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THE CANADA

EDUCATIONAL MONTHLY.

NOVEMBER, 1901.

PROF. GOLDWIN SMITH, D.C.L., TO TEACHERS.

It is not without some misgiving, young ladies and gentlemen, that I meet you this morning. I have nothing to offer in the way of advice or instruction. You have, no doubt, had both in abundance, and of the best quality. We are never tired of wondering at our progress. It has been as great in education as in other departments. I wish you could see the school-rooms of Eton and their equipments as they were when I was a boy. Some experience of education I have had; as a college teacher and afterwards as a University Professor of History at Oxford. As a professor I had one very notable pupil: his present Majesty Edward VII A little class was formed for him in English History. I used to examine nim after the lecture, and I have no doubt that I bored him to extinction. But he never let me see that he was bored. From this I gathered that he would successfully discharge the most arduous duties of royalty. If he could listen to a professor who bored him to extinction without showing him that he was bored, he would be able to listen with an appearance of interest and delight to municipal addresses. He would never lose his self command, or, like one of his predecessors, knight a town clerk in mistake for the Lord Mayor.

I need not magnify the importance of your profession to the Commonwealth. A monarchy may do without popular education. The shepherd is content if the sheep will go or his dog can drive them the way he wishes. To a democracy popular education is a vital necessity. Lowe said rather cynically, we must educate our masters. It is better to say we must educate our political partners. This reconciles me to the assumption by the State of a duty which nature seems to have assigned to the family. I have more confidence, I confess, in the family than I have in the State, as Governments now are. Some say they may be powers of supreme wisdom and beneficence, so that we may be happy to put everything into their hands A public school may, by its order, its regularity, its discipline, even by its physical cleanliness and neatness, afford a certain moral training. But I am not surprised at what seems to be the growing predilection, on moral grounds, for private sch ols. Rising in the world, which our system practically inculcates, is a good principle in its way, both for the pupil and for the Commonwealth, the progress of which will be forwarded by his activity. But we cannot all climb over each other's heads.

I hear with pleasure what the Minister of Education said about the formation of private libraries. While you are teaching others, do not forget your own culture. After hot summer days in the schoolroom, you will be more inclined for fresh air than for books. But there are winter evenings and Sundays; there is the close of life. Besides the public or travelling libraries, have little libraries of your own, with your favorite authors, to be taken down when the fancy strikes you. Editions of the Classics are now very cheap. It is far better to be thoroughly familiar with one great writer than to know a little of twenty less great. For serious literature, in forming such a little library, there are Bacon's Essays, marvelous condensations of wisdom in language the most majestic. There are Lamb's Essays of Elia, ever charming. There are Macaulay's Essays, unrivalled for brilliancy of style, though a little too cock-sure. Melbourne said he wished he were as cock-sure of anything as Tom Macaulay was cock-sure of everything. In English History, I cannot help calling attention to Knight's Popular History, though being in eight volumes with wood cuts it is rather an expensive book. It gives a fair and lively narrative of events with a full account of the manners, literature, and general life of the people, all in a genial and liberal spirit without taint of party. In Biography, Boswell's Johnson is supreme. In poetry, Chaucer soars singing joyously as a skylark in the literary dawn; but perhaps from the archaism of his language he is to most people rather a subject of study than a source of pleasure pure and simple. Never be tired of reading Shakespeare. The more you read him the more you will find in him. The first six books of "Paradise Lost," are about the most sublime of human compositions. If you want perfect rest turn to Cowper's "Task." All Scotchmen worship Burns, and we will join them if they will let us take the poetry without adding the man. Then comes the stirring age of the Revolution and with it a galaxy of poets of the deeper kind, Byron, Wordsworth, Shelley, Coleridge, Keats. At last we have Tennyson, supreme in Art and the mirror of our own age, with its science, its speculations and its doubts. Of the recent works of fiction I do not know much nor care to know much more. For political and theological novels I have no taste; let us have our politics and theology straight. Miss Austen, I fear, is out of date, for you though not for me, who can remember that state of society. It is a pity, for she is a little female Shakespeare with the very rare gift of endowing her characters with life. Nobody has ever written such tales as Scott, and in reading anything of his, you enjoy intercourse with a truly noble gentleman. Thackeray is not really cynical, while he teaches you deep lessons in human nature. In Dickens I delight. He not only makes us laugh, but does us good. There can be no better religious exercise than reading his "Christmas Carol." George Eliot, of course, is admirable, though rather philosophic and austere. But choose freely for yourselves. Make your little library of your own favorites; only make your own little library.

Now young ladies and gentlemen, you are at the opening of life, while I am at its close. You are peering anxiously, as once I was, into the misty veil which, at starting, hides from each of us his or her destiny. Behind that veil may there for each of you be happiness. There surely is, if you do your duty.

ON TRAINING A PUPIL TO COMPARE.

JNO. WADDELL, D. Sc., Ph. D.

Comparison is at once a promoter and a test, of accuracy of observation.

The artist in drawing a sketch of a ruined cathedral acquires a minute knowledge of its structure, because he is constantly obliged to compare his sketch with the original. If we set ourselves to compare an oak with an elm, we observe more carefully the appearance both of the oak and of the elm; and the desire to compare is a great incentive to minute examination. The lobster is campared with the crayfish and anatomical peculiarities are marked which would probably not be noticed were either of them studied separately. Instances might be multiplied indefinitely to illustrate this point. Moreover, if two objects of the same kind have been examined separately, our knowledge is submitted to a crucial test by an attempt to compare them, and accuracy in observation, or its opposite,is made manifest.

It is wonderful how few of the pupils in schools, or even of students in universities, really understand the meaning of the word "compare." I lately examined more than a thousand papers in botany written by pupils from a large number of schools, and, in answer to the question, "Compare the parts of the flower,and the fruit,of the buttercup and the strawberry." I was astonished to find how little was known about either the buttercup or the strawberry, on the one hand, and how little was known about comparison on the other. And yet, a study of the buttercup and of the strawberry had been prescrib d, and if the pupils in the schools had been taught to compare, they would surely have shown a better acquaintance with the plants in question. There was a lack of definiteness in description and usually there was no attempt at comparison strictly speaking. A habit of careless observation was even shown by the fact that very many of the examinees did not confine their description to the parts of the flower and to the fruit, but described root, stem and leaves. Surely there must have been careless observation. The only alternative is that the candidates were so foolish as to suppose that a science examiner would ask one question and be satisfied with the answer to another. Any such candidate should have written, "Please, I can't compare the parts of the two flowers, but I can tell you the shape of the strawberry leaf."

Where the examinee did not make this error he frequently lost sight of the word "compare" and apparently substituted the word "describe," contenting himself with telling what he knew, or thought he knew, about one flower,and then what he knew, or he thought he knew, about the other, but without any consideration as to whether the points mentioned in regard to one flower were similar to those mentioned in regard to the other.

The following answer will illustrate: "The buttercup has five sepals, five petals, many stamens and many pistils; the strawberry is a white flower on a stalk two or three inches high and flowers in May; The fruit is juicy and good to eat." Hundreds of answers were like this in principle, though few had the characteristics in so exaggerated a form.

It is evident upon consideration that the object of comparison is to discover similarities and differences and comparison is pre-eminently important in botany, for upon it is based classification. Hence, botany is one of the very best subjects for a school course, introducing two of the fundamental requirements in a scientist, accuracy of observation and acuteness in comparison

The buttercup and the strawberry belong to two different natural orders of plants and since these natural orders have been formed by a comparison of different plants, it seems to follow that, at a botanical examination, in a comparison of the two flowers, those characters which distinguish the natural orders should be prominently set forth. In a Kindergarten, it might naturally be expected that a comparison of the colors would be a prominent feature, to the botanical student color is a more subordinate characteristic.

Comparison is really setting side by side the characteristics of the things to be compared. This may be done either by giving a single characteristic of the one object and then the corresponding characteristics of the other, or a complete list of the characteristics of the one object may first be given, followed by the corresponding characteristics of the other object. These characteristics should preferably be taken up in the same order. For instance, we may say of the flower of the buttercup that all its parts are borne upon the receptacle, that it has five distinct and separate sepals, being therefore polysepalous, that it has five distinct and separate petals, and is polypetalous, that it has many separate stamens and many separate carpels; and we may proceed in in the same manner with the strawberry. The parts of the strawberry flower are not all borne upon the receptacle. The sepals, five in number, are partially united and the flower is therefore gamosepalous. In addition it has five bracts which alternate with the teeth of the calyx forming an epi calyx. Its five separate petals are inserted upon the rim of the calyx, its many stamens are also attached to the calyx, its pistil, consisting of many separate carpels, is situated upon the receptacle. Of course, this comparison is not exhaustive, but it is a comparison, and, perhaps, quite as full as could be expected from the grade of candidates for examination.

But the lack of ability to compare shows itself not only in the schools, but also among college students. I saw a number of answers to the question, "Compare the oxides of silver, mercury, copper and lead," and in none of them did the examinee seem to have grasped the meaning of the question. All had apparently learned some facts about the individual oxides, but the facts were not of the same kind, or if the facts had been learned they had never been co-ordinated. To show what I mean by not having co-ordinated the facts known, I might mention the case of mercuric oxide and copper oxide. All of the examinees doubtless knew that mercuric oxide is decomposed by heat, since a typical way of getting oxygen is by its decomposition. They probably knew—they certainly should have known—that cupric oxide is not decomposed by heat, at least by that usually obtainable in the laboratory, else cupric oxide, because of its comparative cheapness, would be used instead of mercuric oxide as a source of oxygen. But none of them seemed to think of that and answers such as the following were the rule: "Silver has

three oxides Ag_2O_1, Ag_2O_2, Ag_4O. Of these Ag_2O is the most important There are two oxides of copper, one black the other red. Mercuric oxide has a red color and decomposes on being heated, yielding mercury and oxygen. There are three oxides of lead, litharge Pb O, minium or red lead Pb_3O_4, and lead peroxide Pb O_2. Litharge is used in making lead glass, minium is used for the same purpose and as a pigment." The unsatisfactory nature of an answer like this is evident, though the examinees did not appear conscious of their shortcomings

Suppose we consider merely the more important oxides and those most comparable. A comparison would naturally deal, for one thing, with the method of production. Silver oxide is not produced by the direct oxidation of the metal by oxygen but by the indirect method of precipitation of a silver salt by means of caustic potash or soda. Mercuric oxide may be obtained in the same way, but an oxide of the same composition may also be obtained by heating mercury in the air, for a considerable length of time at the proper temperature, but does not form if the temperature is too low and decomposes if it is too high. Cupric oxide is not produced by addition of caustic soda to a cupric salt at the ordinary temperature, but the hydroxide is formed. On boiling, however, the hydroxide loses water and the oxide is produced. Copper oxide is readily produced by heating copper in air. Lead oxide is not formed from solutions of lead salts by caustic soda even on boiling, the hydroxide not being broken up. The oxide may be produced by heating the metal in air in exactly the same way as cupric oxide is produced

As might be expected from the manner in which the oxides are formed we find that silver oxide decomposes very readily being broken up by heat. Mercuric oxide is also decomposed by heat alone, but copper and lead oxides require some reducing agent such as hydrogen or carbon to remove the oxygen. The comparison might be extended, but enough has been given to illustrate the idea.

A school text-book on Chemistry should, so far as possible, group facts so that comparisons may be made, and I think that in a school book it is much better to treat chlorine bromine and iodine as much as possible together rather than to first describe chlorine and, when that subject is exhausted, to describe bromine and afterwards iodine. A good way to begin is to compare common salt (sodium chloride) with sodium bromide and sodium iodide, showing similarities and differences, thus leading up to the similarity and differences between the three elements, chlorine, bromine and iodine. As illustrating the relative chemical activity of the three elements the action on turpentine is instructive. Turpentine is entirely decomposed by chlorine, the hydrogen being completely removed from the carbon which forms a dense smoke. Bromine does not carry on the decomposition so far and only part of the hydrogen is removed by bromine, being replaced by another portion of the bromine used. Iodine does not exert any replacing action and is merely dissolved

Again, the members of such a group of elements as magnesium, zinc, cadmium and mercury may be readily compared. They form a group whose characteristics change gradually. The specific gravity increases in the order given. On the other hand, the readiness to combine

with oxygen decreases, magnesium burning very readily and with a bright light, zinc not oxidizing so readily but yet with considerable ease, cadmium still less readily, and mercury with difficulty. Connected with the readiness to oxidize, is the difficulty of obtaining the metal from the ore. Though magnesium compounds are very common the metal itself is by far the most expensive of the group. Of course other factors may require consideration, for instance, mercury is more expensive than zinc, not because it is more difficult to obtain the metal from the ore, (for the reverse is the case) but because minerals containing mercury are not so abundant as those containing zinc.

It is important that chemistry should be taught in the manner that I have suggested. The facts are very numerous and in many cases uninteresting if isolated, while very interesting if properly grouped. The co-ordinating of facts is very interesting to most minds notwithstanding that unless a training is given in the method, the average pupils in our schools and the average students in our colleges are apt to allow their knowledge to remain of that crude and indefinite character which does not permit them to make comparisons even when they are asked to do so.

Too few of the school text books on chemistry take up the subject in this manner. In some of the large text books for advanced students, comparison between members of a group of elements is made a prominent feature, but it is in the elementary books that there is greatest demand for training of this nature.

But a good book is merely a help to the good teacher and cannot replace him, and teachers should always bear in mind the educative value of a training in comparison.

School of Mining, Kingston, Ont.

PAINS AND PERILS OF COUNTRY SCHOOL TEACHING.

Ethelwyn Wetherald.

"Oh, dear!" sighed my friend, the teacher, as she sank into the proffered chair. After a few minutes she repeated the remark.

"Oh, dear," is susceptible of various interpretations. It may betoken astonishment, annoyance, impatience or fatigue. In this case it appeared to express the extreme of mental and physical exhaustion.

"What is it?" I inquired. "Has Eugene been inventing another method of wasting time, or is the youngest Barlow child—"

"No, no!" she interrupted, "it's that little Hazel Smith."

"That dear little Witch Hazel? what can she have done?"

"Nothing—except cry steadily for two mortal hours."

"Poor little soul!"

"Poor little humbug! I might just as well try to teach a rain spout. There's no sense or reason in it. Just because I happened to hurt her felings,—and I didn't speak a bit more sharply to her than I did to the other children,—she turned on the fountain and its been flowing ever since. You don't know how tiresome it is—and how madden-

ing. Of course your sympathies are with Hazel."

"Not altogether. My sympathies are on both sides, just as they are in this war between the British and the Boers. Indeed I may say I am internationally sympathic.."

"Well, never mind being international, at present. Tell me what to do with Hazel."

"Have you tried giving her a regular, hard, old fashioned whipping?"

The teacher looked at me with startled, wide blue eyes. Then she pouted her lip as young girls do when they suspect they are being made fun of. "It's all I can do sometimes," she said, "to keep from giving her a good shake. When I reason with her she sobs; when I shame her she keeps right on weeping; when I try to frighten her with excessive sternness she is paralyzed for a moment, then gives a prodigious gulp and cries harder than ever. I suppose the malady is constitutional. Her mother is a hysterical woman. I don't wonder. Goodness knows, I should be hysterical too if I had to live on eternal pork and pie."

"Hazel is a sensitive child," I said, "very susceptible to praise and blame. Don't you suppose that a kind word or two addressed directly to her would—"

"Oh, no, that would never do. It would be said that she was the teacher's favorite and the other little girls would be learning how to cry so that they might get a little extra petting also. I don't suppose there is any cure for it," she added despondently.

"Yes, yes; there is," I exclaimed, as some ideas of Father Kneipp suddenly rushed into my mind. "There's the water cure.'

"The water cure? How can I use that?"

"Easily enough. As soon as she begins to cry take her to the wash bench and tell her to pour dipperful after dipperful of cold water over her bared arms. Let the water run from shoulder to waist in an almost continuous stream. See if a few minutes of that kind of work doesn't brace up her quivering nerves."

A few weeks later my friend called on me again. "The water cure treatment is a great success,' she said. "It's a part of the regular curriculum now. Sometimes it has to be tried two or three times in the course of a morning session, but it never fails to give quietness and self control. And Hazel seems as glad as I am to be relieved of her weakness. But I am in fresh trouble now," she added, laughing and turning red.

"What is it?" I asked.

"Oh, it's merely the dreadful habit some children in this part of the country have of using such words as 'theirn' and 'yourn' and 'ourn.' Poor little Rosa Blank told me yesterday morning that the pen was hisn not hern,' and I petrified her with a look of horror. I had grown so tired of trying to illuminate the minds of those Blank children that I determined for once to make the correction impressive. 'Rosa,' I said, if you should ever use such an expression as hern or hisn before any even half-educated people they would at once put you down as a very ignorant and vulgar person.' As I delivered the admonition in

my very awfulest tones it really made an impression, and nothing more was heard of hern or theirn during the day.

"Just after school closed Rosa reminded me that I had accepted her mother's invitation to tea that evening, and as I am always glad to vary the monotony of boarding house life by neighborly visits I went home with her. Rosa seemed rather more subdued than usual, and I congratulated myself on achieving a real influence for good over the child.

"The Blanks are, as you know, old fashioned people, uncultivated and kind. Their table was spread with cheese, honey, potted head, pickles, mince pie, jam, and three kinds of cake. In the midst of such unaccustomed profusion even the sternest pedagogue must relax, and I was enjoying myself in very elemental style when Mrs. Blank, who was descanting upon the peculiarities of her children, casually remarked:

'My Rosy and Jimmy are the terriblest young ones for gettin' their books mixed. He's allus goin' off to school with hern, while she carries hisn.'

"Rosa stole a conscious uncomfortable glance at me, and the ginger in the hot molasses cake seemed to burn in my cheeks all the evening. How mean I felt. I was eating the bread of people who belonged to the class that I had publicly denounced as ignorant and vulgar, and I found it hard to meet my ittle pupil's eyes. This morning Rosa inadvertently said 'theirn' once or twice, and I didn't dare to correct her.

SOME FOREIGN EDUCATIONAL IDEAS.

Fabian Ware, M.A.

Continued from page 306.

In Germany—which unfortunately took no part in the educational exhibitions last year at Paris—we have a system so different from that of France that we are immediately forced to the conclusion that the popular ideals which have produced it, if they have been allowed free play, must have proceeded from a very different view of life and its duties. The present system of Germany may be said to date from the humiliation of Prussia beneath the iron heel of Napoleon. Prussia's statesmen were quick to preceive that national regeneration in the face of external opposition could only be achieved through the strengthening of internal forces. This was the work of education. Now France also, after the disasters of 1870, saw the part which must be played by education in the work of national reconstruction ; but Prussia had this advantage of sixty years earlier, that to all intents and purposes she was able to commence organizing on a tabula rasa. We may regard the entire existing German system as the result of a national sentiment which has increased in strength and volume throughout the victorious march of the last ninety years. Now, whatever may be said against nationalism and its giant offspring Imperialism —but, perhaps, at the present moment I had better not force the latter into the discussion : nationalism, if it mean a solemn and

sincere desire for the highest possible realization of national endeavour ; if it mean not the pursuit of revenge, but the riving after national progress stimulated by competition with other nations—then, whether regarded in the light of the teaching of modern science or from the luminous heights on which succeeding ages have erected their ethical standards, nationalism is the most satisfactory stimulus to human activity in every department of life which the nineteenth century has handed down to us. I believe it may be said that it is the sort of nationalism which I have attempted to describe in the foregoing words which has stimulated Germany in every step which she has taken towards building up her magnificent system of education. She has been guided throughout by a desire to develop the nation to the highest possible pitch of excellence, and she has looked to her schoolmasters to strengthen those internal forces which can alone ensure steady and continued progress in the right direction. This ideal of a great and powerful and good nation has during the nineteenth century been, with one exception—with which we shall deal later on—the most productive of sound educational organization. The advantage of measuring progress in relation to the national unit is that there is ever at the disposal of the people a standard by which progress may at any moment be determined. It is no longer a question of blind and childlike growth and development under the directing influences of adversity—which, in this respect, occupies much the same place with regard to the nation as the schoolmaster to the child for whose training he is responsible ; it is no longer necessary to muddle along, surprised by obstacles before which we must succumb, or surmount and gain renewed strength in the process—either may happen ; but, to speak in the language of agriculture, it enables you to compare periodically the promise of your own crops with that of the field of your neighbor, and the means which you and he adopt for securing greater productivity and better quality. Where national ideas exist, disorganization would not for a moment be tolerated in the school systems. Speaking of the general results of the last century in German progress, Prof. Rein, whose voice has been heard more than once in this room, recently summoned it up as follows: —"At the beginning we behold division, impotence, feebleness ; at the end an awakened spirit of unity, pleasure in and strength for work, for progress, and for friendly rivalry with other nations. All this, however, was made possible only through quiet and unobtrusive work in the schools, work going on throughout the century far away from political life. The forces which the nation require were nourished in the schools ; in them the ground was prepared for the success which led up to the realization of the aim ; in them the weapons were forged with which the battle for progress was fought. The activity continues even at the present time ; and since the re-establishment of the German Empire it bears a national imprint."

The German educational system has been the object of so much recent study in England that it is well known to every educationist.

There is, therefore, no need to describe it in much detail here. I wish, as in the case of France, to consider certain tendencies which are marked in its secondary branch ; not only because this is the branch of education which at present interests us more than any other in England, but because it is generally felt all the world over that we have now reached a stage in civilization when the future of mankind depends to a very great extent on the direction and impetus which is given to each nation by its secondary education. It is known to everybody present that by far the greater number of the secondary schools of Germany are State Schools. Now, we find here that up to the present the religious and the social forces—with the ideals which they create—have been allowed to have very little influence in the organization of these schools. The religious question has never been permitted to assume those vast proportions to which it has attained in France in all branches, and in our own country in the primary branch of education. A wise admission of the need of religious instruction—it figures first in the curricula of all secondary schools—and a still wiser concession to the susceptibilities of the by no means numerous German religious sects, prevented the religious forces from ever assuming anything but its proper role in connection with education—and I think it will be generally admitted that its proper role is that of bringing all that is best and noblest in the spiritual ideals of man to bear on the work of education, the chief aim of which is the introduction of the child into his great spiritual inheritance.

Neither can it be said that social ideals have had any great influence on German secondary education. They have not encountered that opposition from which they always derive their strength. The Germans have seen that for national success it is essential that the best talent should be brought to the top, and, therefore, secondary education has been freed from those restrictions which place it beyond the reach of exceptionally talented children of the poorer classes. We find in Germany no need for that system of higher primary education of a technical nature which we see in France. This may be partly due to the difference between the national characters of the French and Germans. But we may be sure that where the national ideal is supreme, even if vain social ideals did arise, their suppression would not be consummated at the cost of national education.

It is in the economic sphere that we come most closely into touch with Germany. And, having been taught by the danger of economic adversity alone to pay proper attention to our own secondary education, we are inclined to imagine that because Germany's economic prosperity is to be directly traced to the strength of her secondary schools, therefore the special needs of industry and commerce must have been considered in designing the curricula of these schools. This is true, but not in the sense assigned to it by many of those—and particularly the politicians—who advise us to imitate, as we were advised to imitate last night by several members of Parliament, the educational systems of Germany. The function of secondary education in Germany is to

provide that sound basis of educational training which is necessary in common to all the leaders in every branch of national life. There is no specialization, as in the case of our own and the French higher primary schools, except in so far as two classes of leaders are recognized, viz., those whose occupation will require that their secondary education should be supplemented by that which the University can alone provide, and those who will supplement it by a course of special training in a technical school. The first thing that strikes anyone who visits these schools, or who even studies their curricula, is that the highest expert knowledge has been brought to bear on their organization. This strikes an Englishman particularly, as it is the last thing which he expects to find in State Schools. But, where a whole people is stimulated by the national ideal, official jealousy of the expert is not likely to be tolerated where the latter's advice is essential to the development of any branch of national life. Government by ignorance is a pretty political theory, but it has never met with much favor in Germany. It has, indeed, been tried in our own country, but, as far as education is concerned—not to mention other matters which are just now uppermost in everybody's mind—it has lamentably failed. It is, doubtless, owing to Germany's willingness to make all possible use of the expert that the refusal to specialize in secondary education has been so steadfastly maintained. It is instructive, for instance to study the time-tables of the Oberrealschulen, which are intended to meet the same requirements as our modern secondary schools with their schools of science. In the German schools the following are the subjects taught. I arrange them in the order beginning with that one to which the greatest number of hours are devoted :—French and mathematics head the list, next comes German with national history, then history and geography bracketed together, English, religion, freehand drawing, physics, natural history, chemistry and mineralogy, writing. We can only hope that many of these English schools—of the inside working of which the public knows nothing—show more sound educational sense in the framing of their time-tables than those of our secondary and higher grade schools which have been under the direction of a Department of the State.

As I have already said, the German system is well known in England. We—with that extraordinary and dangerous faculty which we have recently acquired of imitating foreign educational systems and methods in the absence of any pronounced ideals of our own—built a number of technical schools, with the avowed intention of providing similar facilities for our industrial classes as were to be found in Germany. The consternation of various English municipal deputations who visited Germany, when they discovered that one of our State Departments had encouraged them to end our technical education at an age when the German boys started theirs, was, when expressed in words, the most telling protest which has yet been made against government by ig-

norance in England. It is, however, sometimes thought that the German has sacrificed his individual freedom in pursuit of his national ideal. In answer to that, I may again be permitted to quote Prof. Rein : " Freedom is a great and a good thing ; but it must not end in chaos. Where several forces are active in the same field, the interest of the work and progress as a whole requires that there should be some restrictions as to the freedom of motion. This will in no wise damage the inner independence. The German workman, for example, is subjected to social legislation which he helps to construct. But this has in no wise restrained his political and religious thought. He is as free as any other inhabitant of the world. But, in respect of old age, sickness, and accident, he possesses organizations which keep off misery ; and in this he has the advantage over all those who have no such State organizations. The educational system of Germany is organized similarly, without touching the inner freedom of the individual. He is only compelled to subject himself to definite forms with respect to external movement, which is required by the interest of all. The problem of inner freedom and external constraint is, therefore, solved by an organization which is able to combine the necessary constraint of centralization with the necessary freedom of decentralization."

It is a disadvantage in estimating the forces at work among a people, not to have come into direct contact with the people itself. We can learn but little from a study of them at second hand, or from a few of their representatives whom we happen to have met. I am fully conscious of this disadvantage when entering on a discussion of some of the main features of the educational system of the United States of America. To speak of a system, as if there were one system prevading the whole of the United States, is a mistake at the outset ; for in that country the chief, though not the only important, ideal affecting educational organization is individual liberty. The defence of this against all restrictions has been the work of America for one century and a quarter., It is said that the Americans are not above the attractions of social ambition. This may be true, and the trace of it is to be found in the existence of a number of private secondary schools, or academies, side by side with those instituted by the State. But, with this exception, individualism is the keynote to American education, in the same sense as nationalism is to that of Germany. In the poitical sphere of education this individualism is expressed by the variety of the systems to be found in the different States. A National Central Authority is unknown, either in the sense in which it is understood in Germany or misunderstood in England. All that the Americans have found good in the idea of a National Central Authority is that it is a useful means of collecting and diffusing information. And we find that they support an office, composed of the most distinguished American educational experts, whose duty it is to study, and where necessary to reduce to statistics, all foreign and home educational activity. The know-

ledge thus acquired is communicated, free of expense, to all those who desire it. This office, which corresponds, Sir, in many respects —particularly in its usefulness and popularity—to that which is under your distinguished direction, is not the only Central Authority of the kind in America. It is not strange to find in a country where the ideal of individual liberty is enthroned in all minds that teachers should establish a voluntary organization of their own to act as a Central Authority of the same nature as the National Bureau. The publications of the National Educational Association, which Association consists of teachers of every grade, rival in influence and completeness those of the National Bureau.

But, as well as producing endless variety, this ideal also offers a common purpose to every school, namely, the education of the individual, as in himself a unit of strength to the nation. All educational thought is in America directed to this one aim. Dr. Harris, when writing recently on the place of popular education in the ideals of the American people, quotes Daniel Webster as saying : " On the diffusion of education among the people rests the preservation and perpetuation of our free institutions. I apprehend no danger to our country from a foreign foe. .... Our destruction, should it come at all, will be from .....the inattention of the people to the concerns of government ; from their carelessness and negligence I confess I do apprehend some danger. I fear that they may place too implicit confidence in their public servants, and fail properly to scrutinize their conduct ; that in this way they may be the dupes of designing men, and become the instruments of their undoing. Make them intelligent and they will be vigilant; give them the means of detecting the wrong, and they will apply the remedy." And, continuing, Dr. Harris says : " We are making the experiment of self-government—a government of the people by the people—and it has seemed a logical conclusion to all nations of all times that the rulers of the people should have the best education attainable. Then, of course, it follows that the entire people of a democracy should be educated, for they are the rulers." Well, where it is determined that " the entire people of a democracy should be educated, for they are the rulers." there should be no attempt to introduce social prejudices into the schools. Indeed, we find in America that this eagerness to so educate each individual that he may be worthy of all the responsibilities of citizenship imbues the teachers with a sense of their responsibility which is unsurpassed in its keenness and enthusiasm. It has never occurred to them to adopt artificial means, such as the higher primary schools, to stunt the mental, intellectual, and moral growth of those whose natural abilities demand something higher than elementary education ; and the opinion of the teachers—that is to say, the opinion of experts—has, if possible, even more weight in the United States than in Germany. It is on this account that the courses of study in the public secondary schools show such a remarkable appreciation of the value of the sciences which underlie all sound educational theory

and practice. Rarely does one find both in the curricula and in the actual teaching so clear an understanding of the importance of the correlation of subjects as in these schools. It is, of course, only to be expected that there will be a plentiful free supply in every branch of education in a land where this democratic ideal dominates all others.

The free public secondary schools—called high schools, after the well known Edinburgh High School—are for the foreign student the most striking feature of this system. One or two facts may be given. In 1897 to 1898 there were 5,350 high schools, employing 17,941 teachers, and having 449,600 pupils. The present rate of increase of secondary school pupils is nearly five times as great as the rate of increase of the population. (In London just now we have to face a rate of decrease.) Fifty per cent. of the whole number of pupils study Latin, and the rate of increase in the number of secondary school students.

It is a remarkable fact, but one which will not surprise the thoughtful student of education. that America and Germany, impelled by very different ideals, proceeding, in a sense, from opposite extremes, have arrived several respects at an identical educational system. Each has insisted that specialization shall not be allowed to intrude on the sphere of secondary education. The result is, strange as it may appear to some persons, that both are pushing us hard in commercial and industrial rivalry. Indeed, this year we are forced to lower our commercial flag for the first time before that of America, whose exports last year exceeded our own. The only conclusion that we can draw is that educational honesty is the best commercial and industrial policy.

A nation which is true to its ideals and pursues them with singleness of purpose will inevitably produce the system of education best adapted to their attainment. The question that we have to ask ourselves at the present moment is, therefore : Have we any such ideals, not ideals ready made for us by our philosophers, but those springing from the popular conscience and the popular will ? It may be truly said that in the past century we can find no one ideal consistently dominating the English public for a sufficient length of time for it to have much influence. At one time we have devoted all our energies to the attainment and preservation of individual liberty—being thus inspired by the democratic ideal which we have seen to be possessed by the Americans. At another we have striven with our utmost force to preserve or defend that nationhood which we have suddenly discovered is of great value to us—and then we were inspired by the national ideal which has produced, and still safeguards, the German Empire. Flying without warning from one extreme to the other, we have nowhere pursued a consistent policy, and least of all in the organization of our education. If a foreigner were to attempt to study our educational system in so far as it concerns men, without having first of all become familiar with our history during the last fifty years, he would probably say that

the love of education was on our lips but not in our hearts. He would be astounded that our Government, when it does control our schools, has in the past ignored expert opinion; and he would be likewise astonished that few headmasters, and still fewer governing bodies, have paid proper attention to the qualifications of those teachers on whom the whole work of education within our schools depends. Preceiving that assistant masters in secondary schools enter their profession without preparatory training, and in the great majority of cases are expected to work under impossible conditions, both as regards labor and remuneration, he will search in vain for any signs of the influence of a new ideal productive of reform. And yet in our literature he will find expressed the noblest educational ideals which the world has conceived

THE TONGUES OF BABEL.

Never, perhaps, was the curse which fell upon man in the plain of Shinar more severely felt than it is to-day. The shrinkage of the world through the rapidity of transit and intercommunication, which brings India nearer to London than was Edinburgh formerly, and makes Paris a listener to the conversation of Piccadilly, accentuates in a manner hitherto unknown the disabilities of the confusion of tongues. The cynical definition of language as the means of concealing thought becomes strictly true when the diversities of speech are taken into account. In every country the remedy is being applied by increasing instruction in foreign languages, and the defects of our educational curriculum in this respect form the basis of a vigorous propaganda. The restoration of the primeval unity of speech by the instillation of a universal language constitutes the ideal solution of the question; but attempts in this direction, like most ideals, have proved splendid failures. Volapuk, or "world-speech," put forth twenty years ago by M. Schleyer, of Constance, was excellent in idea and theory. It is based on the principal European languages, and comprises the familiar features of Teutonic and Romanic speech. Each letter has its distinctive sound, the vowels being practically the same as in French and the consonants as in English. Anomalous pronunciations, such as "dough," "rough," and "cough," are eliminated, and simplicity reigns. The grammatical vagaries of gender, conjugation, and number are excluded, and the words and sentences constructed simply and regularly. Having learnt the root-words of Volapuk all the rest is plain sailing, every plural being formed by the addition of "s," every verb, adjective, and adverb being conjugated and formed in a regular manner. "Puk" is a noun, meaning speech or language; by adding "on," the verb "to speak" is made; prefixing "vola," or world, "Volapuk," or "world-speech," is obtained. The Latin root "dol" is the Volapuk word "pain"; the addition of "ik" transforms it into

the adjective "painful," and a final "o" makes the adverb "doliko"—painfully. The language is ingenious and simple to the last degree, but though it was approved and acclaimed at three international congresses, and though over seventy European societies were formed to inculcate its adoption, Volapuk is now merely an academic curiosity. Its adoption as the medium of commerce was boldly foretold, but instead of mastering the simplicity of Volapuk Europe wrestles with the daintiness of French, the cumbrousness of German, and the eccentricities of English. More recently M. Leon Bolak has produced another universal language, which he calls "Blue," after the sky, in the hope it will become as universal as the azure dome of heaven. Each of the nineteen letters in the Blue alphabet has only one sound, and the spelling is phonetic. But there is one new letter like an inverted "h," pronounced "tch," and eight new parts of speech. By prefixes and affixes the root word is converted into a verb, adjective, or its antonym. "Lov" is the Blue for love; the prefix "a," signifying the minus quantity, converts it into "alov," or indifference, while the addition of "a" makes "lova," or the verb "to love."

Ideal as the adoption of a universal language would be, recent events have shown how remote is the possibility. Far from all men speaking in one tongue, the spirit of nationalism is reviving the use of minor languages. Dublin has its literary coterie devoted to the revival of Erse, in which tongue the House of Commons recently found itself addressed. The Afrikander members of the Cape Parliament persist in delivering themselves in the Dutch taal, though they are infinitely more familiar with English, which they use on every other occasion. It is the polyglot claims of Austrian legislators which cause the ever-recurring scenes of disorder in the Reichsrath. The suppression of the national language in Finland in favour of Russian is causing the Finns to emigrate to Canada, where, inevitably, they will adopt English. In this connection there is an amusing instance of the linguistic patriotism of the Welsh. When in 1865 the teaching of English was made compulsory in Welsh schools, to escape the yoke of Sassenach speech some 300 Welsh men and women emigrated to Argentine and established a Celtic colony at Chubut. The settlement prospered after long years of want and hardship, but these heroes of revolt against English speech now converse in excellent Spanish. Such an escape out of the frying-pan into the fire is delightfully Celtic. In striking contrast is the stubbornness of the Anglo-Saxon, that by its sheer stolidity is fast becoming the universal language. Until the eighteenth century Latin was the international language, the medium of statesmen, scholars, and strangers in strange lands. When John Wesley met Count Zinzendorf so late as 1740, their convesation was conducted in Latin, but it had been succeeded by French as the language of literature, of diplomacy, of Courts, and of commerce. A knowledge of French would then carry a man

all over Europe with comfort and understanding. It was regarded as the language of the universe, but it was fast being overtaken by English. In the eleventh century English was spoken by only 2,000,000 people, and only a century ago our mother tongue was the language of barely 22,000,000. French and Russian each claimed 31,000,000, German 30,000,000, while Spanish also preceded English. But the nineteenth century witnessed a marvellous transformation. English is now the speech of 120,000,000, Russia coming next with 85,000,000 adherents, and German third with 80,000,000, while French is spoken by only 58,000,000.

Such predominance well entitles English to be regarded as the universal language of the future. Its rugged vitality triuuphs over the smooth artificiality of Volapuk. Two-thirds of all the letters which pass through the post offices of the world are written by and sent to people who speak English, though it is the native tongue of only one fourth of the people who patronize the post offices. So emphatically is English the language of commerce. It has supplanted French at many Courts, and in diplomacy its use is increasing. At the Berlin Congress Lord Beaconsfield's proposal that the diliberations should be conducted in English was supported by Bismarck and agreed to. At the late Peace Congress at The Hague English also was frequently used, and the last commercial treaty between Mexico and China was written in English. Many causes contribute to the marvellous spread of the Anglo-Saxon tongue. A great factor has been our conquests and the colonisation, for wherever Britains go they introduce their language, not by force, but by the simple expedient of refusing to learn the foreigner's lingo. Our guides, philosophers, and friends may bemoan our insularity and rate us for our scanty knowledge of foreign languages, but it is this very refusal to speak other than English which has spread its use. If John Bull would not speak French, Monsieur must speak English. The missionary of Anglo-Saxon speech is the man who travels abroad knowing only his mother tongue; to him is due the ability to travel the Continent in comfort with "Oui" or "Ja" as the only linguistic equipment. In the United States of America the speech of Chaucer has a school greater and more influential than that possessed by any creed, science, or art. There Germans and Slavs, Latins and Norsemen, are being run into a mould, and that an English one; and Chaucer's tongue, as well as Alfred's laws, are theirs, whether they will or no. Testimonies to the pre-eminence of English have come thick and fast recently—in the voluntary selection of English instead of French in Egypt; in the classing of English as a compulsory subject in the public schools of Germany, in the principal seminaries of Russia, throughout Mexico, and as a qualification for most offices in France. But equally forceful has been the statement in Consular reports that trade is again and again lost to British merchants through their ignorance of foreign tongues. To require the customer to understand your

own language may be patriotic, but it is not business.—Evening Standard.

The only true foundation for the law-abiding life, is reverence for the law of God.

ALFRED THE GREAT AS AN EDUCATIONIST.

We doubt not that in most of our schools of every grade advantage is being taken of the millenary of King Alfred's death to lay before the young the many points of interest which centre round his memory. Many parts of his reign are enshrouded in a legendary mist; and the stories connected with them, though very attractive to the minds of the young, are of more or less doubtful authority. We all know the pretty tales about the King's first lesson in reading, the swineherd's cakes, the vision of St. Cuthbert, and the like; but in addition to these there is very much that is entertaining and instructive in the history of King Alfred.

For instance, it is quite evident that King Alfred was not only distinguished as a brave warrior, and as a highly-gifted, judicious, and conscientious ruler and legislator, but as a scholar and educationist with ideas far in advance of his times. Finding his subjects, in consequence of the Danish invasions, sunk in barbarism and ignorance, he applied himself most vigorously to the promotion of sound knowledge amongst them. Hume tells us that he invited over the most celebrated scholars from all parts of Europe. Although it may not be correct to say that he was the first to establish the University of Oxford, he certainly revived it and liberally endowed it. He established schools throughout his dominions. Nor was he satisfied with these measures, for he introduced the principle of compulsory education. He enjoined upon all freeholders or freemen possessed of two hydes of land (about 200 acres) to send their children to school until they could read English writing perfectly. How the funds for this purpose were obtained we are not told. There do not appear to have been any School Boards or voluntary rates, nor can we suppose education to have been gratuitous. The parents were probably able to contribute a share of the burden, and the State, in the person of the King, supplied the rest of the money. In any case, the children of the fairly well-to-do classes were sent to school, and kept there as long as was necessary. This must have been an immense improvement on the previous state of things.

Alfred also realized the great importance of educating the clergy as well as the laity. The monasteries, then the seats of learning, had been destroyed by the Danes, their libraries burnt, and the monks massacred or dispersed. The King complained on his accession to the throne that he knew not any person south of the Humber who could so much as understand the prayers in English, or even explain in the vernacular an Epistle from the Latin; and he added, "I likewise suspect that

there are not many beyond the Humber that have ever reached that standard of erudition." In order to remedy this state of things he is said by some to have then learned the Latin language. As, however, he was sent to Rome when he was four years old, and the Pope took him as his Bishop-son and anointed him as King, Hume considers it more likely that whilst at Rome he may have begun his Latin studies In any case, he knew Latin so well in his later years that he translated Bede's "Church History," Orosius' "Universal History," Boethius' "Philosophy," and Gregory's Pastoral and his work on "The Care of the Soul." To Orosius' writings he also added with his own pen accounts of the northern countries, supplied by a Norwegian whale-fisher. Thus he supplied materials for the education of the clergy, and laid the foundation of our English literature. Unhappily, the Bible would seem to have been then an unknown book. If he had had access to it in Latin or English, what a flood of light would have been poured into his soul, and through him upon his subjects! Still, bright rays of Divine truth did indirectly enter his mind, and made him, as Lord Rosebery said in his eloquent speech at Winchester, "the ideal Englishman, the perfect Sovereign, the pioneer of England's greatness." His own brave resolve, like that our late lamented Queen, was remarkably fulfilled. "This will I say, that I have sought to live worthily while I lived, and after my life to leave to the men who come after a remembrance in good works."

Most significant and appropriate is the colossal statute lately erected to his memory at Winchester. It presents the King of Wessex with his left hand on his shield, and his right upholding a sword point downwards and hilt shaped like a cross held high aloft. Thus it is implied that Alfred was more than a mere conqueror, and that the Cross and the mercy it symbolises were more to him than victory. This touch of Christian character, at the unveiling of the statute, won universal plaudits. Many other circumstances connected with the great Winchester function will not be easily forgotten. One interesting fact of an educational character, not perhaps generally know, was mentioned by Sir J. Evans, in his address on the coinage of Alfred, to which it may be well to draw attention. It was he who first introduced the silver penny, and the schoolboy who repeats that twenty-four grains make one pennyweight may need to be told that he is virtually reciting an edict of the great and good King as to the amount of silver in the oldest pennies.

Only his books, coins, and a jewel, which may have been presented by him to some Bishop in a copy of Gregory's works, and intended to be a marker, have come down to us from that remote antiquity. His body was laid to rest near the Cathedral of Winchester, but no stone now marks the spot. Still, it may be said of him in a much larger sense, in the words of Sir Christopher Wren's inscription in St. Paul's, "Si quaeris monumentuum, circumspipce." — The School Guardian.

PRESENT TENDENCIES IN SECONDARY EDUCATION.

Prof. Elmer Ellsworth Brown.

Some comparison of the tendencies of public and private education should be made; or, taking the two more characteristic forms, let us consider the public high school—a day school—on the one hand, and the private boarding school on the other.

Students in the high school are in daily touch with the home life and the general life of the community. In the boarding school, the school life is for the time being the whole of life for the students. The disposition to regard school life as real life may be expected, then, to affect in different ways these two types of institution.

The high school is in some respects more in danger of isolation —of separation from the real life of its students—than schools of the other sort. It is possible for students to have a whole range of interests belonging to the hours not spent in school, and even to think of school interests as relatively unimportant. What more frequently happens is that the outside interests mix in a great variety of ways with those of the school, with a result that is confusing in the extreme.

There is a strongly marked tendency in American communities to permit young people, while yet in the high school, to forestall the social pleasures which a more wholesome taste would reserve for later enjoyment. The aping of college society on the part of high-school students adds to this evil. I need not enlarge upon this topic, for teachers will recall from their experience many things to fill out the picture that I have suggested. The distractions referred to are for the most part innocent enough in themselves. But they detract from the seriousness of our secondary education, and tend to a certain pettiness of scholastic attainment.

The students in German day schools are almost as completely removed from the outer world in their hours out of school as if they lived within school walls; for the school authorities can do much toward regulating the home life in the interest of studies. Our American disposition is against that sort of regulation; and we must seek an American solution of the difficulty.

We have wished to see more of real life in the school; and here we find real life jostling the school in a way that is very embarrassing. The trouble is, however, that the school may be jostled by life without being in touch with life. The first thing, apparently, to be done by way of counteracting this tendency to distruction is to make the instruction in the school more vital—to bring it, in other words, into closer touch with the rest of life. The remark is very general; but this is not the place to enter into detail. And there are teachers who are translating the general principal into daily actuality, and making the things of the school more alive for their students than those interests that would attract them abroad. First, then, the instruction in the schools

must have more of that living touch with reality. Then, the public must be led to a better understanding of the place and need of the school. For this difficulty cannot be fully dealt with by dealing with individuals: it is a public matter and calls for a change of public sentiment. If the people are persuaded that the school is doing work of superior excellence and of immediate significence for real life, it will be able to make its way and accomplish its purpose even in one of our comfortable and happy communities where parents obey their children faithfully.

One thing should be added here: We are coming to understand that the various school societies, literary, musical, athletic, and the like, represent something that belongs to education, because it belongs to the real life of the pupil in the school. We cannot longer treat these things as mere incidents or accidents. The emphasis may be misplaced in many ways in dealing with them; but their integral relation to the other employments of the school must now be recognized.

Referring to the other type of school, we observe that private boarding schools seem divided between two ideals—that of the home and that of the college. All such schools must unavoidably be influenced by both of these ideals, though in varying degrees. In general they seem to be tending toward the increase of student responsibility for student conduct. Here, too, many things which were once regarded as side occupations —mere time-filling and play—are now seen to be vital to the educational function of the school. As regards athletics, we seem to have taken lessons from the English who have long recognized the rightful interest of the school in the various schoolboy sport. It is significant that continental educators are looking to England in this matter. It may be that football will supplant studies in English as the centre of the school curriculum, as English has already supplanted Latin. I hardly think so; but the teacher who is hunting for the real boy to teach makes no mistake in the conclusion that a large part of him is on the field engaged in some vigorous game.

Many are looking with favor on private secondary schools because they are believed to be more free than public schools to make useful experiments; because they can devote more attention to the individual peculiarities of their students; and especially because they may be expected to give definite religious instruction. As regards experimentation, it may be said that private schools are sometimes organized for the avowed purpose of making experiment, and that usually along the line of some specific educational reform. Much good service has been done by the pioneer work of such schools. But by far the greater number of private schools seem to be notably conservative, preferring to follow good precedent and good leadership. It is to be hoped that with the gradual relaxation of close prescription in college-entrance requirements, academies, and other privately managed institutions will undertake a wider range of judicious experimentation, and so lead the way to improvements in education in which the high schools may be able to follow them.

The possibility of giving special

attention to individual needs is one of the chief advantages enjoyed in private institutions; and there is, perhaps, no particular in which they can do the whole world of education a greater service than in making out the most effective methods of individual treatment. Many forms of individual need depend on physical and mental conditions which may be described as pathological. It is in such cases especially that education should add to its tact, science. By extending the application of scientific knowledge to such cases, private schools may point the way which public schools will eventually follow.

There are many signs of growing interest in religious education. The Roman Catholic Church, after many years of effort in the building up of primary schools on the one hand and colleges and universities on the other, is now turning its attention to the establishment of high schools. It is not at all unlikely that a marked increase in such schools may be seen in the near future. Of course, the religious motive is dominant in this movement.

But the studies of the past decade in the psychology of adolescence have emphasized the significance of religious forces in the stage of development with which all secondary education has to do. It is to be expected that many high-school students will pass through times of great religious unrest, which will have an important bearing upon their whole intellectual and moral development. The attitude of secondary-school teachers toward such facts will undoubtedly command a large amount of attention in the years that are just before us.

As the nature of the storm and stress period of youth comes to be better understood, the extreme delicacy of the problem of religious instruction in this period becomes more evident. Teachers in strictly denominational schools discover that their task is not so simple as the mere setting-forth of the doctrines they desire to inculcate. The formal acceptance of doctrines is found to count for little in real life, and particularly at this stage of life, while personal convictions are all-powerful. The teacher, accordingly, in a religious academy learns to be patient with callow skepticism and to let it run its course. He learns to let the young skeptic take devious paths of speculation, that he may approach the faith in his own way and arrive at settled confidence in his own time. Such a teacher is not inactive, to be sure, but puts in a timely word of caution, information, and sympathetic guidance; persuading the learner, when the occasion is opportune, that his new-recruited wisdom will become more wise when it falls into line with the best wisdom of his fellowmen, and steps out to music that has sounded the march of centuries.

The conscientious and scientific-minded teacher in the public high school cannot be unmindful of the fact that those under his instruction have the same sort of development to go through as those in private and church schools, and that at times the real life they are living from day to day is centered as much in their rising religious and philosophic doubt and aspir-

ation as in their athletic or social interests. And he is at liberty to help them as the teacher in the private school helps his students, except in the one point of the doctrinal content of the religious consciousness. To some, this exception seems to cover everything of capital importance. To others, it seems an altogether subordinate matter, or a matter that may better be treated apart from the orwdinary school instruction, in a separate institution. It is well that free play is allowed under our system for the satisfaction of a wide range of tastes and convictions in this matter. A state monopoly is not desirable in any stage of our educational system; perhaps least of all at the secondary stage. The public schools must be undenominational for generations to come—probably as long as there are religious denominations. But private and denominational schools should be welcomed and recognized as having their own work to do.

We may hope, that fraternal relations between teachers of public and private schools will be more generally cultivated in the future than they have been in the past. Let me urge this upon you, brethren, as a sacred and patriotic duty. There are tendencies here which may work good or evil to the common-wealth. By wisdom and good will, we may be able to forestall the evil and secure the good.

Each of these great bodies of teachers needs the help of the other to stir it up to make its instruction more thoroughly educational, which means more true to life. In the religious aspect of secondary instruction the teachers in the two types of school are both working under limitation, but under different kinds of limitation. Subject always to such limitation, faithfully observed, all are responsible for keeping their students past the danger of permanent skepticism, of mere absence of confidence and conviction; and toward such faith as shall give to each his best hold on hope and love and righteousness. If the best that can be done in that direction is a tone of voice that gives courage, or a look that is all truthfulness, let the word and look be given. The apportunity has not been wholly lost.

So we may say in general: The demand that is growing into some sort of dominance in the concerns of private schools and public schools alike, is the demand that instruction shall strike the note of reality; that it shall find the real pupil and give him instruction that he may lay hold of without pretense and without precocity. Red blood is going to school; and the school is interested in things that send red blood bounding to young muscles and young brains.

And what will be the result to American scholarship? I think it will be this: That teachers who also have red blood will make more strenuous demand for real scholarship, and will get it. The need of improvement at this point is urged and should not be discounted. But one word is to be added: We must be willing to stop short of the highest possible scholarship in our American schools, if that last finish of scholarly excellence costs never so little of real vigor of American life. The life is more, even, than scholarship.

—The School Review.

WHAT CHILD STUDY HAS DONE FOR EDUCATION.

Principal Scott, Toronto.

1.—Child study has freshened and heightened interest in children and has inspired the teacher with a greater reverence for the little lives entrusted to her care.

2. It was shown that many so-called stupid children are suffering from growths in the nose pharynx, causing them to hear imperfectly. These can be removed by a surgeon and the child at once becomes normal.

3. It has shown that fine writing, small straight-hand drawing, the intricate work of some kindergartens, and the use of the fingers in carving in manual training with young children are all contrary to the law written in their nerve centres.

4. It has shown that the strongest potential capacity in the child is that for action; that this capacity for action takes the direction of imitation and hence everyone who comes within the ken of the child becomes his teacher.

5. It has shown that each organ has its nascent period and that neglect at any stage of development is always expensive; that periods of interest correspond to the nascent periods of the motor organs; that the time of interest is the time of opportunuity and that neglect of this opportunity results in irreparable damage.

6. It has supplied many useful lessons regarding fatigue; e.g., mental fatigue is sooner induced where work is distasteful; the body wearies quicker when the mind is tired. and the mind more quickly when the body is tired; hence to secure the best results with the greatest economy of time and effort, pupils should work well and frequent periods of rest should be provided, etc.

7. It has demonstrated that formal physical exercise, such as drill heightens rather than dispels mental fatigue.

8. It has shown that the time of physical growth is also the time of mental acquisition although of a somewhat confused, indefinite nature and the old notion that rapidly growing children, if normal, should be removed from school, has been thoroughly disproved.

9. It has shown that the period of adolescence is of supreme importance; that youths are now vunerable to all kinds of temptations and taht genuine sympathy is necessary at this time to assist the youth into full manhood or womanhood.

10. It has shown what can be taught to a child and that children are much more interested in what an object can do and what it is good for than in its visible aspects.

11. Because some children are eye-minded and others motor-minded. it is impossible to teach all in the same way.

12. It has shown that it is impossible to teach morality by mere word of mouth and has given the quietus to those who think that what is in the intellect must necessarily be in the heart and find expression for itself in the conduct.

WHOM THE LORD LOVETH HE CHASTENETH.

"One sorrow more? I thought the tale complete"—
He bore amiss who grudges what he bore:
Stretch out thy hands and urge thy feet to meet
One sorrow more.

Yea, make thy count for two or three or four:
The kind Physician will not slack to treat
His patient while there's rankling in the sore.

Bear up in anguish, ease will yet be sweet;
Bear up all day, for night has rest in store:
Christ bears thy burden with thee, rise and greet
One sorrow more.

—C. ROSSETTI.

EDITORIAL NOTES.

Deliver not the tasks of might
To weakness, neither hide the ray
From those, not blind, who wait for day,
Though sitting girt with doubtful light
That from Discussion's lips may fall
With Life, that working strongly, binds—
Set in all lights by many minds,
So close the interests of all.

The Duke and Duchess of Cornwall and York have completed their journey across the American continent in British America. There has nothing been lacking in the Canadian welcome to the Royal party. Wherever they stopped proper decorations, loyal demonstrations and popular enthusiasm greeted them.

The Royal Duke and Duchess, who are presumably the future king and queen of the Britons of all the world, have visited Gibraltar, Malta, Aden, Ceylon, Singapore, the new commonwealth of Australia (where the Duke opened the first federal parliament), New Zealand, Mauritius, South Africa and Canada, and will touch at Newfoundland on the return voyage to the British Islands. No such royal progress was ever made before; and no foreign prince or potentate can find so many loyal races and so many free governments beneath his flag. The total length of the journey is 30,000 miles, without visiting a foreign country. Let us name for the sake of memory, places where the son of the King and his English Consort, saw scenes not easily forgotten, which rather will be held as fond recollections of the unique journey: the plains of Abraham, the City of Quebec, the St. Lawrence, Montreal, the Ottawa and the City, the journey to the Pacific, the new city, Winnipeg.

The Canadian Andes greeted the grandson of the Queen, loved of all true British people, and in the welcome joined Vancouver and Victoria, holding the gates for the Empire in the west of Canada.

At Toronto gathered a few (11,000 and more) of the many thousands of young men in Ontario in military array, thus assuring the heir apparent to the throne that here are true sons of the mother country, who are ready to tread in the footsteps of their fathers. The Duchess can tell the women at home that she saw farms in South West Ontario looking in the same directions as those of England, which, after a few more generations, will be

coming into the same rank as the stately homes of the father land. The Falls of Niagara, the City of Kingston, St. John by the sea, Halifax; all will claim and receive gladly, a sweet place in memory. The Canadian Pacific train, on which the royal party travelled from ocean to ocean, was made in the Company's workshops in Montreal, and was the most magnificent ever seen on this continent or elsewhere. The management and attendance in connection with the train, have received the highest commendation from all parties, a recognition of prudence and ability richly deserved.

Mr. Allan Abbot, a Master in one of the schools in Washington, D.C., U.S.A., approaches in "Education" for September, the question of "Entrance English," to Colleges from a point of view which we have not seen taken by anyone else, viz., the boy's point of view. After considerable enquiry among a large number of freshmen in various colleges in the United States, he is led, guided entirely by the answers received from the under graduates, to the conclusion that the following authors represent the kind of literature which should be selected for the preparatory course for matriculants into colleges, viz., Scott, Cooper, Dickens, Shakespeare, Burns, Emerson. These are the favorite authors, and their works the young desire strongly to read for themselves. A note of encouragement this, to teachers, and a hint to all workers what books to provide for our scholars at the preparatory schools.

In higher grade schools conducted by school boards which comprise a school of Science section, the number of scholars of ten years of age and upwards in standards, (classes) IV to VII, was 19,774, of whom only 4,043 was in standard VII. The percentage of children of 15 years and over was 2·4.

In the schools of Science conducted by school boards, their course being for four years, the number of scholars was 8,670 of whom only 246 attended the final year, the fourth. Only 2·8 per cent. of the scholars who entered upon the course remained to the finish. Such are the results shown by special reports printed by the House of Commons this year, 1901.

The text book problem has given employment to wiriters on and in our public press again. It is not the first time that this subject has furnished a theme of debate and from all appearances this is not the last time, it will do so. Seeing that the authorization of books for use in our schools causes such hot discussion and disagreement, the question is not infrequently asked why authorization of school books at all? why not leave to the local board of trustees and the teacher of the school, to select the books required for such school? This is the usual manner in which the government gets rid of any vexation question, which bring difficulty without influence.

There are two reasons, usually argued for the authorization of school books: uniformity in teaching and saving of expense to the parent. In many countries school books are authorized, in many countries, they are not authorized. Confining our attention to English speaking com-

munities: school books are not authorized in Great Britain; there, limiting the teachers' choice to a selection of books made by an outside authority would be considered a serious assault upon the freedom of the teacher and the local managers of the school. Then the public opinion we have in Britain on most subjects and the readiness to give it expression, whenever occasion calls for it. The teacher is the person who has to use the "marked" text book, and in order to do the most and best that he can, should he not be allowed some latitude in making a choice of his appliances? No other workmen is cribbed, cabineted and confined in this respect as the teacher is and has been in Ontario since 1846. Dr. Ryerson, with whom the plan of authorization began, in Upper Canada, continually insisted that the teacher should not only master the contents of the select and approved books, but from his own resources furnish for his classes fresh material for the natural well-being of himself and scholars. The late Rev. Dr. must have had a prophetic vision of the baneful effects of slavish adherence to text-books in schools.

Unfortunately Ontario is now reaping the bitter fruits of authorization of books for her schools; dead, slavish uniformity prevails; teachers in her schools working for a "piece of bread," so completely is the spirit of inspiration gone from the schools that the teacher has sunk to the killing degradation of patronising the dishonoring "school-helps" in his ordinary daily labor in the schoolroom. The capable and experienced teacher is leaving the school, the neophyte takes his place; the salary year by year, is becoming less; the profession per se is losing its hold on the respect of the community, and "cheap and hasty" is deemed sufficient excuse for disrespectful treatment of the most important factor of modern life.

These results we have in Ontario to-day, we have had authorization of school books for fifty-five years; and uniformity insisted upon night and day for more than 20 years. It seems to us that the results noted above are the logical sequence of our system of handling our school-books. Rob a man of the necessity of thought, you assuredly get a weakling—a man void of thought and action—a machine.

Many states of the union of the United States of America have not authorized books for their schools, notwithstanding the many assertions made to the contrary by them who ought to know better. We have a list of such states, but it is too long for insertion. Is it possible, is it advisable that all Ontario, from the Ottawa and St. Lawrence to the Albany River from Lake Erie to James' Bay, a line of hundreds of miles—should be confined for instance to the use of our series of readers? would it not be flat! It is said that in one part of the earth, the tops of the trees are all swayed in one and the same direction. The millions in Ontario now and hereafter are made to think in the same groove, all on the same subjects are taught in the same manner. If this is to be, it is high time to base pedagogy upon the exact sciences, "nature abhors uniformity," as well as a

vacuum. In our humble opinion in the interests of the highest life of this country of ours, it is not advisable to have only one series of texts for all our schools, and more especially, only one series of readers. How would it do, to have only one series of texts for the New England States? That is the question we in Ontario are facing at this juncture; and it cannot be laid on the table by a wave of the hand, even if it is the hand of the government. But whatever the answer may be in the not very distant future to this large questions, let us examine the assertion in regard to lessening the expense to parents by having the texts of our schools authorized by the government. It is a fact that the text-books are changed in our schools pretty frequently. Grammars, arithmetics, geographies, etc., etc. It makes no diffierence, whether the change is affected by introducing a new book, or by a revision of a former text used for years in the school, the pupil must be furnished with the latest book. For school work, the change is effected as soon as the book is accepted, be it a new book or a revised edition of a former text-book. The opinion of the writer is that if the selection of books be left to teachers and trustees the changes would be fewer than they are under our present mode. People are very slow to make changes when such change involve the spending of money. For schools the real advantage of authorization of school books by the Education Department is the ease with which by means of it the teacher can classify his school. It is for this reason, and not on the ground of expense, much less time, which in our opinion tells strongly against this plan, that we would be at all inclined to tolerate authorization of school books. But there is one point of our present plan of getting our school books which is purely indefensible, condemned we are happy to say by all intelligent men. This part namely, when the minister of Education, wants for many reasons, known best to himself a text-book on some subject, say on Dentistry (this subject is named advisedly), he selects some relation or friend for the work, just as he would select a tailor to make him a suit of clothes. As a matter of course the authorization follows. Since the appointment of the Minister of Education, now nearly 30 years ago, this unjust and injurious method has been followed. Is it necessary to assign any reasons? To justify such a course is detremental to the literary interests of the country, what reasons can be given?

STAFF CORRESPONDENT.

To the Editor of the C. E. M.

Dear Sir:—

The annual convention of the Protestant Teachers of the Province of Quebec has come and gone. It has proved to be one of the most successful, harmonious and instructive held within fifteen years, though less than five hundred teachers registered out of a large concourse. The reports of the various sub-committees appointed by the Executive were concise, to the point, and satisfactory; particularly that of the Pension Commissioners—as it represented the pension fund, in a

healthy condition. A memorial to the Prot. Committee of the Council of Public Instruction, advocating better salaries for teachers was introduced; and it elicited considerable discussion. While the necessity for some such measure was generally admitted, the method suggested for obtaining it was considered impracticable; and therefore the question was committed to the carful consideration of a special committe to report at next convention.

The first paper on Thursday afternoon was read by Mr. A. D. McBurney, B.A., of Granby. He treated his subject "Book-keeping" in a practical manner illustrating his system on the blackboard. Mr. Charles W. Ford, Principal of the Coaticook Academy, gave an excellent account of the various ways by which "Educational Waste" effected our schools and retards progress. Mr. Ford was highly complimented for his exhaustive and very instructive paper.

The evening session. The attendance at this session was not very large, doubtless on account of the downpour of rain; but those were heartily welcomed on the part of the city by Alderman Ames in a carefully worded address; and on behalf of the Board of Protestant School Commissioners, by Archdeacon Evans, whose address was warm and complimentary, saying: "that in educational matters the city could not say to the country, 'I have no need of thee,' nor could the country say to the city, 'I have no need of thee'; for each is dependent on the other." He hoped that all esteemed themselves as a part of a learned profession—in his judgment one of the noblest. The true teacher considered it his duty to educate not only the intellect of his pupil, but also the heart, with a realizing sense that he was dealing with immortal beings. The Rev. Dr. MacVicar in his usual impressive manner reminded the teacher that the most effective teaching was by their conduct in the class-room, even more than by their talk. They were daily making an imperishable impression on the impressible substance of their pupils' character. The Rev. Principal Hackett enlarged on the influence of teachers in moulding the character of their pupils for time and eternity; and Principal Peterson of McGill University, though absent through indisposition, was present in his kindly expressed regret,, which referred to the cordial relation existing between the university and the schools. A resolution expressive of the convention's congratulations to Dr. Peterson was unanimously adopted, on the distinguished honor conferred by His Royal Highness, the Duke of Cornwall and York, in recognition both of the institution and of the profession of which he is such a distinguished member.

On Friday morning the convention divided into two sections: Elementary and Superior Schools. Being unable to be present at this session, and not knowing anything of the proceedings personally, "mum" is the word. The first paper at the afternoon session was on "Manual Training," by Mr. C. Johansson, Director of the MacDonald Training Schools, Montreal. He explained some of the advantages acquired by training the hand to do, and the eye to see;

and exhibited a few models—very creditable models, that were made by young children of King's School, Westmount. Professor L. R. Gregor of McGill University contributed a most interesting and instructive paper on "Some Notes on the Teaching of Modern Languages." The Metric System was ably set forth and expounded by Prof. .N. .N. Evans of McGill University. He gave a short description of the system, and illustrated the simplicity of its working on the blackboard. Lieut.-Col. Burland in leading the discussion on this subject, said that England being exceedingly conservative had rejected every effort made hitherto to introduce the system into the British Isles. He also stated that the population of the countries using the metric system is 448,000,000, while the population of the country using the present English system is 113,000,000. He was very desirous to have something done by way of introducing the system into the Dominion of Canada, as it was easily learned; and calculation was made more rapidly than by the system at present in use..

A resolution was adopted almost unanimously by the convention recommending the adoption of the Metric System to the Government of this wide Dominion.

At the evening session was delivered the lecture of the convention by Prof. F. D. Adams, Ph. D., of McGill University, on "Canada's Physical Features." After exhibiting several landscapes showing the development of topography, from the recently formed sandy plain, i.e., about 270,000 years, B.C., to the formation of mountains and their reduction by decay to the plain again, the lecturer parcelled the Dominion into four divisions, and then proceeded to describe the physical features that characterized each. In representing the various changes that has taken place in the northern part of the continent during the Glacial period, the lecturer humorously remarked that our cousins south of line 45, were indebted to Canada for their soil. The lecture from beginning to end was a geological treat, for which the members of the convention, contrary to their usual custom, tendered a vote of thanks to Prof. Adams.

At Saturday morning's session, the officers elected for the now current year were announced: President, Rev. W. L. Shaw, L.L. D., D.C.L.; Vice-Presidents, E. W. Arthy, T. A. Dresser, M.A., and Miss L. Robins, B.A.; Recording Secretary, T. W. McQuat, B.A.; Corresponding Secretary, W. A. Kneeland, B.C.L.; Treasurer, W. Dixon, B.A.; Curator of Library, Miss Brittain, High School Representative on Protestant Committee, H. J. Silver, B.A.; Pension Commissioners, H. M. Cockfield, B.A., and M. C. Hopkins. Executive Committee, Geo. W Parmelee, B.A., Quebec; Inspector McGregor, Huntingdom; James Mabon, B.A., Waterloo; W. J. Messenger, M.A., Valleyfield; J. A. Nicholson, M.A., West Mount; S. H. Parsons, B.A., Montreal; C. W. Ford, Coaticook; A. McArthur, B.A., Montreal; Miss M. T. Peebles, Rev. E. L. Rexford, Miss L. B. Robins, B. A. Montreal; Rev. Inspector Taylor, M.A. Knowlton; C. A. Humphry, Montreal; E. N. Campbell, and Charles McBurney, B.A., Granby.

S. V. Rowell, Convener of Exhibits' Committee, presented the report on Exhibits. This report embraced the various kinds of work done by the school children; the opinion of the judges and the awards made by them. The specimens of work exhibited were very creditable and showed great improvement on those of former years.

The Rev. E. T. Rexford, B.A., gave an illustrated lecture on Yukon and Alaska, which was most instructive and entertaining. He pointed out not merely the character of the country, with its mountain ranges, gorges, ice-rivers, glaciers, but also the ground of contention between Great Britain and the United States respecting the Boundary Line, the difficulties of getting into the country, mining operations, the character and habits of the native Indian, and the glorious effects of the Mission Schools changing barbarism to civilization.

After the usual votes of thanks to all parties and persons that had contributed to the success and enjoyment of the convention, the President-elect, the Rev. Dr. Shaw, was called to the chair; he addressed a few words of gratitude to the convention, assuring them of the very sincere sympathy with their work, and his earnest desire to do all he possibly could to further their interest, and the work in which they were engaged.

Principal Peterson, whom all were glad to see, congratulated the convention on its success. "God Save the King" was sung, and the convention of 1901 passed into history,

CURRENT EVENTS.

The results of the examination for Leaving Certificates in connexion with higher-class schools and the higher departments of State-aided schools in Scotland, held from June 19 to 27, have just ben published. The higher-class schools from which candidates were drawn numbered 88; the total number of candidates was 5,465, and the number of papers taken 21,494. The number of State-aided schools from which candidates were presented was 353, not including 303 schools from which pupil-teachers only were presented; the total number of candidates was 11,940; and the number of papers taken was 34,592. With regard to languages, there were 10,697 presentations in English and 5,985 passes; 2,855 presentations in Latin and 1,510 passes; 872 presentations in Greek and 600 passes; 7,195 presentations in French and 5,086 passes; 2,741 presentations in German and 1,819 passes; and 6 presentations in Spanish and 2 passes. In mathematics there were 4,773 passes out of 5,773 presentations, and in arithmetic only 5,812 passed out of 9,633 presened. The examinations in geometrical conics produced 36 passes out of 62 presentations; in analytical geometry 65 passes out of 147; in higher dynamics 19 passes out of 80; in elements of dynamics 121 out of 235; and in book-keeping and commercial arithmetic 329 out of 615.

Under the present system, the young Maltese, up to the third standard, is taught his native tongue; after that, the parents may select either English or Italian as the second language for their children. By reason solely of the commercial supremacy of England, English has gradually ousted its rivals, and last year 99.4 per cent. of the parents choose English. The local patriots—in this case a bureaucratic oligarchy backed by Italian priests—who were kicking against this natural evolution have no locus standi, and are simply "swearing at the equator."

COMMENTS.

EDUCATIONAL COUNCIL MEETING.

The April meeting of the New York Educational Council was held at the School of Pedagogy, Saturday, April 20. The subject for discussion was "Normal and Abnormal Methods."

Dr. A C. McLachlan, of the Jamaica, Long Island, normal school, was the first speaker. He said in part: A defence of the normal schools seems at this time to be somewhat needed. There has been perhaps a little disillusionment in many quarters. Results of normal training are not so good as enthusiastic advocates had predicted. The teachers turned out do not prove to be of high class.

The general reply that must be to such accusations is that very few people can by any conceivable plan of training be made into first-class teachers. Fine scholars frequently lack disciplinary power: they are neurasthenic, perhaps, lacking in warm red corpuscles. Good disciplinarians often prove to be absolutely incapable of intellectual advancement beyond a certain point; and there are those who by nature are weak in discipline and weak in scholarship, yet who have marked natural ability for teaching, since whatever little they get they are promptly impelled to give. A person who combines scholarship disciplinary power, and teaching ability is rarely found. The normal school deserves reprobation if it turns out many very poor teachers, but it must of necessity graduate a great many who are only seond class.

Now a very common criticism is directed against the teaching of methods in the normal schools. It is said that teachers are stuffed with methods to the injury of their personality. This is nonsense. A personality that is so tender it will be hurt by application of a few sound pedagogical principles is not worthy to survive.

Take any good pedagogical principle, as for instance, Proceed from the concrete to the abstract. By use of specific examples and illustrations that idea can be drilled into a class of a thousand people, everyone of whom will go into a school-room and employ it in a way consistent with her own personality. This means no "ensnaring of the personality in the meshes of method;" it is really a step in the direction of freedom.

The only danger lies in the half application of the principle. Proceed (from procedo to walk forward) does not mean to stand still in the region of the concrete. The entire sense of the principle must

be grasped. Too long continued use of the concrete will lead to arrested development, or, as some one has wittily put it, long use of blocks will result in blockheads The sign must presently take the place of the thing. The mind craves the rapidity of abstraction The symbol is an instrument of economy.

These general ideas, axiomatic principles of education are the substance of which good methods are made. "Proceed from the easy to the difficult, at first by slow steps, later with seven-league boots." In the words of a celebrated surgeon who was to perform a critical operation: "There is no time to lose; therefore, do not hurry." Teach one thing at a time. Do not follow the example of the boy in the well-known English story, who in trying to catch a goose from the flock chased first one, then another until, exhausted and breathless, he gave up the goose. He should have run one fowl down at all hazards, and no other. The educational goose must be run down. Supply food to the mind in the right order of presentation. Intellect, memory, imagination, reason, must be successively appealed to as the child grows in years. The cry nowadays is, make children think. Such a demand produces abnormal methods. Memory work is easier for children, thinking for adults. Take, for instance, the explanation of the progress of long division in the fourth grade. It is all wrong. Let the child learn to do long division. Obey the laws of periodicity. You cannot make the sun rise sooner by getting up early.

It will probably be granted as truth that adherence to such large pedagogical conceptions as the above is a prerequisite to normal methods. The question of imitation of a specific method in all its details and ramifications is harder to solve, yet this one thing must always be kept in mind; crude application of one's own methods will often be found inferior to intelligent imitation of those employed by some one else. In especial the advice to look for everybody else's methods that have ever been devised and to select from these a bit here and a bit there, is dangerous in the extreme. One of the most important things in method is a certain logical consistency. Your method need not be original, but it must not look like patchwork.

Supt. Charles W. Deane, of Bridgeport, Conn., followed Dr. McLachlan, making the point that miserable methods are often founded upon the soundest of principles. Most people do not really understand the great truths they accept and consequently slip up in the application of them. There ought in every normal school to be discriminating drill in the application of principles. This will come to pass only when the quality of normal school teaching has been very much improved. At present most of the teachers in normal schools do not know enough themselves about methods in their special subjects to teach them to anybody else. It ordinarily happens that the principal of the school and the professor of methods are the only ones who know anything about methods. The other teachers are apt to be

young persons fresh from college, brought in because of their knowledge of certain subjects.

There was some slight discussion of the talks of the morning, followed by the announcement from President Shear that the next meeting will be held May 18, and that Mr. Frank A. Hill, secretary of the state board of education in Massachusetts will speak on the subject, "The Illegitimate Burdens of the Teacher." This is a fruitful subject and ought to draw a large audience, more especially of woman teachers who do not as a class avail themselves of the privilege of attending council discussions.

Educational matters in the Province of Quebec are in a somewhat unsatisfactory state.

Much has lately been said about the educational exhibit of the province at the Paris Exhibiton. The press from one end of the province to the other has extolled our success and gloried in the honors reaped.

But the fact is that the primary R. C. schools of the country are, to a great extent worthless The children who attend them learn very little that is calculated to prepare them for a life of usefulness as citizens. From the time of entering school at the age of six, to leaving it at the age of twelve or fifteen, they learn very little except memorizing their catechism and Latin prayers. It is not an uncommon occurrence to find young men of eighteen or twenty years of age unable to sign their names properly. And yet these young men have attended these primary schools for some years.

Moreover, thousands of children do not go to school, because, as the parents are themselves very ignorant, and therefore do not know the value of education, and as there is no outward influence bearing on the family to lead it to seek training for the children, there is no incentive, no encouragement to study and no ambition to excel in any pursuit.

An attempt was made last winter by the Parliament of Quebec to take the children from the streets to the schoolroom. A bill was presented, supported by several educated men in the Provincial Legislature, for the purpose of rendering school attendance obligatory.

But the bill was never passed. Two main arguments were presented in opposition to it. The first was that it is not right to educate a child against the wishes of his parents; and the second, and more significant, was that the members of Parliament should be careful not to alienate from themselves the goodwill of the clergy (R.C.). The sum of it was that nothing should be done to protect a child against the ignorance of parents who cannot appreciate the advantages of education, and that the bill should not be pressed, as it was not agreeable to the clergy.

It had already been stated that no bill on educational matters that was not first approved by the clergy of the Caholic Church could be enacted by the government of this Province.

The mass of the people feel that the children are not properly trained for the work of life. Many would hail a change, and educated and prominent laymen are

impatient and dissatisfied, longing for a reformation in our educational system, but they hesitate to undertake to lead the people out of this land of bondage, fearing the iron grip of the heirarchy, and they sit and wait.

The hard, unrelenting and universal grip of ecclesiastical power is becoming more and more oppressive, intolerable. How strange! The French Catholic Church of Canada was, under French rule, Galican in doctrine and policy; under the free, beneficent rule of England it has become more ultra-montane, more absolute than even in Italy or in Spain. How is it that the tree of absolutism has grown so luxuriantly under the clear free sky British freedom?

But there are signs of awakening. Muttering voices are heard in a whisper for a time but will soon change and become as loud as the voice of many waters. There is scarcely a parish around the city of Quebec and along the lower St. Lawrence where the people have not been aroused by some act of tyranny. They chafe under an iron rule and look for deliverance from a state of things that has become intolerable.—Rev. P. Boudreau, Quebec.

SCHOOL TEACHERS' SALARIES.

Public school teachers are being engaged for another year throughout the Province. Salaries are a shade higher in some instances that have come under our notice, as teachers are not quite as plentiful as they have been. It is high time there should be some advance for those worthy of the position of teachers of the young. Few trustees we believe realize the great importance to the children in their section of having an experienced teacher in charge of the school. In our opinion only the primary schools in cities and towns and the very small country schools should be given in charge of novices. The writer knows whereof he speaks. He began teaching a country school in the sixties at $320 for the first year. In seven years he advanced by almost annual increases to $700 a year, but he worked hard all the time and by constant study, reading all the best and modern educational works, (he had a library costing hundreds of dollars, mostly text and professional works, when he left the professsion) he made himself worth the advances he received. What is more—although he taught in three different schools he never sought one of them. This may seem boastful to say it himself, but it is the truth and bears out our contention.

Present salaries are no inducement for energetic, ambitious young men and women to continue teaching school, hence they no sooner begin teaching than they begin to look round for a more lucrative position, instead of striving with all their might and main to qualify themselves for yearly advancement in the teaching profession. Every young public school teacher who is worthy of re-engagement in a school can and should make himself or herself worth—actually worth—yearly from $20 to $30 at least more as his or her years of experience increase. The teacher in the earlier

years of teaching who is willing to teach year after year for the same salary should be promptly dismissed. Wake up school trustees, and see that you hire the very best teachers available. Change your system right about. Instead of advertising for a teacher, advertise your school. This is the way your advertisement should read:

School in S.S. No.—vacant for 1902, average attendance for last nine months 45, salary $450. Apply personally before Nov. 1 to A. B., C. D. and E. F., Trustees.—P.O.

Another way is to enquire about teachers in the district. If you want a change and you hear of one who is a decided success offer him or her $25 to $50of an increase in salary and secure such an one's services The cheap teacher should be tabooed everywhere and trustees who employ cheap teachers should never be re-elected. They are a positive curse to any community. The years of a child's life are too sacred and valuable to be wasted by incompetents. We were astonished recently to find one of the brightest boys we know of, over eight years of age, still in the First Book although he has gone to school pretty regularly for over two years and knew his letters when he started. His teacher is one of the school keepers, no doubt.—The Canadian Statesman, Bowmanville.

BOOKS AND MAGAZINES.

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

The October Atlantic Monthly delayed its publication for some days so that the first article might be a notice of the death of President McKinley. Among the other articles of distinction may be mentioned "The Author of Obehmann" by Jessie Peabody Frothingham; and "The Ills of Pennsylvania," in which appears an outspoken discussion of the evils of political immorality.

"Thomas Carlyle," is the title of an article which can with truth be termed critical in the October Scribner's. It is written by Mr. W. C. Brownell, a collection of whose critical writings is shortly to appear. The same number contains three unusually good short stories.

"Titled Authors of the Eighteenth Century," by Austin Dobson, appears in the October Lippincott's Magazine; the subject is one particularly congenial to the writer. The name of the complete novel in the same number is "The Anvil," it is written by R. V. Risley.

The October Century contains a short poem by Mr. Arthur Stringer, entitled "On a Child's Portrait"; "The Abandoned Farm Found," a most entertaining article by Mr. W. H. Bishop; and three short stories by Southern writers, Virginia Frazer Boyle, Joel Chandler Harris, and Thomas Nelson Page.

The Cosmopolitan for October contains an amusing and instructive account of Mr. Hall Caine's "Christian," by Bret Harte.

The most interesting contribution to the October Book Buyer

is the second article on "Private and Special Presses," by Fitz Roy Carrington. The title is "Notes on Fine Printing in America," and it contains deserved commendation of the De Vinne and Updyke Presses, along with more or less extended mention of not a few others.

The principal attraction in the October St. Nicholas is to be found in the serials of which there are at the present time no fewer than four. The departments are maintaining their increased importance in the magazine.

The September Studio is a most beautiful number, containing reproductions of great artistic value. Among the special articles may be mentioned those on the work of Robert Weir Allen, by Mrs. Arthur Bell, and "Some Thoughts on the Work of Gordon Craig," by Haldane MacFall. It is interesting to note the eminence in another department of art of the son of the great actress, Ellen Terry.

The most important article in The Living Age for October 12th, is "The Spectacular Element in Drama," taken from the Edinburgh Review.

The Sunday School Times for October 12th, contains an important article by Mr. Jacob A. Riis, who is an intimate friend of the President, on the character of Theodore Roosevelt. Strong grounds are given in this article to assure the confidence of the American people in their new leader.

Fra Elbertus discourses in the October Philistine on the changing of names of some of those who have acquired greatness.

The second part of Sir Henry M. Stanley's "Savage Kings I Have Known," appears in The Youth's Companion for October 17th.

"How the Leopard Got His Spots," another of Rudyard Kipling's entirely charming tales for little children appears in the October Ladies' Home Journal. It is promised that several more will appear in the magazine before long.

The contents of The Monthly Review for October are: Editorial Articles; "Professor Koch and Tuberculosis," by Prof. Woodhead; "Is Distrust of the Jesuits Reasonable?" by Robert Dell; "Manchuria in Transformation," by Archibald R. Colquhoun; "The Financial Condition of Japan," by Robert Machray; "Notes on Morocco," by Mrs. Bishop; "Children's Workshops in Sweden," by J. G. Legge; "The Battle—Piece by Paolo Nucello in the National Gallery," by Herbert P. Horne; "John Keats," by Arthur Symons; "A Song of Home-Coming," by Mrs. Woods; and "Tristram of Blent" (conclusion) by Anthony Hope.

"Memory Street," by Martha Baker Dunn, is a charming story lately published by William Briggs of Toronto. The plot is simple, but satisfactory, the style of the book is good; there is a good deal of sentiment, but it is not over-

done; and altogether those who buy the book will not be disappointed in what they read.

Books Received: Pope's Rape of the Lock, Essay on Man, and Epistle to Dr. Arbuthnot. Edited by Henry W. Boynton, A.M., Instructor in English, Philips Academy, Andover, Mass., with introduction and notes. Paper, 15 cts. The Earliest beginnings of Canada, by Dr. J. M. Hooper, M.A., Quebec City.

All persons who take notice of the factors which are most valuable in character building, are seeing with clearer vision, year by year, that the first place unquestionably belongs to the moral factor and that by many odds. The readers will find The Book Moral Drill, prepared by Dr. J. M. Hooper, M.A., Inspector Superior Schools, P.Q., and published by the Steinberger Henry Co., Toronto, and T. I. Moore, Quebec, of special value in training our people for the better understanding of their responsibilities to God and man. It was prepared specially for use in the school room but it is well adapted for use in families and for private reading. We hope it will meet with a ready sale.

"The Lady of Mark," by Sidney C. Kendall, (New York and Montreal: The Abbey Pres.) Price 50c. A short story of Canadian pioneer life, written by a Canadian, who appears to know whereof he speaks. It is refreshing to meet with a sketch, brief, and not over partial to Canada though it be, which gives some true accounts of the life of the early settlers of our country. The lady of the story is the daughter of a Devon family that has migrated to the new land. The title of the book is taken from the name of the township in which the family settled. It is a simple story with several improbable incidents and good descriptions of the beautiful Canadian scenery. Much work, on the line of this book is required, to make Canada better known.

"The Century Bible" (St. John), by Rev. I. S. McClymont, D.D., T. C. and E. C. Jack, Edinburgh; fcp. pp. 352, 2 *s.* net. General Editor, Prof. W. F. Adeney. This, like previous volumes of the series, contains an introduction, the authorized version, the revised version, with index, notes and maps. Dr. McClymont's edition of St. John will be found serviceable to preachers and teachers. The notes of the volume are exceedingly helpful to the right understanding of the text. And in the matter of general production the same high standard is maintained as shown in previous issues.

England's Story, a history for Grammar and High Schools. By Eva March Tappan, Ph. D., Head of the English Department, English High School, Worcester, Mass., and author of "In the Days of Alfred the Great," etc., with summaries, genealogies and index; also with more than 100 illustrations and maps. Crown 8vo, 85c, net, postpaid. Houghton, Mifflin &Co., N.Y.

England's story is a narration of the principal events of English history from Julius Cæsar down to the present date, told in simple and pleasing language. Much care has been taken in selecting only such illustrations as will add to the interest and clearness of the text. There are three full-page and two double-page maps in color, and a geograph-

ical guide is given in the index. The work is well done, the illustrations clear and interesting and the paper and presswork beautiful.

'A Short History of the Hebrews to the Roman Period,' by the Rev. R. L. Ottley, S.S. Mr. Ottley has very wisely, we think, in this volume avoided the minute discussion of critical problems and reference to points of Old Testament theology. The reader is presupposed to have made a careful and intelligent study of the text of the Bible, and as regards the lessons or deductions to be derived from this concise outline of Hebrew history he is left pretty much to his own judgment. Positions, hitherto held to be correct, the author yields too readily to the assertions of recent writers. 'For practical purposes the study of Hebrew religion may be well kept distinct from that of Hebrew history.' The main aim of the author has been to furnish teachers or students with a sketch of the actual course of Hebrew history as revealed by the most recent researches. In the dozen chapters of which his work is composed he reviews the Early Narratives of Genesis, the story of the Patriachs, Israel in Egypt and in the Wilderness, the Conquest of Palestine, the age of the Judges, Establishment of the Monarchy, Solomon and the Division of the Kingdom, Prophets and Kings of Israel and Judah, the Decline and Fall of Judah, the Exile and the Restoration, and the events occurring during the periods dating from Nehemiah to the Maccabaean War, and from Judas Maccabaeus to Herod the Great. The book is supplied with several maps, and in every way well worthy of the favourable attention of students of Hebrew history. Of its size it would be difficult to recommend a more discriminating work.

SCHOOL HYGIENE.

Helen MacMurchy, M.D.

SPREADING LIFE-SAVING KNOWLEDGE AMONG THE PEOPLE.

One of the most important but less conspicious phrases of the work being done by the Michigan State Board of Health, is shown in the report for April, 1901, of a village health officer in Southern Michigan. He reports: "By a letter from the Secretary of the State Board of Health I was induced to look up and report the want of sanitary care and precaution in the last few weeks life of a patient who died of tuberculosis of the lungs in this village last spring. The poor unfortunate was moved about from family to family of her relatives, and cared for as well as their means could afford, but in utter neglect of all the means of preventing its communication to others. Most of this neglect came from lack of knowledge as to what could be done by poor folks to lessen the chances for taking the disease." By attracting attention to such instances, and by taking advantage of them for the instruction of the people, much can be done and is

being done for lessening the spread of tuberculosis.

DEATH RATE IN AMERICAN CITIES.

The decrease in the United States deathrate, as shown in the 1900 report of vital statistics just issued by the chief statistician is most encouraging. The registration area has been increased almost 50 per cent. over 1890, and now comprehends almost 29,000,000 population. It represents a more distinctly urban population, as the minimum limit has been raised to include cities of 8,000, instead of 5,000 in 1890. There has been a decrease of 1.8 per 1,000 of population in the general deathrate, which is equal to a general decrease of nearly 10 per cent.. The work of medical science is still better shown in the comparative rate of registration cities. In 1890 the rate in 271 registration cities of 5,000 or more population was 21 per 1,000. In 1900 it was 18.6 in 3441 cities of 8,000 and upward, a reduction of 2.4 per 1,000, the gross population of the same in 1890 being 14,958,245, and in 1900, 21,660,631. The entire result proves, despite all the known imperfections of the census of 1890, and the lesser ones of that of 1900, that as a whole there is an increased longevity. The average age at death in 1890 was 31.1 years; in 1900 it was 35.2 years. Desppite the political corruption of our large cities, and the toll thus levied upon life and health, which makes the deathrate much larger than necessary, the benefits accruing to the nation from preventative medicine are most striking. That 10 per cent. of the needless deaths has been wrenched from ignorance and sin is most gratifying and hopeful. The knowledge that still greater gains have been made in the two years since the census was taken is a further cause for congratulation.

In greater New York City (population in 1900, 3,437,202) the estimated deathrate was in 1890, 25.3, which in 1900 was reduced to 20.4. In Chicago (1,698,575) the rate has been brought from 19.1 to 16.2. In Philadelphia (1,293,677) the rate has hardly been reduced any, in 1890 having been 21.3, and 21.2 in 1900. This boss-ridden city has the evil preeminence of showing a less reduction than that of any large Northern city. Buffalo has a 1901 rate of 14.8.—American Medicine.

GOOD ADULTERANTS.

One of the most striking features of the exhibit of the Department of Agriculture at Buffalo is a collection of silks dyed with food adulterants. One piece of silk is a brilliant red from a substance called "rosaline," used for coloring meats, such as corned beef and sausage. A yard of pink is tinted with dye from preserved cherries and another yard of salmon hue owes its beauty to currant jam. Various kinds of jellies give other colors: there is a fine purple from port wine, a magenta from burgundy, a light red from tomato catsup and a pretty yellow from soda water flavoring.—Exchange.