stop the work.

Be careful to have nothing to distract attention if it can be avoided.

With little children, never call for attention; seldom do so with pupils of any age. It is better to stand quietly, self-controlled, and look the pupil squarely in the face till attention secured.

Occasionally some pleasing exercises may be introduced to cultivate the attention. For instance, let the teacher or some pupil repeat a sentence or a quotation, and see who can repeat it exactly. Let the teacher whisper a little story in the ear of a pupil, let him whisper it to his neighbor, and he to the next one, and so on till the last returns it to the teacher. If the story has changed through someone's inattention, as it probably has, find out with whom the change occurred.

Probably, it is not wise to spend much time in special exercises to cultivate the attention of pupils; but the truth is, that everything said or done in the school will cultivate a habit of attention or its opposite.

### DISCIPLINE HINTS.

Employment, that is not irksome, is one of the first requis-



ites of easy discipline. It is the idle who are troublesome, in school and in society; and the wise teacher will prevent rather than cure wrong. It is less expensive and saves wear and tear.

Order which has to be advertised, catered to, preached about, sacrificed for very much, is spurious. The genuine "Simon-pure" article is unobtrusive, natural, and has nothing of the tyrant in its sway. It makes few laws and fewer law-breakers. Beware the order which is only part of a huge "crushing" machine.

Distrust and deceit go hand in hand. The presence of one presupposes that of the other. The judicious teacher avoids both, but cultivates their opposites in herself and her pupils.

The discipline whose effect is most ennobling and most salutary, which uses the least friction in attaining the best results, is the ideal discipline for school, home, society, and nations.

You can create the sentiment which will secure perfect self-discipline in your school—but you can only create it by living up to a high ideal yourself. You will hardly expect to push a school to a higher plane than your own—though you may lift it to one much higher than it occupies, and

your quiet, voiceless example will do infinitely more in this work than volumes of sermons or lectures on the subject.

Your weakness will be rendered visible by the conduct of your school, which in a large measure merely reflects you. Your strength will show in the same way.

Firmness does not mean obstinacy, any more than kindness is a synonym for weakness, although too often these are mistaken for each other. Be as ready to retreat from a false or mistaken position as you are to maintain a right one.

Threats are as unbecoming to your dignity as they are unsuited to your character and position as teacher. They are not only unnecessary, but absolutely detrimental, and are resorted to only by weak, cowardly, or powerless teachers. Punish when you must—but don't threaten.

Discipline is not "all there is of teaching"—but it is a large subject, and cannot be learned on paper. The theory that fits one case may miss the next dozen, or hundred. Study the art of easy discipline and you will see that it largely depends on your own perfect self-control.—*The New Education*.

#### CURRENT EVENTS AND COMMENTS.

THE éclat of progressiveness in the "New McGill" has lately been finding its way to the Arts Faculty, and it is almost enough to make some of the old benefactors and benefactresses of the institution turn in their graves, as many of the very pious folks of Montreal have been saying, to see the direction such progressiveness has taken. The energies of the McGill professors of classics have, as everybody knows, for months back been devoted to the task of preparing the *Rudens* of Plautus for the stage,

and now that the whole local excitement over the completion of the task is a thing of the past, the patrons of the college are finding it hard to count the educational gains arising from the event. It would not do for us to throw cold water on educational progress in any form; and when it has been shown that there are to be discovered traces of a true educational progress in such a movement as this, we will be the first to encourage its repetition. A prominent actor published certain critical remarks on

the subject, a day or two before the play was produced, but the "logic of the boys" came down upon him, and perhaps it was well for him that his engagement in the city was at an end before his critique appeared, or the boys might, in their own peculiar way, have backed up Mr. George Murray's accusation against the critic that he could not spell correctly. It is a good thing also that the Ministerial Association of Montreal did not frown upon the movement, or some of them might also have had their English attacked. As we do not desire to have either our English or our spelling defamed, we refrain from criticising the movement. That there has been collateral gain in the excellent articles which have appeared in the newspapers over the event no one can deny, and if it has done no other good than this, Canadians must greet it as a successful advertisement of what is becoming one of the most efficient faculties of the ever-developing McGill.

The movement in favor of the appointment of a Professor of Pedagogy in McGill University has nothing of a doubtful movement about it, and associated as the new professor must be with Faculty of Arts, it will do much to bring the work of that department into direct contact with the school movements of the Province of Quebec at least. The success of the Ontario School of Pedagogy, it is to be hoped, will be repeated in a province which, if all reports be true, is at present languishing for educational progress through an improved system of training for teachers. The re-organization of the McGill Normal School to meet the wants of the Quebecers is, it is said, all but an accomplished fact, as far as the formulating of regulations go, and when this is done, what with an increased subsidy and improved inspection, there may

be hope, educationally speaking, for the oldest province of Canada after all.

The retirement of Mr. John March from the superintendency of the schools of the city of St. John, New Brunswick, is a matter of much regret to all who know of the work which he has done in connection with the Board of Education there. As the *Review*, published in that city, says: "For twenty-five years no one has been so closely identified with the common schools of St. John as Mr. March, in his position both of secretary and superintendent. Of a genial disposition, ready sympathies, and possessed of rare tact and a skill for organization, he exercised an influence with teachers, parents and children that tended in a great degree to secure that harmony which is so essential in carrying out a system of free school education. He was always ready to devote himself without stint in the service in which he was engaged. It is a matter of regret that a man in the full possession of his powers, and at an age when he cannot readily turn to any other employment, should not be retained in a position in which, it has been shown, he has done so much excellent work."

It is reported that some difficulty has arisen between the professors and students of Morrin College on the score of discipline, and that several of the latter have threatened to leave at the end of the year. We trust that better counsels will prevail among the students, as the institution can hardly continue along the lines of its present prosperity if internal dissensions take hold of it, when it is in the way of leading its friends to hope for the best results under the management of the lately-appointed principal, the Rev. Dr. McRae.

It is difficult to know how some men reach their conclusions. At a late conference of headmasters of England, a discussion took place on the training of teachers, showing, as the report says, a growing opinion in favor of giving professional training to young men who propose to become assistant teachers in our public schools. It seems somewhat late in the day to be discussing such a question. We have had training colleges for elementary teachers for now over half a century, and whatever be the defects of these colleges we have never heard anyone suggest that elementary teachers would be improved by having no training. Dr. James, the highly successful head-master of Rugby, whose opinion properly carries with it great weight, is reported as having said that he did not believe in the training of teachers, and that the only instance he knew of its being tried was a failure. The public will judge for themselves whether a single instance, carried on under unspecified conditions, justifies so definite a conclusion. There is surely no one in Canada who is likely to hold with Dr. James in his opinion, high though his success as a teacher may be.

An admirably lucid and highly important volume on "Juvenile Offenders," written by Mr. Douglas Morrison, and published by Mr. Fisher Unwin, makes its appearance at what might be called, in two distinct senses, "the psychological moment." In the first place, the Education Department has just appointed a committee to report on the education of children of defective intellect. The committee are instructed to enquire into the existing systems for the education of feeble-minded and defective children, not under the charge of guardians, and not idiots or imbeciles, and to advise as

to any changes, either with or without legislation, that may be desirable; to report particularly upon the best practical means for discriminating between the educable and non-educable classes of feeble-minded and defective children, and between children who may properly be taught in ordinary elementary schools by ordinary methods and those who should be taught in special schools; and to enquire and report as to the provision of suitable elementary education for epileptic children, and to advise as to any changes that may be desirable.

The Association of Headmasters of England, whose report for the past year gives evidence of much useful work, was formed in 1890, with the idea of bringing uniformity into the examinations which admit into public secondary schools, of attempting to guide secondary legislation, and of fully informing the public on all questions of secondary education. Starting with forty members, in the course of six years it has expanded to some four hundred. Originally it was recruited from the masters of schools which come immediately next to those represented at the Headmasters' Conference, and there was some apparent rivalry between the two organizations, for the conference passed a resolution that it was undesirable for headmasters to belong to both societies. In December, 1895, however, this resolution was withdrawn, and to-day more than a third of the headmasters who belong to the conference belong also to the association. There is possibly room for some such association in each of the Canadian provinces.

Sir Joshua Fitch, late Senior Inspector of the Education Department, delivered an address at the School of

Arts and Crafts, Bedford Park, last week, in the course of which he referred to the subject of female education. We were living now, he said, in the reign of the most illustrious female sovereign who had ever sat upon the English throne. It was appropriate to remember that the reign of her Majesty had witnessed the greatest advance in female education ever made in this or any other country. At the commencement of the reign women possessed no university rights or privileges, and there were no schools for girls conducted upon liberal educational principles. These now existed and flourished everywhere, and many honorable and lucrative pursuits and professions were opened to women which were closed to them a few years ago. Many careers of public usefulness were offered for their choice, in connection with the administration of the poor law, with School Board work, with other branches of local government, and with the administration of charity. In these various public offices many women were engaged with the utmost honor to themselves and profit to the community. Nowadays there were more opportunities than ever before for utilizing and developing the special knowledge and peculiar qualities of women. To his mind this was one of the greatest features of the reign of Queen Victoria.

In Sir Philip Magnus's opinion, the London institutes give facilities not only for technical but also for literary and general education which are not obtainable on the same scale and on similar lines in any other capital in the world. How, then, does it happen, asks the *Journal of Education*, that our merchants' and bankers, clerks and our commercial travellers are inferior to those of Germany and

Switzerland, if not of France? Simply because so much of our primary education is inferior, and, consequently, lads are not able to profit by the evening classes and technical instruction provided for them.

In a sermon preached to the undergraduates of Balliol College, Dr. Jowett declared the relation of the teacher to be "a personal one." He said that some persons did not understand that teaching had anything to do with sympathy.

"The gifts they look for in the teacher are knowledge of the subject, clearness in the arrangement of materials, power of illustration, accuracy, diligence—nor can any one be a good teacher in whom these qualities are wanting. And yet much more than this is required. For the young have to be educated through the heart as well as through the head; the subtle influence of the teacher's character, his love of truth, his disinterestedness, his zeal for knowledge, should act imperceptibly upon them. . . . He who is capable of taking an interest in each of his pupils individually; who by a sympathetic power can reach what is working in their hearts or perplexing their understanding; who has such a feeling for them that he has acquired the right to say anything to them—has in him the elements of a great teacher."

Those qualities in a teacher are not ensured by the possession of a university degree or a training certificate. We are aware that Education Departments would regard Dr. Jowett's words as a counsel of perfection. Nevertheless in these days, when "doubts, disputes, distractions, fears" are almost synonyms for the term education, it is well to keep in view the ideal of the great Oxford teacher.

A BRITISH EXPEDITION.—[Benin is a small kingdom of Guinea, western

Africa. The interior is hilly and the soil fertile. Sugar, rice, cotton and palm oil are the principal products. Benin City, a town situated on the Benin River, a mouth of the Niger River, is the capital. It has a population of about 15 000.]

A British expedition consisting of Consul-General Phillips, Major Crawford, Captain Boisragon, Captain Maling, Mr. Campbell and Mr. Locke, consular officers, Dr. Elliot, Mr. Powis and Mr. Gordon, with a number of native carriers, was attacked recently and all but two of the party massacred by subjects of the King of Benin. The expedition set out from Bonny, a port of Guinea on the western coast of Africa, on January 1st. The object of the journey was, it is claimed, to open trade relations with Benin City, a town in the interior on a mouth of the Niger River. The Expedition was unarmed and fell victims to the suspecting natives.

The British Government has decided to avenge the death of the members of this expedition. It has accordingly sent a number of British officers to Guinea, who will take charge of an armed force to compel the King of Benin to account for the massacre. The force will proceed in launches up the Niger River to Sapeli, and from that point by boat to Benin City. This march will be fraught with many dangers, as large malarial swamps lie between Benin City and the river, and the road is nothing but a narrow path through the jungle.

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Go to your class with a sunny temper and a cheerful countenance. These cannot be assured if you do not retire early enough for a night's thorough rest of body and mind, after an evening devoted to some rational relaxation following your day's exhausting labor.—*Ex.*

CHAMBERLAIN ON COMMERCE—  
The commercial aspects of England's Colonial development were dealt with by Mr. Chamberlain in an address before the Birmingham Chamber of Commerce. His remarks are reported in a condensed way in *The Christian World* as follows: The present Government, he asserted, had, from the moment of accepting office, looked upon the maintenance of commerce as its most important duty. All the great offices of State were engaged in commercial affairs. The Foreign Office and the Colonial Office were chiefly engaged in finding new markets and defending old ones. The War Office and the Admiralty were mainly occupied in preparing for the defence of these markets, for the protection of our commerce. In our Colonial policy, as fast as we acquired new territory we developed it, as trustees for the civilization of the commerce of the world. Other nations, on acquiring new territory, shut out all competition so that their own subjects might have a monopoly of trade. We offered an open field to foreigners, and placed them on equal terms with our own people. In the last twelve months Great Britain, at a small expenditure of life and treasure, had rescued from the hands of two "great assassins" two provinces, Dongola and Ashanti, where trade had previously been impossible, seeing that no man could call his life or his property his own. In these two countries the number of victims of the bloodthirsty tyranny of native princes had been tenfold that of the people massacred by the Turk. "Yet I find that those who have been preaching a crusade for the Armenians say not one word of sympathy or approval for a policy which has, I believe, diminished the sum of human misery by a greater amount than even if we had secured the destruction of the Turkish Empire."

## SCHOOL WORK.

## EDUCATION DEPARTMENT.

## SCIENCE.

*Editor.*—J. B. TURNER, B.A.

## SCIENCE READERS.

## I.

Nature Study is gradually making its way towards recognition as a subject which will render school work more pleasant and profitable than, in many cases, it has been in the past.

To meet the ever-increasing demands, both of teachers and pupils, in this direction, numerous courses of study have been outlined by eminent educationists, and not a few books have been issued dealing with the subject. Among these latter are Murche's "Object Lessons in Elementary Science," which were shortly followed by "Science Readers," by the same author. The "Object Lessons" are for the use of the teacher, and outline a course in elementary science intended to cover the whole of the time spent by pupils in the public schools of London, England. In the use of these books it is not intended that the teacher shall take exactly the lessons laid down by the author, but that he shall be guided by them in conducting his work in the conditions in which he is placed. Wherever experiments are used they are such as to require only the simplest apparatus and very inexpensive material. In the conduct of classes in Nature Study, it is desirable that the actual objects be used, and not pictures or charts of them. One important point insisted on by the author is that wherever possible a specimen of the "Object of Study"

should be placed in the hands of *each pupil*.

The "Readers" extend over the work of the same grades as the "Object Lessons," and they are intended for use after the work outlined in the Lessons has been taken up in the class.

The author, in his preface, says that "Although the subjects follow the general course of the Teacher's Oral Lessons, the order has been considerably altered, with the view of avoiding monotony in the character of the successive lessons, and of maintaining as far as possible a general level of attractiveness throughout each book."

This attractiveness has been secured by well-graded lessons, both as to subject matter and the language employed. The series begins with easy lessons on objects that are familiar to every pupil, and proceeds by easy steps to less familiar objects, and as the pupil advances the points that are brought to his attention become more important, so that the advanced pupils will not feel that they are being trifled with.

According to the present programme of studies in our public schools these books can only be used for supplementary reading, which is a part of the regular work in all our best schools.

By the use of these books in this department of school work, a great deal can be done to arouse the interest and excite the attention of the pupils, and at the same time there will be brought before the child much knowledge of common things, which will be useful in after life.

The style of these books is attractive, and the illustrations are particularly good, and it is to be hoped that they will be extensively used, especially in junior classes.

## II.

The following are the solutions of two problems which were in the Senior Leaving Chemistry paper, published in the Science Column of THE MONTHLY in the January number of this year :

The cubic contents of the cylinder is  $2\frac{1}{2} \times 2\frac{1}{2} \times 2\frac{1}{2} \times 50$  cc's, and this is equal to

$$\frac{2\frac{1}{2} \times 2\frac{1}{2} \times 2\frac{1}{2} \times 50}{1,000} \text{ litres.}$$

$$= \frac{625 \times 22 \times 50}{4 \times 7 \times 1,000} \text{ litres.}$$

And this is measured at  $25^{\circ}$  C and  $600^{\text{mm}}$  pressure.

$\therefore$  At standard temperature and pressure it will measure

$$625 \times \frac{22 \times 50}{4 \times 7 \times 1,000} \times \frac{273}{298} \times \frac{600}{760} \text{ litres,}$$

but 11.2 litres of carbon monoxidé at standard temperature and pressure weigh 14 grams.  $\therefore$  the gas in the cylinder will weigh

$$\frac{625 \times 22 \times 50 \times 273 \times 600 \times 140}{4 \times 7 \times 1,000 \times 298 \times 760 \times 112} \text{ grams} = 22.19 \text{ grams. } \textit{Ans.}$$

The number of calories absorbed by the ice as it is raised from  $-40^{\circ}$  C to  $0^{\circ}$  C will be  $200 \times 40 \times .5 = 4,000$ .

The number of calories absorbed by the ice while melting will be  $200 \times 79 = 15,800$ , since 79 is the latent heat of water.

The water formed from the ice will absorb  $200 \times 32.5 = 6,500$ , as its temperature is raised to  $32.5^{\circ}$  C.

The whole number of calories absorbed by the ice as its temperature is raised from  $-40^{\circ}$  C to  $32.5^{\circ}$  C is  $4,000 + 15,800 + 6,500 = 26,300$  cal.

These are absorbed from the 400 grams of water at  $95^{\circ}$  C, and the 200 grams of zinc at  $100^{\circ}$  C as their temperatures are being reduced to  $32.5^{\circ}$  C, and are equal to  $400 \times 62.5 + 200 \times 67.5 \times \text{S.H.}$ , where S.H. is the specific heat of zinc.

We have then the following equation :  $400 \times 62.5 + 200 \times 67.5 \times \text{S.H.}$

$= 26,300 \therefore \text{S.H.} = .096$  the specific heat of zinc.

## CLASSICAL DEPARTMENT.

PRINCIPAL STRANG, GODERICH.

QUESTIONS BASED ON CÆSAR, BOOK III., CHAPTERS 1-6.

## I.

1. Translate chapter 3, *Quo consilio defendere* into good idiomatic English.

2. What difference of idiom between Latin and English is illustrated by the use of *quo* in this sentence?

3. Classify the subjunctives in the passage.

4. Construction of *peri uli, subsidio, quibus, parti*.

5. *salute*. What nouns in *us* of the 3d declension are feminine?

## II.

1. Translate idiomatically chapter 6, *Quod jussi—recipiunt*.

2. *Sui colligendi*. Point out and, if possible, account for the peculiarity.

3. Distinguish in meaning and use *constare, consistere* and *constituere*.

4. Account for the mood of *fieret*, and the case of *numerum*.

5. *ne—quidem*. What peculiarity in the use of these words?

## III.

Translate idiomatically :

(1.) *Accedebat quod suos ab se liberos abstractas obsidum nomine dolebant, et Romanos non solum intricum causa, sed etiam perpetuae possessionis culmina Alpium occupare conari, et ea loca finitima provinciae adjungere sibi persuasum habibant.*

(2.) *Nostri hoc superari quod diurnitate pugnae. Hostes defessi proelic excedebant, alii integris viribus succedebant; quarum rerum a nostris propter paucitatem fieri nihil poterat, ac non modo defesso ex pugna exce-*

dendi, sed ne saucio quidem egus loci ubi constiterat relinquendi, ac sui recipiendi facultas dabatur.

## IV.

1. Give the 3d. sing. pres. subj. act. of *consuerat, volebat, dato, positus, perfectæ, jussisset*.

2. Give the pres. inf. pass. of *facio, perficio, patefacio, completa, abstractos, permotus*.

3. Give the abl. sing. and acc. pl. of *omne id iter*.

4. Give the dat. sing. and gen. pl. of *nullus acer impetus*.

5. What prepositions when prefixed to intransitive verbs make them transitive?

6. *tantum periculi*. Give a list of other neuter adjectives similarly followed by a genitive.

7. Compare *maxime, acrius, saepius*

8. Mark the penult of *demoror, dato, desperat, dividit*.

9. *viribus*. Give all the forms in use of this word.

10. *patiunter*. Write all the active forms of this verb.

## V.

Translate into idiomatic Latin based on Cæsar:

1. I have promised to give them permission to cross the river and set fire to the village if they think it necessary.

2. Learning that the heights which overhung this road were held by a strong force of the enemy, we determined to return home by another route.

3. In addition to this, two cohorts had been withdrawn from the legion the previous day to defend the bridge.

4. Knowing that everything depended on valor, our men resisted bravely, and after about two hours' hard fighting put the enemy to flight.

5. Before the enemy could gather enough branches and stones to fill up the trench our men had recovered from their panic.

6. As no enemies hindered us or delayed our march, we reached the camp a little before noon on the third day.

7. Some of the officers thought we should join battle at once, but the majority were of opinion that it was better to wait for reinforcements.

8. We all felt sure they would return next day with a larger force and renew the fight.

9. Not thinking there was any reason to fear an attack, our men had not fortified the camp as carefully as usual.

10. Although their strength as well as their ammunition was giving out, not even the wounded would leave their posts.

## ENGLISH DEPARTMENT.

## PRINCIPAL STRANG, GODERICH.

## FOR ENTRANCE.

## I.

Analyse the following simple sentences:

1. *After a long and disheartening struggle and the expenditure of a large amount of money, the attempt to overcome these difficulties was finally abandoned by the company.*

2. *Picking up the noisier of the two children he soon succeeded in diverting its attention and making it forget its griefs for a time.*

3. *Never probably in the history of the settlement had there been so good a prospect of an abundant harvest and a prosperous future.*

## II.

Write out the subordinate clauses in the following in full, classify each, and give its relation:

1. And *still*, as fast as he drew near,

'Twas wonderful to view,  
How in a trice the turnpike men  
Their gates *wide open* threw.



2. But not *performing what he meant*,  
And gladly would have done,  
The frightened steed he frightened more  
And *made him faster run*.
3. And now the turnpike gates again  
Flew open in short space,  
The *tollmen thinking as before*,  
That Gilpin rode a race.

## III.

1. Parse the italicised words in I. and II.

2. Write the 3d sing. of each tense of the indicative passive of the verb *forget*.

3. Give all the other inflected forms of the verb from which *flew* comes.

4. Why are participles in *ing* called imperfect participles?

5. Mention two classes of dissyllabic adjectives that are compared by *er* and *est*.

6. Select all the preposition phrases in I., classify each according to its grammatical value, and give its relation.

7. Give nouns derived from *long*, *abundant*, and adjectives derived from *history*, *money*, *prospect*.

8. Write sentences using *long* as an adverb, *time* as a verb, *good* as a noun, and *future* as an adjective.

9. Write sentences showing what different kinds of attributive modifiers a subject may have.

10. Write a sentence containing a noun clause, an adjective clause and an adverbial clause.

## FOR PUBLIC SCHOOL LEAVING.

1. Write out in full the subordinate clauses in the following, classify each, and give its relation.

- (a) So Eden was a *scene* of harmless sport,  
Where kindness on *his* part who ruled the whole

Begat a tranquil confidence in *all*,  
And fear as yet was not, nor cause of fear.

- (b) Nor less composure waits upon the roar  
Of distant floods, or *on* the softer voice  
Of neighboring fountain, and rills that slip  
Through the cleft rock, and *chiming* as they fall  
Upon loose pebbles, lose themselves at length  
In matted grass *that* with a livelier green  
Betrays the secret of their silent course.

- (c) *Short* as in retrospect life's journey seems,  
It seemed not always short; the rugged path,  
And prospect oft so dreary and *forlorn*,  
Moved many a sigh at its disheartening length—  
Yet, *feeling* present evils, while the *past*  
Faintly impress the mind, or *not* at *all*,  
How readily we wish time spent *revoked*,  
That we might try the ground again where once,  
Through inexperience, as we now perceive,  
We missed that happiness we might have found!

2. Parse the italicised words in (a), (b), and (c).

3. Select the preposition phrases in (b), classify each according to its grammatical value, and give its relation.

4. Write down all the participles of *begat*, and all the infinitive forms of *lose*.

5. Form nouns from *scene*, *betray*, *dreary*, adjectives from *sport*, *ground*, *rock*, and verbs from *tranquil*, *fall*, *short*.

6. Write sentences using *all* as an adverb, *less* as a noun, *secret* as an adjective, *past* as a preposition, and *cause* as a verb.

7. Name and exemplify as many kinds of adverbial clauses as you can.

8. Name, with examples, the different classes of adjectives that can't be compared.

9. Give four different examples of foreign words retaining a foreign plural ending in English.

10. Explain, with examples, what you mean by a verb of incomplete predication.

#### FOR PRIMARY.

"Thus formed, thus placed, intelligent, and taught,  
Look where he will, the wonders God has wrought,  
The wildest scorner of his Maker's laws  
Finds in a sober moment time to pause,  
To press the important question on his heart,  
'Why formed at all, and wherefore as thou art?'  
If man be what he seems, this hour a slave,  
The next mere dust and ashes in the grave;  
Endued with reason only to descry  
His crimes and follies with an aching eye;  
With passions just that he may prove,  
with pain,  
The force he spends against their fury vain;  
And if, soon after having burned, by turns,  
With every lust with which frail Nature burns,  
His being end where death dissolves the bond,  
The tomb takes all, and all the black beyond;  
Then he, of all that Nature has brought forth,

Stands self-impeached the creature of least worth,

And useless while he lives, and when he dies,

Brings into doubt the wisdom of the skies.

1. Write out in full each subordinate clause in the first six lines, classify it, and give its relation.

2. Select the infinitive phrases, classify each according to its grammatical value, and give its relation.

3. Classify the following words and give the relation of each: *taught, wherefore, what, next, endued, vain, being.*

4. Give the relation of *wonders*, and point out anything peculiar in regard to it.

5. Parse fully the word *take* in line 16.

6. Select from the passage an example each, of a predicate nominative, an adverb modifying a phrase, an adverb modifying a clause, a gerund, a noun in the adverbial adjective.

7. Is *will*, in line 2, a notional verb or a relational verb? Give your reasons for your answer.

8. Account, if you can, for the form *wrought* as a part of the verb *work*.

9. Is *teach* a verb of the old conjugation or of the new? Give your reason for your answer.

10. Give two examples each, of nouns having only a plural form, nouns having two plural forms, nouns having two wholly different meanings for one plural form, nouns retaining a foreign plural form, nouns having no plural form.

11. Write a sentence of ten words, all of native origin, and another of five words, all of foreign origin.

12. Give as many reasons as you can to account for the fact that our scientific terms are mostly of classical and especially of Greek origin.

## ENTRANCE ARITHMETIC.

1. A boy's hoop is  $3\frac{1}{2}$  ft. in circumference; how many turns will it make in going  $\frac{7}{8}$  of a mile?

2. The front wheel of a carriage is  $10\frac{1}{2}$  ft. in circumference, and the hind wheel  $11\frac{2}{3}$  ft.; how many revolutions will each make in going  $8\frac{3}{4}$  miles?

3. The front wheel of a carriage is  $6\frac{2}{3}$  ft. in circumference, and makes 1,056 revolutions more than the hind wheel in going 20 miles. What is the circumference of the hind wheel?

4. The hind wheel of a waggon is 10 ft. in circumference, and makes 330 fewer revolutions than the front wheel in going  $2\frac{1}{2}$  miles. Find the circumference of the front wheel.

5. The hind wheel of a carriage is  $7\frac{6}{7}$  ft. in circumference, and the front wheel  $6\frac{3}{5}$  ft.; how many feet must the carriage travel before the latter has made 20 revolutions more than the former?

6. A newsboy buys newspapers at the rate of 6 for 5 cents, and sells them at the rate of 8 for 9 cents. Find his gain per cent.

7. A tradesman marks his goods at an advance of 40 per cent. on cost, but gives a customer a reduction of 30 per cent.; what per cent. does the merchant gain or lose?

8. How much per cent. above cost must a man mark his goods in order to take off 20 per cent., and still make 30 per cent. profit?

9. A drover sold two cows at \$60 each; on one he gained 20 per cent., and on the other he lost 25 per cent.; did he gain or lose, and what per cent.?

10. If  $\frac{1}{5}$  of the cost price equals  $\frac{3}{4}$  of the selling price, find the gain per cent.?

Answers. (1) 11,320. (2) 4,400, and 3,960 respectively. (3)  $7\frac{1}{7}$  ft. (4) 8 ft. (5) 825 ft. (6) 35. (7) Loses 2 per cent. (8)  $62\frac{1}{2}$  per cent. (9)  $6\frac{1}{4}$  per cent. loss. (10)  $6\frac{2}{3}$  per cent.

1. In what time will any sum of money double itself at 5 per cent, per annum? At 6? At 7? At 8? At 10?

2. At what rate will any sum of money double itself in 20 yrs? In 30? In 25? In 12? In 15?

3. (a) In what time will the interest on \$300 be \$60 at 5 per cent?

(b) In what time will the interest on \$250 be \$70 at 4 per cent.?

(c) In what time will the interest on \$1,000 be \$180 at 7 per cent.?

(d) In what time will the interest on \$600 be \$540 at 3 per cent.?

(e) In what time will the interest on \$150 be \$72 at 6 per cent.?

(f) In what time will \$500 amount to \$620 at 4 per cent.?

(g) In what time will \$250 amount to \$310 at 6 per cent.?

(h) In what time will \$200 amount to \$245 at  $4\frac{1}{2}$  per cent.?

(i) In what time will \$350 amount to \$434 at 4 per cent.?

(j) In what time will \$1,500 amount to \$1,900 at 6 per cent.?

4. (a) At what rate will the interest on \$1,000 for 3 yrs. be \$210?

(b) At what rate will the interest on \$600 for 8 yrs. be \$144?

(c) At what rate will the interest on \$550 for 4 yrs. be \$110?

(d) At what rate will the interest on \$250 for 8 yrs. be \$320?

(e) At what rate will the interest on \$120 for 10 yrs. be \$90?

(f) At what rate will \$500 amount to \$680 in 6 years?

(g) At what rate will \$750 amount to \$900 in 6 years?

(h) At what rate will \$1,200 amount to \$1,344 in 4 years?

(i) At what rate will \$300 amount to \$450 in 10 years?

(j) At what rate will \$450 amount to \$600 in 5 years?

5. (a) \$50 is interest on what sum for 4 years at 5 per cent?

(b) \$36 is interest on what sum for  $4\frac{1}{2}$  years at 4 per cent?

(c) \$300 is interest on what sum for  $2\frac{1}{2}$  years at 8 per cent ?

(d) \$66 is interest on what sum for  $5\frac{1}{2}$  years at 4 per cent.

(e) \$120 is interest on what sum for  $7\frac{1}{2}$  years at 2 per cent ?

(f) What principal will amount to \$324 in 2 years at 4 per cent ?

(g) What principal will amount to \$266 in 6 years at  $5\frac{1}{2}$  per cent ?

(h) What principal will amount to \$780 in 4 years at 5 per cent ?

(i) What principal will amount to \$1,120 in 6 years at  $6\frac{2}{3}$  per cent ?

(j) What principal will amount to \$179.20 in  $1\frac{1}{2}$  years at 8 per cent ?

Answers : No. 1. 20 years,  $16\frac{2}{3}$ ,  $14\frac{2}{7}$ ,  $12\frac{1}{2}$ , 10.

2. 5 per cent,  $3\frac{1}{3}$ , 4,  $8\frac{1}{3}$ ,  $6\frac{2}{3}$ .

3. 4 years, 7,  $2\frac{1}{7}$ , 3, 8, 6, 4, 5, 7,  $4\frac{1}{9}$ .

4. 7 per cent, 3, 5, 16,  $7\frac{1}{2}$ , 9,  $3\frac{1}{3}$ , 3, 5,  $6\frac{2}{3}$ .

5. \$250, \$200, \$1,500, \$300, \$800, \$300, \$200, \$650, \$800, \$160.

#### GEOGRAPHY FOR FOURTH CLASSES.

(a) Where and for what noted are :  
1. Cannes, Nice, Saratoga, Tokay, Nanaimo, Oporto, Cronstadt, Leith, Civita Vecchia, Havre ?

2. Johannesburg, Frankfort, Marseilles, Trieste, St. John's, Cacouna, Cracow.

(b) 1. Name the Capitals of the following islands : Sardina, Ceylon, Sicily, Iceland, Malta, Cuba, Corsica, Madagascar, Java, Japan.

2. Give the names of the leading cities on the following rivers : Thames, Rhine, Volga, Amazon, Mississippi, Danube, Ganges, Clyde, Seine, Rhone.

(c) 1. Tell where the following mountain peaks are : Elburz, Blanc, Popocatepetl, The Peak, Chimborazo, St. Gothard, Snowdon, Ararat.

2. Where are : The Iron Gate, The Golden Horn, The Maelstrom, The St. Gothard Tunnel, The Campaigna, The Military Frontier, The Dollart, the Lighthouse of the Mediterranean, The Tundras, The Golden Gate ?

Statesman, yet friend to truth ; of soul sincere,

In action faithful, and in honor clear ;  
Who broke no promise, serv'd no private end,

Who gain'd no title, and who lost no friend ;

Ennobled by himself, by all approv'd.  
—Pope.

#### CONTEMPORARY LITERATURE.

We have received the Students' Edition of Canadian History, arranged according to Scaife's well-known Synoptical Plan ; the period embraced is from 1492 to 1897. This chart is well compiled and attractively displayed with appropriate colors. In this way many of "the long results of time" may be seen at a glance. We trust it will be found helpful to all those who are engaged in studying the history of our country.

We have received from William

Tyrrell & Co., King Street, "Souvenirs of the Past," by William Lewis Bâby, a book of reminiscences, dealing with the customs of the pioneers of Canada. The interest in the historical aspect of our country is steadily increasing, and the class to which a work such as this appeals is no longer a small one. Much that is interesting and amusing may be found in its pages. It is sincerely to be regretted that salmon no longer swarm in the pellucid waters of the Don and Humber.

"Matthew Arnold's Poems," selected and edited by G. C. Macaulay Macmillan & Co., London; Copp, Clark & Co., Toronto. A careful and scholarly addition to books which may be prescribed for reading by older scholars. Much useful and some new information about the setting of many of the poems is given.

"Selections from Malory's *Le Morte D'Arthur*," by A. T. Martin. Macmillan & Co., London; Copp, Clark & Co., Toronto. Once having caught the note of the romance of old England from Tennyson and Spenser, any student of literature would eagerly follow it in Malory. It is profit enough to be interested in the story.

"An Introduction to the Study of Chemistry," by W. H. Perkin and Bevan Lean. Macmillan & Co., London; Copp, Clark & Co., Toronto. A thoroughly modern book, in which methods of research will be found, given in a clear and interesting manner.

"English Literature," by Stopford A. Brooke. The Macmillan Co., New York; William Tyrrell & Co., Toronto. The teachers of English literature will derive encouragement and assistance from the excellence of this survey of the work accomplished in letters by English writers from 670-1832. It would be futile to reiterate comment on the unsurpassed succession of masters whose works are our inheritance. Few can equal Mr. Brooke in his conception of what they have done.

We have also received from The Macmillan Co., through the William Tyrrell Co., a text-book in the Elementary Classics Series, "*Cornelius Nepos*," edited by J. E. Barss.

And from the Macmillan Co., London, through Messrs. Copp, Clark, "*Mensuration for Beginners*," by F.

H. Stevens and Minna Von Barnhelm, edited by the Rev. Chas. Meek.

In the Athenæum Press Series Ginn & Co. have recently issued a pleasing edition of Carlyle's "*Sartor Resartus*," edited by Archibald MacMechan, of Dalhousie College. Those who count this the most noble expression of Carlyle's belief will welcome any event which helps to bring it near to the minds of students. The notes are discriminating and just, while one whose knowledge has many limits will often find them necessary. We note with pleasure the name of a Canadian professor on the title page.

From Ginn & Co. we have also received "*Ninth Book of Virgil's Æneid*," edited by E. H. Cutler, and "*Easy Latin for Sight Reading*," edited by B. L. D'Ooge.

The University Press, Cambridge, "*A Manual and Dictionary of the Flowering Plants and Ferns*," vols. 1 and 2, by J. C. Willis, M.A., Director of the Royal Botanic Gardens, Ceylon. Any work issued under this publishing name cannot but be distinguished by great excellence in all that pertains to its furnishing. Students in Botany will at the same time derive pleasure from so comprehensive and thoroughly scientific exposition of this great division of their subject.

"*The Story of the Chosen People*," by H. A. Guerber. The American Book Co., New York. Many well-known books have been issued in this valuable series, but none possessing a more peculiar interest than the present one. The illustrations are particularly fine.

From the same company we have received "*Our Little Book for Little Folks*," by W. E. Crosby.

"*Fragments from Fénelon Concerning Education*." Bonnell, Silver

& Co., New York. Not only teachers, but any one interested in learning and teaching, will be interested and benefited by this little book.

The interest of our American neighbors in their war literature is certainly extraordinary. The *Century* publishers are more than satisfied with the sensation that is being produced by their historical serial "Campaigning with Grant." "Hugh Wynne, Free Quaker," appeals to every one, for it is a splendid story, but add to that the fact that it tells of the revolutionary war, and naturally does not glorify the British, and what more can the freeborn American desire? The March number is to be an inauguration one, with articles on life at the White House and the Capital.

*McClure's Magazine* with the March number will begin the publication of Stevenson's last story, "St. Ives." It is unfortunate that the enterprising publishers have, to some extent, been disappointed in their expectations as to the exclusive right of publishing in America, but no one else will be disappointed, for a more charming or stirring tale was never penned. There is no second Stevenson.

The February number of *Table Talk* opens with "The Lobster at Home," by Helen Louise Johnson, a comprehensive and valuable article which is at the same time bright and entertaining. The usual departments are given together with an article on the Quotation Menu.

*Littell's Living Age* is shortly to begin the publication of a serial by the eminent Russian author, Ivan Tourgenieff.

Blanche Willis Howard, a lady whose writings one only too seldom sees, has a charming short story called "Marigold-Michel" in the March

*Atlantic*. There is also a short article, entitled "Mr. Cleveland as President," by Prof. Woodrow Wilson, dealing with that gentleman's future position in political history. Those who remember Percival Lowell's remarkable papers on Mars, will be glad to see that he has now turned his scientific and highly imaginative eye on Venus.

"The Secret of St. Florel" is concluded in the February number of the *Macmillan's Magazine* with a deplorable death rate. One had not realised that it would need so many removals to make the situation comfortable, it seems a little inartistic. There are a couple of interesting papers, one on Literature and Music, which apparently goes to prove that authors know little of the beauty of sound. This is unkind, for no class of the community celebrates music more than they.

Those who think lightly of the highest English Society would do well to study such an article as "Sunday with the Prince and Princess of Wales," which appears in the March number of the *Quiver*. W. J. Dawson has a short story entitled, "Rue with a Difference."

It would be hard to produce a better number of a reviewing and book news magazine than the February number of the *Book Buyer*. The frontispiece is a satisfactory portrait of Walt Whitman, and the illustrations throughout are excellent, while one finds a sincere pleasure in reading a review of four books of essays, by Agnes Repplier, and one on Margaret Ogilvy, by G. W. Cable. Gilbert Parker contributes a kindly criticism of "In the Village of Viger," by Duncan Campbell Scott.

We have received from the Copp, Clark Co. a copy of "Exercises in

Rhetoric," by J. E. Witherell, pp. 93, price 25 cts., and have pleasure in drawing attention to it. It contains the departmental examination papers for several years, followed by a considerable number of carefully selected passages, some with questions appended, others without, and a review of the leading principles of rhetoric. It will be found convenient and sufficient for class drill.

We have also to thank the same publishers for a set of "Elementary Composition Exercise Books," Nos. 1, 2, 3, for use in second, third, and fourth book classes, respectively, by S. E. Lang, B.A., Inspector of Schools (Man.).

The books, which have been prepared primarily, we presume, for use in the schools of Manitoba, undoubtedly contain a large number of useful exercises, but the arrangement is so different from what we have been accustomed in Ontario to regard as proper that we doubt if they will find much favor with our teachers.

The author, who claims to have followed a logical plan, begins in the second book classes with exercises on unity and continuity of paragraph structure; in No. 2 third book classes begin the study of the sentence, and not till pupils reach the dignity of the fourth book are they required to deal with such difficult tasks as to change the voice of verbs or to substitute words for phrases. Even these they do not reach till they have been asked to "Describe a locomotive engine," and to "Prepare a topical analysis of some novel that you have read."

However it may be that we are old fogies, and prejudiced, so our readers who are called on to teach composition had better get No. 3 of the series and judge for themselves.

Once more British sailors and soldiers have shown the stuff which they are made of, not, happily, in

facing the cannon's mouth and with great loss of life, but in the more trying ordeal of shipwreck. The troopship *Warren Hastings* was wrecked off the Island of Reunion on Friday, 15th January. A despatch gives the following particulars: "The troopship ran ashore at 2.20 a.m. and the shock was severe. It was very dark and torrents of rain were falling. She had on board soldiers and crew to the number of 1,122 men, besides a number of women and children, the families of married men of the military force. When the ship struck the troops were ordered to retire from the upper deck, to which they had flocked on the first alarm, and fall in below. This they did promptly with perfect discipline, although the men were fully conscious of the danger which they were in. They were quietly mustered between decks. Owing to the fact that surf boats could not be used in landing the troops, two officers of the *Warren Hastings* were lowered from the ship's bow to the rocks, and when it was found that a landing could be effected in this way the disembarkation of the soldiers was begun at 4 a.m., Commander Holland hoping it was safe to retain the women, children, and sick on board until daylight. But the steamship was soon found to be heeling over so rapidly that everyone was ordered to the upper deck, the danger of capsizing becoming imminent. Commander Holland ordered the landing of the troops to be stopped, so that women, children, and the sick should be landed first. This was obeyed with admirable discipline. By 5 o'clock the decks had heeled over to an angle of fifty degrees to starboard and the boats were all swept away. The good swimmers were then permitted to swim ashore, carrying ropes. By these means many others were landed, and the disembarkation of all on board was completed, with the loss

of only two native servants. Many acts of personal bravery are recorded. The French officials and inhabitants of the Island of Reunion gave the shipwrecked people every assistance possible." This recalls similar bravery on the part of the heroes of the *Royal George* and the *Victoria*, but fortunately in the present case only two lives were lost. Such heroic discipline in the face of extreme danger calls for the highest praise. Britons are still worthy of their name and race.—*Ev. Churchman*.

upon the mind of the inattentive. As well might you try to illumine a cavern with an unlighted torch.

Do not speak in harsh, loud tones. Bring into the classroom your "home voice," your "society manners." Be at your best: in the presence of your pupils. Your eyes will often be more effective than your voice in bringing back to the work in hand the pupil's wandering mind, and in preventing or in correcting a thoughtless movement or utterance.—*Ex*

If your pupils are inattentive, wait. Ask yourself why they are inattentive. Perhaps physical conditions are not such as to insure their best mental condition. Look to the temperature and to the ventilation of your room. Be earnest and interested yourself, and they will be interested and attentive.

Do not repeat questions. Ask them in terms understood by your pupils, for they have the inalienable right to know just what your questions mean. When an answer is given, do not repeat it yourself to impress it

There are three things essential to success in life—conscientiousness, concentration, continuity. In extremity it is character that saves a man. To one object the lines of life should converge. This should be the focal-point of thought and feeling. We must not scatter our powers. Continuity is not incompatible with change; it is the reverse of a fragmentary and desultory mode of life. Every true life is a unit, an organic whole. There is advantage in continuity of place as well as of purpose.—*President Smith, of Dartmouth, 1869.*

## THE CANADA EDUCATIONAL MONTHLY.

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

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

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



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

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

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

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

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

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

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

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