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**Articles : Original and Selected.**

THE HOMILETICS OF TEACHING.

BY JAMES BUCKHAM.

“What a curious subject!” I fancy I hear this exclamation discharged at irregular intervals, like the random firing of a skirmish line, as *The School Journal* falls open in the hands of its widely-scattered army of readers, from Canada to California. ‘The Homiletics of Teaching’—what good can come out of such a Nazareth of titles as that?”

Suppose we put it in simpler, more colloquial phrasing,—“The Preaching of Teaching.” How does that sound? Not euphoniously, to be sure; but I venture to hope some of my readers see a glimmer of reason in it. The preaching function of the teacher,—that is the idea underlying all this caption-seeking prelude; the thought that the teacher’s mission and the teacher’s privilege are not altogether confined to the work of instruction, but reach over into moral and spiritual activities; so that, when the teacher stands up before a roomful of bright young faces, he or she may be moved to say—“Ah, there are souls behind those eager eyes, and motives behind those restless hands, and before God it is my duty, and shall be my joy, to instil into the one pure and helpful aspirations, and to put before the other high and worthy ideals. I will not content myself with forming these minds only; I will go deeper, to the springs of heart and soul.”

Any teacher who has felt this impulse, this inspiration (and what true teacher has not?) has surely forestalled me in the consideration of this odd subject, "The Homiletics of Teaching." The moral influence of the teacher, striking out through the forms, the suggestions, the wider applications of daily book-instruction,—this is what I mean by the preaching of teaching. It is a kind of moral *oratio obliqua*—not the direct, formal, pulpitiery homiletics of the minister, but a certain sweet persuasive and pervasive preaching of character, tone, and look, suggestion, manner, turn of thought; a kind of aroma of personality, a preaching not unlike that of flowers and wood-odors.

The indirectness of this truly evangelizing influence of the Christian teacher is the secret of its chief power and charm. I am not one of those who stickle for definite and formal religious instruction or acts of religious worship in our public schools. In general, I distrust the helpfulness of anything which is purely formal; and I am convinced that there is little beyond formality in the religious exercises with which it has been customary to open the morning sessions of our public schools. But when religious and moral influences can be shed like sunbeams and dewdrops, so delicately, so softly, so unobtrusively that they become a part of the pupil's consciousness, as dewdrop and sunbeam become a part of leaf and flower-texture, then, I believe is uttered the true and potent preaching for youth. The teacher who lives the Beatitudes is better far than the teacher who merely reads them from the desk.

What a mistaken idea it is of preaching, that there must always be the oratorical element in it, that it is a clearly-defined function of voice, gesture, and formal homily. The minister in the pulpit is only one of many preachers. The birds hold sweeter and often better services than he; sky and wind also have their messages from God; the very stones will be preaching the sermons which their Maker has written in them. The mechanic preaches when he does good, honest, God-fearing work. The farmer preaches, well or ill, in the way he tills the ground. The doctor preaches, through sympathy, warning, encouragement, and the subtle force of character impressed upon character. Above all, the teacher preaches, through daily example, through mental and moral sympathy, through pure and noble interpretations of truth, through the whole moral and spiritual atmosphere which he diffuses about himself. These are better homiletics than any formal religious utterance.

Looking back over my own school-days, I must confess that I do not recall any inspirations or helps gained from what we

called "the opening exercises;" but I have abiding and enriching memories of the Christian forbearance, solicitude, sympathy, gentleness, pure-mindedness, righteousness,—those incorporated beatitudes—of my teachers. They preached to me every day out of the Bibles of their lives. This was the kind of religious teaching which my schoolmates and I could carry into the play-ground, into the holiday excursion, into the long vacation, and finally into the great arena of life. If there had been anything formal or didactic about our religious instruction at school, I am sure it would have been lost upon us. The power of this preaching lay in its indirectness. It was dew and sun-beam, not wheel and spindle. It melted into character, rather than was woven in.

This conception of the homiletic function of the teacher, it seems to me, adds new dignity and worth and joy to the profession of teaching. The instructor of youth is not a mere hewer of wood and drawer of water. He is not chained down to the more or less mechanical process of conveying instruction. There are larger possibilities for him. The spiritual as well as mental development of his pupils demands the best that is in him.

I always feel, when I go into a school-room, as if I were entering a garden of human flowers;—childhood develops so after the manner of a flower! Here are these active, vigorous bodies, store houses of energy and health. They are the roots of the plant. Then these busy, inquisitive, accumulative minds, they are the woody substance, the stem of the plant, growing slowly, but surely and compactly. Then there are the souls—the sweet and precious blossoms of this garden of children. How differently these blossoms grow from the roots or the stems of God's wonderful human plant! It is rather a leaping and bursting into existence, than a steady, slow development, it takes a rose-bush years to grow, but a rose may open in an hour. So with a soul. You cannot tell the hour, the moment when it will reach its determining-point and take form and color for life. All depends upon the moral and spiritual atmosphere in which it finds itself unfolding. And how large a part of this atmosphere the school-room supplies! From eight years upward, on an average, the child spends the most significant part of his daily life in school, and the teacher's influence becomes the great morally-determining factor of its character. How is this matured soul influencing this spiritual beginner? How is this earliest and most trusted of pastors preaching to this little school-room parishioner?

These are questions which I would bring home to every teacher. Your school-room is in a very real sense a church, a house of God, whether you wish it or not. You are, perforce, a preacher; you cannot shuffle off the homiletic function. Your very way of thinking, your views of life, are texts, and your actions are sermons. No pulpit in the land has a greater character-forming power than yours. The teacher really makes the mould which the minister fills. School-room preaching is primary homiletics. Church preaching is secondary homiletics. Which, then, is the more important function? Upon which will the greater burden of responsibility fall?

### **Editorial Notes and Comments.**

In a former issue of the EDUCATIONAL RECORD, reference was made in our editorial notes to the discussion that is going on over the whole continent about our schools and the misdirection of their present organization as civilizing agencies. The reformer seldom fails to stir up an opposition. To write anything which has an aspect of novelty about it is sure to incur the hostility of the worshippers of use-and-wont. Society is conservative at heart. And yet, true as this is, in regard to the pitfalls that lie in the way of educational reform, as in all other reforms, use-and-wont must show every now-and-again its pass-port, must expose to view the grounds of its faith in itself. True progress knows no halting-place short of the mandate of *un vrai logique*, and it matters little how loud the hue-and-cry against it may be, society has at last to give way to the impetus it receives from it. Hence, in this outcry against our systems of school-training, there is nothing for it but to collect the facts, arrange the arguments, and find out with whom the truth lies, so that we may at length discern what the true function of the school is, and take care that no other function usurps it. Colonel Parker in examining the grounds for the ferment of criticism against our schools, says, with the fearlessness of a soldier who never turned his back upon an opposing force, "I come to another fact which is being realized by our late criticisms, and that is how low the opinion of the merits of teachers is in the eyes of the public generally. The mother trusts her dearest child in the hands of the family physician; the merchant trusts cases involving millions in the hands of his lawyer; a congregation rest their spiritual interest in the judgment of their pastor; the manufacturer relies upon an expert in invention and machines; in our profession, so called,

our judgment, to say the least, is held in a very low estimate. Why is this?—it may be well to ask. I answer that it is our own fault as teachers, that our opinion is not respected. ‘The fault is not in our stars, dear Brutus, but in ourselves that we are underlings.’ Under the present political conditions, patronage, promotions, and elections, have an immense influence upon the positions of teachers, and instead of discussing these questions frankly, freely, openly, squarely, and reasonably, when the storm breaks over us, we cower, bend, and yield. Our place is to seek the reasonable ground of all these criticisms, to correct our work when it is wrong, and stand manfully by it when it is right. The schools are not what they should be, and can be,—only the best teachers can improve them. We know this but we do not say it, owing to risks incurred in being perfectly frank and open and just in our opinions. Another reason why our opinions are held so low is that these citizens who hold such a low opinion of us, are the products of our own teaching—they were our pupils, *i.e.*, of those of us who are older in the profession,—they do not respect school teaching and the dignity of the schoolmaster as they should, because the teaching given them has not aroused their powers of discrimination to a right level. Why was it that the opinion of George Howland was so potent,—why was it that he had such a great influence as a superintendent? Simply because he had a tremendous influence as a teacher,—simply because he made his pupils feel that he had no other motive than to assist them in the battle of life. The way, then, my fellow teachers, is to exalt our profession by courageously and freely giving expression to our true opinions. Suppose we, superintendents and principals, were asked the question, how many teachers under us are capable of the great work assigned them; what would be our answer? No such question has been asked, and no answer given.

Then one other answer to the unfavorable criticisms may be given, and that is the unbusinesslike and unpractical methods of paying teachers. In all other businesses of life, in railroads, manufacturing, and all corporations, men are selected for merit; it is not supposed that a number of years in itself enhances ability. ‘Time is the false reply,’ when the work of the teacher is recognized not on account of age, or years of work, but on account of real, genuine merit,—on account of the power to develop character; then our profession will be rated as it should be.

But after all these criticisms, there remains one consolation, that there never was anything on earth fraught with such good

to mankind as the common school system. The school system of America is very young, scarcely out of its swaddling clothes. We try to answer without irritation, calmly and reasonably, the criticisms given us. We should criticise ourselves. We should say that we are the builders of the commonweal, we are the promoters of this great system which lies at the basis of the theory that society shall rule itself, a theory that stands above all others. We should feel the tremendous responsibility put upon us and courageously live up to it. However we may differ in methods and principles, we should stand together in one thing, and that is, that the children should have earnest, devoted, skilful, liberty-loving teachers.

No subjects essential to primary education can be legislated into our schools; they cannot be successfully introduced by special teachers; they must be thoroughly known by the regular teachers, and adapted to growing minds by the teachers. Thus the question of strong, educated, cultivated teachers is the one question of this day and future days, and as teachers and teachers of teachers, let us not allow any other question to stand in the way of the real one.

The conclusion is this: if the selection of thoroughly competent teachers is made the invariable rule, if such teachers have the requisite liberty to help their pupils in the best possible way to the best education, then whatever is wise and good, whatever is actually needed by the children, will be found and applied. The path of progress in education, as in everything else, depends entirely upon the knowledge, skill, and devotion of the workers to the work done."

—The inference may be made from this paper with apparent fairness that the writer does not appreciate the fact that there are very many excellent teachers now at work in our schools. Such an inference is very far from the truth. Taken as a whole, there is no class of workers more devoted to their duties than are the teachers in our public schools. If these excellent teachers had the liberty of true artists, if they were not hedged in and limited by a uniform system that demands the same results from each school, if good teachers had the means of constantly improving, this question of fads would never appear. The solemn fact is that most legislation, most rules and regulations, are made to get the best possible results out of inferior teachers; thus the really good teachers are too often bound to dead routine by rules that should only apply, if they are to be used at all, to teachers who must be bolstered up and hemmed in, in order to get seemingly fair results. Proper

liberty and enlightened instruction, freely given to efficient teachers and principals, would soon solve these vexed questions.

We doubt very much, however, if with all our teachers competent, the intrepid Colonel could put an end to the criticism that sees no flaw, for, when we hear Dr. Rice reporting in this wise of the Boston Schools, we may well expect that there will not be wanting the critic with the audacity to declare the laws of nature a little 'off the plumb.' "If there be a city" says the flying squadron of the *Forum* "where we have every right to expect to find a uniformly high degree of excellence in the schools, and where poor schools are less pardonable than in other cities, that city is Boston. For the conditions under which its schools labor are, and have been for a comparatively long period, in a measure ideal. First, the school system is not a machine, both principals and teachers being allowed enough liberty to develop their powers. Secondly, the appointment of teachers and principals is controlled, largely at least, by merit and not by "pulls." In the selection of principals special care is exercised. As to the teachers, although the graduates of the Boston Normal School appear, other things being equal, to have the preference, others are preferred if they are found better qualified than the home candidates. To a certain extent, the principals are permitted to select their own teachers, and teachers are not usually forced upon principals as in many other cities. Thirdly, no teacher receives a permanent appointment until she has taught in the public schools of Boston for four years. Until that period has elapsed she is reappointed annually. Further, if, after receiving a permanent appointment, she proves herself positively incompetent, no amount of "pull" can keep her in her place. Fourthly, Boston, with its twelve hundred teachers, has now, and has had for some fifteen years a city superintendent and six assistant superintendents. Lastly, the cost of instruction *per capita* is exceptionally high.

In view of their superior advantages, the Boston schools, generally speaking, fall far short of what they ought to be. Their particular weakness lies in the primary grades, the grammar schools being upon a much higher level. Indeed, taken all in all, so marked is the difference between the primary and the grammar schools that they scarcely appear to belong to the same system and to be in charge of the same superintendents and principals. But even the grammar schools are very uneven, the unevenness being marked, not only between the teaching found in different schools, but also between that



found in the different class-rooms of the same school, excellent and very inferior teaching frequently going on side by side.

The Boston primary schools belong, in my opinion, to the purely mechanical drudgery-schools. The children are not obliged to sit motionless in a uniform position, it is true, but the teaching is highly unscientific, and the teachers, though not really severe in the treatment of the pupils, are nevertheless cold and unsympathetic. In the first school year there is very little objective work, what there is of it being limited to drawing, paper-cutting, and modeling. In the lower grades the sciences are not taught at all, and in the higher ones but little is done in the way of science-teaching. The unification of studies is not attempted in the primary grades. \* \* \* \*

An entirely different story may be told of the Boston grammar schools. Although much mechanical teaching may be found even here, the proportion of good work is comparatively large and the tone is much better than it is in the primary schools. Some of the Boston grammar schools are certainly among the best in the country. That the difference between the primary and grammar schools is so marked, in spite of the fact that they are in charge of the same principals, is, in my opinion, largely because the principals are selected rather for their general culture than for their professional qualifications. This circumstance exerts a more unfavorable influence upon the primary than upon the grammar grades, for the reason that those better acquainted with the subject-matter to be taught than with the manner in which the mind acquires ideas are likely to have less sympathy with children before than after the mechanical difficulties in reading have been overcome and the ability to cipher moderately well has been acquired. Persons who do not understand the nature of the child-mind too frequently believe that it matters little how a knowledge of the rudiments is acquired, so that, in their hands, the primary schools are liable to become drill-schools, wherein the work is considered satisfactory when certain mechanical results are obtained in a given period of time regardless of all other considerations. Educated teachers who do not possess the proper professional qualifications consequently concentrate their thoughts principally upon the work of the grammar grades, where the subject-matter itself is much more interesting than in the primary grades. That so many Boston teachers, though scholarly, are weak in professional knowledge, accounts also for the fact that so much mechanical teaching is found in the grammar schools. Although many of the Boston teachers

endeavor to improve their minds after receiving their appointments, the time spent in study is usually devoted to other subjects than pedagogics. \* \* \* \*

That the Boston schools have everything in their favor and yet make a poor showing, can, in my opinion, be traced to no cause other than the fact that the instructive and inspiring teachers' meetings are wanting.

There is nothing upon which the superintendents of those cities where the schools are progressive and where the best schools have been developed agree so generally as upon the fact that the main source of inspiration lies in the teachers' meetings. Mr. Balliet, superintendent of the schools of Springfield, Mass., says upon this point: 'I devote most of my strength to the teachers' meetings. I find that it is there that I direct the work of the schools most effectively.' Dr. Bradley, formerly superintendent of the schools of Minneapolis, says: 'At the teachers' meetings I endeavored to get the teachers beyond the methods and devices to underlying pedagogical and psychological principles. I think I was more useful in thus getting almost every teacher to study and investigate for herself than in any other way.' Miss Arnold, supervisor of the Minneapolis primary schools, depends largely upon teachers' meetings to inspire the teachers. Miss Cropsey, supervisor of the Indianapolis primary schools, says: 'The teachers' meeting is by all means the greatest instrumentality for making progress.' In Boston, there is a principals' club that meets once a month, the meetings being conducted by the city superintendent, and there are a few volunteer teachers' clubs that meet from time to time; but the superintendents do not meet their teachers for the purpose of instructing them. \* \* \*

Boston has for many years had rare opportunities, so that, had the proper progressive spirit prevailed, its schools might to-day be in advance of all others in the country. Judged by their reputation, it is not at all improbable that they were ahead in previous years. During the last decade, however, there has been a great educational revolution in this country, nearly all the good schools now existing having been developed within that period. It would appear as if the Boston schools had during this time been resting, meanwhile allowing the progressive schools to run ahead of them, leaving them somewhere near the middle of the list. If the Boston educators fail to wake up soon, it is more than probable that before another decade has passed they will find their schools among those at the end of the list. It appears to me they do not recognize

their position. At a principals' meeting I heard a member say in substance that he could not understand why people spoke so much of improving the Boston schools, as, in his opinion, they were already as good as elementary schools could be expected to be. At the same meeting I heard one of the assistant superintendents remark that the Boston schools were ahead and that they must try to keep them ahead. There certainly is no greater barrier to progress than the feeling that things are perfect. The sooner the Boston educators recognize the fact that their schools can safely stand a material advance the better will be their chances of getting them where they belong.

—The school authorities of the Hub could hardly be expected to remain quiescent under such a criticism, and the superintendent, at the request of the President of the School Board, has written an answer to Dr. Rice's late criticism of the Boston schools, which appeared in a subsequent *Forum*. The reply is clever; and Dr. Rice's weakness as a critic is indirectly stated in this:

"Not only," says the superintendent, "was his observation limited to a few subjects of primary school study, but, judging from his article, it was limited to a few exercises or incidents connected with those subjects. He does not present a particle of evidence of having thoroughly investigated the method of teaching any one subject in the primary schools. He evidently did not find out what series of exercises preceded and what series followed the exercise that he describes. He holds this exercise up as a sample of all the work the teacher does; he presents this teacher and a few others as samples of the corps of primary school teachers. His method of reasoning is utterly unscientific, misleading, and pernicious. Using it, I could prove that the primary schools of Boston possess every merit and every defect."

And yet after all, the *Popular Educator*, a leading educational journal of Boston, brings the argument back to Colonel Parker's standpoint when its editor says: "While Dr. Rice, as we know, is far out of the way in characterizing the primary schools of Boston as 'purely mechanical drudgery schools,' he is not a very great distance from the truth when he says that the unevenness is marked, not only in the teaching found in different schools, but also between that found in the different class-rooms of the same school, 'excellent and very inferior teaching frequently going on side by side.' But the reason for this he failed to see. He attributed the cause for all the imperfections he saw, or thought he saw, to the uninspiring nature of the supervision.

But the fact is that the vital weakness in the Boston school system is its method of selecting instructors. Mr. Peterson thinks that Dr. Rice's theory of supervision is crude, of the back-district type. We will not dispute it, but we know that Boston's way of selecting its teachers is that of an age long past, and which the backwoods of the State gave up almost a quarter of a century ago. We refer to the selection of teachers by local committees. Under such a method the poor and indifferent find a habitation and a home in the school-rooms, as well as the best. It makes very influential the 'pull,' social, if not political. To be sure, here and there, where the conditions happen to be favorable, good teachers and competent are the only ones selected to fill vacancies, and this accounts largely for the unevenness in the teaching found in different schools, and the fact that the same school is not always fortunate enough to be surrounded with these favorable conditions when vacancies occur, accounts, without a doubt, for 'excellent and very inferior teaching frequently going on side by side.' Commissioner Harris met with this unfortunate legislation—the selection of teachers by local committees—when superintendent of the schools of St. Louis. It was the chief stumbling-block in the way of his success. And it was only after the district committees were abolished and the filling of vacancies was done by a standing committee that success was possible. It has always seemed strange to us that the board of supervisors have not attempted to persuade the general committee to find some better way of selecting the instructors of the schools. There can never be uniformly good teaching in the schools of Boston until it is done."

—The hue-and-cry in Chicago seems to find for its excuse or cause a practice which every Educational Board in the country should carefully consider. We quote from *Intelligence*:—

"3. The last point we wish to note is that in the present contest there is an issue between two factions in the Board, the one believing that the present questions are among those which ought to be referred to the Superintendent of Schools and his assistants as a Board of expert professional advisers, the other faction believing that the School Board is sufficient unto itself, and being perfectly ready to act without professional advice, and even to discount it when it is obtained. In fact the present issue exists just because the latter faction has dominated in the past. Committees have recommended modifications in the Course of Study without consulting the Superintendent, and their reports have been adopted without even so much as asking

his judgment in the matter. This has been the case with many if not most of the extra studies, which it is now proposed to throw out bodily. They were not put into the course upon the recommendation of the Superintendent, and it is now proposed to put them out, regardless of his advice. That is to say, the Chicago School Board spends over \$20,000 a year to maintain a board of professional advisers, and yet the School Board, without any regard to its \$20,000 worth of professional advisers, proceeds to act on matters which especially should be determined by expert judgment. Is this wise? Is it just to the parents and children? This whole matter should be referred to the Superintendent and his assistants, with instruction to report the course which in their judgment it is now wisest to pursue, and then their advice should be followed. These are not questions to be determined by an unpanelled jury of newspaper writers, nor even by a body of conscientious and responsible but uninformed business men. They should be determined by the School Board's official professional counsellors. If these Advisers are not deemed competent to deal with these matters, it is high time that new advisers were put in their places."

### **Current Events.**

—While Quebec has been discussing whether a School Commissioner should be able to read and write, at the last election in California there was a decisive majority in favor of an educational qualification for the exercise of the elective franchise, and in other states the policy of placing ballots in the hands of men who cannot read them is coming to be seriously questioned. Minnesota is no exception to this rule, as its senate, under the lead of Mr. Donnelly, has directed the committee on education to consider the subject, and if it approve the policy of an educational test for voting, to report an amendment to the constitution to that effect.

—Referring to the misunderstanding which existed in the minds of the Protestant School Commissioners in connection with the appointment of Commissioners to select a school exhibit for the World's Fair, the Provincial Secretary stated that he had asked the Hon. Mr. Joly de Lotbinière to act for the Protestants. He consented and had started the work, which was now progressing very favorably. But as Mr. Joly's hands were pretty full already with other work he asked his colleagues to appoint the Rev. Elson I. Rexford to act with him. The Cabinet agreed to the proposition.

—This time it is the Medical Faculty of McGill that is in luck. While Dr. Blackader was addressing the late Convocation on behalf of his brother professors, and before the Dean of the Faculty had spoken, an important event happened. A letter, as the *Star's* reporter says, was conveyed to Dr. Craik by way of a small staircase that connects the library with the hall. The first-named apartment is immediately underneath the latter, and the staircase opens on to the platform where the professors were sitting. Dr. Craik was discreet; he read this letter, but spoke no word until he rose to deliver his address. Even then he kept his news until the very last. He spoke of the growing importance of McGill, which is fast becoming a cosmopolitan college. At the present time they had twenty-one students more than at any other period in the history of the University. They had thirteen students from the United States and three from the West Indies. Moreover, every province in Canada was well represented. He alluded gratefully to benefactors of the college, remarking that the only apparent limit to their generosity was the needs of the University. Mr. J. H. R. Molson had given \$60,000; the late Mrs. Dow's gift of \$10,000 had been received, less the tenth, which the Provincial Government had taken. This last statement was greeted with groans. Mrs. McDougall had given a gift of \$500 to the permanent fund and promised as much more. Another agent, who withheld his name, had made a gift of \$500. There had been a renewed attempt to harass McGill by imposing on her students another examination before allowing them to practise in this province. This board of examiners was to be mainly made up of country doctors. It was degrading to try to impose such a thing on a university like McGill. However, strong opposition had been brought to bear, and he was thankful to say that the measure had been defeated in the Quebec Legislature. The one thing now needful was to endow the chairs of Pathology and Hygiene. When this was brought about, Dr. Craik declared the Medical Faculty of McGill would be the best in Canada, and would not be overshadowed by any on the continent.

—It would appear as if Dean Craik has a way of his own in enjoying a sweet morsel of news all by himself before sharing it with his audience. In speaking of the prospects of his college, he hoped to see all his expectations realized, as he continued to say. He would not say exactly how it would be done, but he was sure it would be arrived at in the near future. He had two letters before him which he would read. The first was from Sir Wm. Dawson, dated Open Heights, North Carolina, March 1,

regretting inability to attend, and hoping to be in Montreal in April, with health restored. The second was dated 1157 Dorchester Street, April 4th, 1893, and ran in this wise:—

“DEAR DEAN CRAIK,—In the conversation I had with you some little time back regarding the present position and prospects of the Medical Faculty of McGill, I was much pleased to learn that the recent liberal donation by Mr. John H. R. Molson of \$60,000 would enable you amply to provide for the necessary additions to your medical buildings.

“You, however, pointed out a present want which, when properly met, would, in your opinion, place McGill fully on a par with any medical school on this continent or in Europe. In this you referred to the necessity for providing adequate salaries for professors of Pathology and Hygiene who, without having to resort to the ordinary practice of their profession, ought to be in a position enabling them to give their time and attention exclusively to their professorial duties. In this view I entirely concur, and to aid in forwarding it, it gives me much pleasure to hand you herewith my cheque of this date, on the Bank of Montreal, to your order for \$100,000, which you will kindly dispose of accordingly.

“Regretting that, being confined to the house from the effects of a cold, I am unable to be with you at to-day’s convocation,

“Believe me, dear Dean Craik,

Very sincerely yours,

DONALD A. SMITH.”

It is needless to say that such an intimation was hailed with prolonged cheering, Dr. Craik concluding by telling the audience that the letter had only come into his hands a few moments before he had risen to speak.

—In connection with the above, the *Montreal Witness* remarks. “Grand donations to Montreal, and especially to McGill, from Sir Donald Smith, any one of which would make the mouth of any other town or university water, have become, in the experience of the Montreal public, things of habit and custom. A pleasant thrill, however, went through Convocation yesterday, and through the city later, when it became known that Sir Donald had sent a cheque for a hundred thousand dollars to Dr. Craik for the endowment of two chairs in the Faculty of Medicine. By this generous act the equipment of this celebrated faculty is completed. At least, it has obtained everything to which it has so far ventured to formulate a claim. Seeing how generously all its expressed wishes

have been met, it is quite possible that new needs may not be long in occurring to it; but meanwhile, it is fair to say two out of the five faculties of McGill College, those of Applied Science and Medicine, are now thoroughly equipped.

—A judgment interesting to teachers was lately rendered by a Montreal judge, in an action taken by a teacher claiming salary and damages from the principal of a private institution. The plaintiff set forth in his declaration that having been engaged by defendant, in September, 1891, at an annual salary of \$350, or \$35 per month, he was dismissed at the end of November, without any valid reason. The plea to the action was that the engagement was by the month, and the defendant having been duly notified that his services would no longer be required after November he could make no claim for any further salary or damages. In rendering judgment, the court held that in this province the scholastic year consists of ten months, and the law requires that the engagements in public schools be for the term of the scholastic year. The prospectus of defendant's school showed it to be one having a scholastic term of ten months, and teachers as well as principals of schools were entitled to expect that their engagement should not cease before the end of the scholastic year without good and valid reason. The court further held that the presumption fixed by law concerning the term of the lease of premises when leased for so much a month, did not apply in all cases to hire of services also at so much a month. In the latter case the presumption may be for a more or less long period, as, for instance, in the case of a fixed and well defined work, the hire expires when the work is done. In the present instance the engagement must be presumed to have been for the year, and consequently judgment must go in favor of plaintiff.

—The politicians of New Brunswick have seemingly their hands full of what has come to be known as the "Bathurst Case," and we all know that when they come to discuss educational principles, they are none the worse of having a fearless educationist behind them to give wise counsel. The leader of the opposition seems to understand the bearings of the case, and is to be congratulated on the unimpassioned judicial spirit with which he lately called for a committee of investigation. Indeed the closing of Dr. Stockton's address is worth repeating elsewhere than in the House of Assembly of New Brunswick. While closing, he said, "This is no party question. Each and all, Catholics and Protestants alike, should be anxious for a fair and full enquiry. We should avoid if possible religious strife.



In a mixed population of all classes and creeds, we should exercise forbearance and consideration towards one another. Thus far this agitation is confined to one locality. If we fail to do our duty and have a settlement of this unfortunate difficulty before the next session of our House, the agitation may sweep from the Restigouche to the St. Croix. We cannot side-track the question. Whether those people have a real grievance or not, it is certain they feel they have a grievance, and it is our duty to act and to act in the interest of peace and harmony. We cannot stifle this question. We cannot put it to one side; like Banquo's ghost, it will not down. I frankly state to the leader of the government that I am willing to co-operate in any honorable way to get this question settled satisfactorily to all concerned. If it is thought a commission of independent men from both sides of the House, or men outside of the House, could get the facts and effect a settlement I shall be only too happy to meet that view. Above all, let us act wisely, prudently and patriotically to abate the present difficulty and to avert an unseemly strife over the administration of our public school law "

—The reporter who spent a morning in the Montreal High School on its first "Public Day" thus writes of one of the departments of that institution. "But the kindergarten is as sweet as a dream, and could the world be turned into a big kindergarten class—there would not be a bad passion left in human nature. All the little boys and girls were happy as larks. Love develops; fear paralyses. Love is the motive power of the kindergarten. The little people were playing and working at one and the same time. That is what the big people have not learned to do yet. They sang sweet little songs about the risen Saviour, and they acted them as well as they sang them. There was the grave to be depicted, and the angels sitting at it, and then there was the risen Saviour, and heaven to which he ascended. There was a song which begged the sun to come into the room, and there was a number of little girls who played sunbeams, and who, as they glinted here and there, truly represented the sunshine of happiness. The sun went to bed, and then everybody grew sleepy. It rose betimes in the morning, and then everybody looked bright and active. There were flowers in the room, and pictures, and pretty little things which the children had made, and the whole scene was one of beauty, and love and helpfulness. The children beg that the exercises be repeated. That is their best testimonial. Mothers were there, looking proud and happy. Indeed, if one thought

about it, there was a wistfulness in the scene which might have brought the dew of feeling to the eye. Here is no punishment, no harsh looks, but love which soothes, which encourages development, and which makes all the exercises like the long delight of a summer day." When will such words be written about all elementary schools and elementary school training?

—At a late meeting of the Council of Public Instruction, the Hon. Masson gave notice that he will move that every teacher in the province, whether he be a clergyman or a layman, must henceforth hold the diploma required by law, showing that he has successfully gone through the usual examinations.

—Mr. Percy Everitt, whose death occurred very suddenly at the Milwaukee Hotel, New York, is best known to fame by his patent automatic machinery for supplying the public with all sorts of daily necessities by "putting a penny in the slot." First came post-cards and envelopes, then sweetmeats, cigarettes, and scents, and finally your height, weight and strength, as all know, may be ascertained while waiting for a train. Those familiar machines proved such a "boom" that companies were speedily formed for carrying out the enormous business with all its ramifications that resulted; royalties were granted, and the ingenious novelties started up at railway stations and points of vantage all over the world, bringing prosperity to the inventor and employment to thousands.

—William M. Rice, of New York, a former resident of Houston, Texas, has given \$200,000 in cash, and 9,000 acres of land, worth about \$150,000, to found a college in Houston. Work will be commenced at once on the erection of buildings.

### **Literature, Historical Notes, etc.**

Such lectures as that lately delivered before the teachers of Montreal by Dr. Buller can hardly fail to do much good for our schools. His subject was "Inattentive Pupils," and in the course of his remarks he is reported to have said:—"There can be nothing nobler than the work of training children to become useful and intelligent men and women. No calling in life is more worthy of esteem than that of a conscientious teacher. But it is not a path strewn with roses, while the ever-increasing demands for higher education will not make the teacher's lot more easy or agreeable. More is expected from the teacher, the material he has to work upon remains always the same. There is nothing to show that human nature has changed one iota since the dawn of civilization. All the progress, inventions

and discoveries of man have not supplied one single paving-stone to the royal road to learning. The way is as rugged for our children as it was for ourselves and our forefathers, only that we have learned to be more gentle with children. The days of unstinted corporal punishment have passed away and physical force has, it is believed, given way to moral suasion. Let us not be too sure of that. Let us see to it, first, that the burden is always in proportion to the strength of the bearer. Children differ widely in physical and mental endowments. A task that is light for one may be heavy for another. Without going into the discussion of mental capacity, or even that of physical defects, the lecturer limited himself to the consideration of faults in two of the five gateways of knowledge—the organs of vision and hearing. He then gave an extremely interesting description of the delicate and complex machinery which constitutes these two organs, illustrated by plates and diagrams. The animal economy craves for the perfect exercise of the senses. Every one has experienced the discomfort that attends the imperfect exercise of the senses, whether it be the effort of vision required in a dim, imperfect light, the effort of hearing in the interpretation of feeble or far-off sounds, or the various difficulties met with in the exercise of the other senses. The reason of this is muscular fatigue. Every contraction of muscular fibre under the influence of volition calls for the expenditure of a definite amount of nerve force. The size of the muscle brought into action bears no direct relation to the expenditure of nerve force. A musician playing a violin may expend as much as a blacksmith in his laborious trade. The demand for rest when exhaustion has reached a certain point, is as imperative for one as the other. But if exhaustion comes to the muscles regulating the action of the organs of special sense, there is the additional strain on the nervous system of an unsatisfied craving for the perfect exercise of the functions of the special organs of sense. To mere physical fatigue there is superadded a still more distressing mental exhaustion. If a child is called upon at school to exercise the functions of vision and hearing beyond the point of actual fatigue, what is more easy to understand than the failure of nerve force which manifests itself as inattention. The child that is, or appears to be, inattentive is an opprobrium to the teacher, and its conduct is always considered reprehensible. It becomes, therefore, an important question for the teacher to discuss how far it is the victim of circumstances over which it has little or no control. While some children regard school work as drudgery it must

be remembered that the average child in a state of health is always on the alert and its thirst for knowledge is like instinct in animals. This was shown in many ways, especially in the great curiosity of children and in the size and structure of the brain, whose chief function is the acquisition and storing of knowledge. The machinery is all ready, all that is required is the external stimuli to set the organs in motion. Most of the knowledge imparted at school is received by the pupil through the organs of sight and hearing, hence any considerable defect in these places the child at a decided disadvantage. There is always a certain amount of reserve power in the human economy which is seldom taxed to the utmost. Were this not the case, the machinery would break down much more frequently than it does. Some people get along with barely half the recognized normal vision or hearing, so much depends upon circumstances. What in one person would be regarded as a serious impediment may pass unnoticed in another. We may, however, be certain that whenever the visual organs are so defective that the daily requirements become a constant source of fatigue, the child will manifest distress by inattention. The same is true of defective hearing. Thus children are often blamed for habitual inattention, as if it were a bad habit that required punishment. Even parents are slow to recognize that inattention is not a habit, but a physical defect. In cases of many children brought to him, the lecturer found that they had been wronged, sometimes cruelly wronged. This may be accounted for by the fact that children vary considerably in their hearing. A child that is only a little dull of hearing now may be very deaf an hour hence and *vice versa*. Or the hearing may be sufficient till fatigue renders it incapable of sustained effort. In the case of defective vision being the source of inattention, there may be no vision defect, and it is thought there is nothing wrong because there is nothing visibly wrong. But by far the greater number of permanent defects in organs of vision are only discoverable by careful examination of the eyes. Apart from cases of organic disease there are in every community a number of persons whose visual defects depend on faulty information of the eyeball, giving rise to what are known as errors of refraction. None of these present any abnormality of appearance. Another defect equally inconspicuous is in the delicate and complicated muscular apparatus by means of which the eyes are compelled to move in unison in the interests of binocular vision. The errors of refraction are short sight, long sight and astigmatism. These were

illustrated by diagrams. An account was also given of the visual disability caused by faults in the muscular system of the eyes. In the case of children at school, where the mental activities are sometimes overtaxed in the acquisition of knowledge, these delicate organs become diseased, and the result is the boy becomes inattentive. Where such is the case the boy should not be held up to the derision and ridicule of teacher and pupils, since the source of the trouble is either hereditary or acquired.

### **Practical Hints and Examination Papers.**

#### **HOW TO MAKE TWENTY SIMPLE EXPERIMENTS.**

**COLOUR.**—1. For *blue*, dissolve blue vitriol in water and add a few drops of ammonia. 2. Add a few drops of sulphuric acid and the liquid becomes colourless. 3. Add ammonia and it becomes blue again. 4. For *black ink* dissolve copperas in water and add *gall nuts*, or tincture of galls. 5. Throw in a few crystals of oxalic acid, and it becomes colourless. Ink spots are removed thus. 6. For *red* place a bit of carmine in water and add ammonia.

**FIRE, VOLCANOES AND SPONTANEOUS COMBUSTION.**—7. Place a few crystals of chlorate of potash, in a deep conical glass and drop sulphuric acid on them, chlorine gas is formed. 8. Hold a rag saturated with turpentine in it. It will catch fire. 9. Mix powdered chlorate of potash and sugar and drop sulphuric acid on it. You will have a *volcano*. 10. Throw a small piece of phosphorus in water, in your conical glass, and cover it with chlorate of potash. Run sulphuric acid on it in a glass tube. You will have *fire under water*. 11. Ether poured on a tumbler full of water will burn on water, if lit with a match. 12. You can show how to put out fire by holding a paper over the flame. 13. A few drops of ether heated in a bottle will evaporate, and the gas formed can be lit at the mouth, illustrating *lamp explosions*.

**TO LIGHT A LAMP WITH A SNOW-BALL.**—14. Place a small piece of potassium on a lamp wick and touch it with a piece of ice or snow. 15. Drop a small bit of potassium on water. It will burn beautifully, illustrating the decomposition of water.

**MISCELLANEOUS.**—14. Fit a tube through the cork of a bottle, and heat the bottle while the tube end is under water. The air expands and when the heat is removed the water forces itself into the bottle. This illustrates how colds are caught. 17. Place a candle bomb over the flame of a candle. It explodes, illustrating boiler explosions. 18. Break a Rupert drop in a bottle of water. The concussion breaks the bottle. 19. Burn magnesium wire for a beautiful metallic light. 20. Throw a screw into a Bologna flask and show the breakage of a bottle that can not be broken by pounding.—*National Educator*.

—No suggestion that I can make is more important than that teachers study how to get more done in the few minutes given to recitation, the purposes of which are to find out whether the work assigned has been done, and, if not, why not; to train the entire class to a more thorough understanding and expression of what they have learned, to apply what they have learned in new directions, and then prepare the way for the work of another day. All this must be done for ten or twenty different pupils with but thirty precious minutes in which to do it. I have often seen a teacher spend most of the time in getting at his work, standing idly by while pupils were at work at the board, or at work with one pupil while a dozen were unemployed and listless, or teaching as if they were helping the pupils learn their lesson, and using other devices apparently to kill time.

The problem of the recitation is, how to lay out work for pupils so that they will bring the necessary material to the recitation, and then for thirty minutes keep every boy and girl intensely busy and interested in listening, thinking, and doing, in handling the matter of the lesson. At the close of such a lesson the pupils leave the room like young gymnasts, energized and strengthened intellectually by the vigor of the training. On the other hand, a sluggish recitation not only furnishes inferior results, but trains to sluggish habits that make it impossible for a boy to gather himself upon occasion, as at an examination and work vigorously and with effect.—*Supt. Kiehle.*

### Correspondence, etc.

#### DUTIES OF CITIZENSHIP.

*To the Editor of the EDUCATIONAL RECORD :*

DEAR SIR,—I see that "Montreal Teacher" has said a few words on the above topic in the January number of the RECORD. The subject is dropped in the February number, but as I wish to ventilate a few ideas on the subject of teaching patriotism I hope I may be in time for the April number.

Unfortunately, we have no William Tell for the genius of our Canadian youth to cluster around; we are too young to have long lists of heroes, from Alfred of England to Charles Gordon, as old England can boast of; our universities, splendid as they are, are only of yesterday when compared with Oxford and Cambridge.

But, I ask, have we not a past, full of interest if studied aright; full of lessons to thoughtful minds; with men sufficiently noble in peace and brave in war to thrill young readers and command their admiration?

Where is Frontenac? where Daulac? where Brock and De Salaberry? where the memory of the loyal Canadians in the war of 1812-13-14? and many more whose names and deeds I must omit, owing to lack of space?

I beg to suggest there should be a calendar made out for our schools, with the important dates of our history on it, and that the teacher be requested to give lessons as these days come round on the events connected with them. I beg also to suggest that it would be a good idea for all teachers of elementary schools to provide themselves with all the knowledge possible *re* our country, its extent, population, commerce, public works, including railways, tunnels and canals, and to skilfully impart this knowledge to the pupils, leading them to realize the grandeur of the inheritance which we receive in our country. Truly, we have wealth of forest and prairie, magnificence of mountain and river, unsurpassed terror in canon and loveliness in lakes. Truly,

“Where can we find in foreign land  
Such lovely lakes and glorious strand.”

We only need to understand this wealth of beauty and natural resource to be ready to impart this knowledge with enthusiasm to our pupils, co-heirs with us in this magnificent country.

Of course our Dominion has drawbacks, but, dear me, who wants perfection in this world? I fancy we all are prone to love our idols more tenderly for the faults which mar perfection.

Among the many attractions of our Dominion, Dr. McKay, of Halifax, at the meeting of the Educational Association last July, mentioned the fact that “the area of our Dominion is between those parallels of the globe which have always been noted for the finest specimens of the human race.” Say, my fellow teachers, is not that an inspiring thought amid the humdrum work of hearing tiresome classes?

I do not think it would be necessary to spend many minutes each day on this subject, and if we only inspire one pupil with a wholesome horror of bood'ing and corruption, when learning the lessons taught by the life of Intendant Bigot, we have not spent our time in vain.

STE. THÉRÈSE, P.Q.

SARA F. SIMPSON.

*To the Editor of the EDUCATIONAL RECORD:*

DEAR SIR,—In your discussion of Dr. Rice's campaign among the schools of the neighboring republic there is a lack of the essence of fact which we teachers like to see in any discussion in which we are interested. The following is a report of Dr. Rice's visit to the schools of Baltimore and what he says about them, and I trust you will have no objection to insert the article. “I have selected,” says Dr. Rice, “the schools of Baltimore, because they were the first of a group of schools of a certain order that came under my observation.

“My first illustration will be that of an arithmetic lesson, which I witnessed in an ‘advanced first grade’ (actually the second school year) in one of Baltimore's schools. This lesson will indicate, to a

great extent, in what a soul-inspiring manner from one-fourth to one-third of the time is spent in the average primary school of that city during the first two years of school life.

"On entering the class-room a large blackboard, entirely covered with problems in addition, in endless variety, struck my eye. First there were such columns as :

$$\begin{array}{ll} 1 + 1 = & 1 + 2 = \\ 2 + 1 = & 2 + 3 = \\ 3 + 1 = & 3 + 2 = \end{array}$$

running down to  $10 + 1 =$  and  $10 + 2 =$ , respectively. Then there were columns with mixed figures, four lines deep, five lines deep and ten lines deep ; next examples in horizontal lines, such as  $3 + 6 + 8 + 4 =$ , and columns where each succeeding figure was 5 greater than the one before ; 1, 6, 11, 16 ; 2, 7, 12, 17, and so on. 'We are just adding,' the teacher said to me. 'I am very particular with their adding. I devote from one and a half to one and three-quarter hours a day to this subject, and I will tell you,' she continued, growing quite enthusiastic, 'my pupils can add.'

"Then she faced the class and said, 'Start that column over again.' A little boy (apparently the leader of the orchestra), then began to tap on the blackboard with a stick, beating time upon the figures, while the class sang in perfect rhythm : '1 and 1 are 2, 2 and 1 are 3, 3 and 1 are 4,' and so on, until the column was completed ; next they began with 2 and 1 and 2 and 2, etc. (When later they came to 5 and 8 are 13, 5 and 9 and 14, the rhythm was retained, but the effect was changed.) Next came a column of 2's, the children adding, '2 and 2 are 4,' '4 and 2 are 6,' and so on. The teacher here said to me, 'Now, I shall let them add that column mentally.' Upon receiving such an order, the children cried out, '2, 4, 6, 8, 10.'

"I discovered, therefore, that this teacher's idea of the difference between written and mental arithmetic consisted in nothing further than that in mental arithmetic the 'and (2) are' left out. Thus, 2, 4, 6, 8, 10 is mental arithmetic, while 2 and 2 are 4, 4 and 2 are 6 is the other kind.

When the children had reached the bottom of the last column in sight, I thought they had finished. But here I was mistaken. The board had two faces, and turned on pivots. In an instant it was swung around, and then I discovered that the other side of the board was likewise completely covered with columns in addition.

"When this exercise was finished, the children had some reading. The reading was fully as mechanical as the arithmetic. It amounted simply to calling words. Not only was there no expression, but there was not even an inflection, or a pause at a comma or a period. Nor did the teacher ever correct mispronounced words or make any attempt at teaching them how to read. Before the children began reading the lesson there was a ludicrously mechanical introduction,



including the calling off of the words placed at the top of the page, thus: Page 36, Lesson XVIII. The Dog and the Rat. Dog, Rat, Catch, Room, Run, Smell, Wag, Jump. And then came the story.

"Besides reading and arithmetic, there is in this grade oral spelling, a subject which is by no means neglected. This exercise is carried on both individually and in concert. The children also have instruction in penmanship. The remainder of the time is occupied as follows: Drawing, twenty minutes, twice a week, an object lesson of thirty minutes, once a week, and music, fifteen minutes daily.

"Now, as to the modification of the above methods in the various schools, I found but few. In arithmetic, this was mainly confined to the skill with which the children at the board wielded the baton, while pointing to the figures and beating time. In some cases this procedure was extremely complicated and still more ludicrous. Reading lessons, such as the one described above, I found in abundance, and the results were, as might be expected, miserable. In one class I found that the children did use inflections while reading. They religiously raised their voices two tones at commas and dropped them four tones at periods.

"I asked one of the primary teachers whether she believed in the professional training of teachers.

"'I do *not*,' she answered emphatically. 'I speak from experience. A graduate of the Maryland Normal School once taught for me, and she wasn't as good a teacher as those who came from the High School.'

"One of the primary teachers said to me: 'I formerly taught in the higher grades, but I had an attack of nervous prostration some time ago, and the doctor recommended rest. So I now teach in the primary, because teaching primary children does not tax the mind.'

"I had occasion to attend a number of geography lessons. Such a thing as teaching geography from pictures, from the molding board and the like, is, as far as I was able to discover, unknown in Baltimore. It is all text-book work, and the words in the book are studied *verbatim*. In the upper primary grade, where geography is begun, the children learn how to rattle off definitions quite marvellously. I heard in one class the recitations of geographical definitions and of the boundaries of States in concert. In the grammar schools text-books are used in studying geography. The teacher opened her text-book to the page which contained the subject of the day's lesson and asked—or rather read aloud—the questions which were printed upon the page; and, in reply, the children endeavored to recite, word for word, the text-book answers to these questions. I met one principal who was quite enthusiastic, but, as she was hampered in her work by lack of professional training, the teaching throughout her school did not differ much from that of other schools. She informed me, while speaking of natural-science work, that physics was studied quite thoroughly in the schools of Baltimore.

“‘Do the children experiment for themselves?’ I asked, ‘or do the teachers perform the experiments?’

“‘Oh, we have no experiments,’ she said. ‘We learn our physics from books. The city supplies us with no apparatus. We are at liberty to experiment if we desire. A friend of mine, a principal, informed me that she tried an experiment once, but it was a failure, and she vowed that she would never dream of making another one.’

“‘In one class, where they were having some physiology, in answer to the question, ‘What is the effect of alcohol on the system?’ I heard a ten-year-old cry out at the top of his voice, and at the rate of a hundred miles an hour, ‘It—dwarfs—the—body,—mind—and soul,—weakens—the—heart—and—enfeebles—the—memory.’

“‘And what are the effects of tobacco?’ asked the teacher.

“‘In answer to this, one boy called off in rapid succession a longer list of diseases than most physicians are acquainted with.

“‘What brings on these diseases, excessive or moderate smoking?’

“‘Moderate smoking,’ was the prompt reply.

“‘Now, what do these illustrations mean?’ Simply that I did not discover any evidence that the science of education had as yet found its way into the public schools of Baltimore.”

Such is Dr. Rice’s opinion of the schools that have hitherto had the highest encomiums passed upon. What do you think, Mr. Editor, of his criticisms? AN OBSERVER.

*To the Editor of the EDUCATIONAL RECORD :*

DEAR SIR,—Your remarks in “Editorial Notes” of January soliciting correspondence, prompt me to beg space to notice one or two articles appearing recently in the RECORD, and which I would have noticed at the time, had it not been that in a four years’ acquaintance with that journal, the almost dead silence of our school boards in its columns had somehow given me the impression that they were open only to the “guild,” and that it was their special province to deal with mind rather than matter. But as these same columns not infrequently remind us that matter, especially in the form of salary, is a *sine qua non* in the pedagogic economy, perhaps, after all, a secretary-treasurer may not be altogether *de trop* therein; notwithstanding your appeal is directed exclusively to teachers.

This much assumed: would you kindly come back with me to your October “Editorial Notes,” and the preceding article—“Teachers and Teachers.” Here we find three points bearing directly on the functions of school boards, viz.: “More discrimination in the selection of teachers.” “Better salaries,” and, “More prompt payment of those salaries.”

While it seems to me inexplicable that these strictures should have been allowed to pass without a single comment from our “board,” it is quite as much a conundrum why the RECORD, with all its editorial ability, makes not the slightest effort to solve these

problems, ("crack these chestnuts"—my pen would have put it, had I not checked it just in time) further than to "pitch into" the school boards—not sparing even the devoted heads of the secretary-treasurers. Be it known unto you that these latter functionaries are not usually provided with "open-sesames" by which they can, at will, conjure up an unlimited supply of shekels, but they are provided with most antiquated, clumsy, and uncertain machinery for collecting school rates—just about the same kind of machinery, but with its defects a dozen-fold intensified, that the teacher has for collecting her salary from the commissioners. Now, since our laws differ, in one respect at least, from those of the Medes and Persians, I don't think it should be at all difficult for our educationists to secure the assistance of our legislators in this matter. In fact, I think they'd rather enjoy amending the code, so as to make it obligatory on the part of school boards, when fixing their rates, to place them sufficiently above the actual requirements, to enable their secretaries to give a good substantial rebate to all who pay up on or before a certain fixed date. A subsequent and smaller rebate might also be allowed, after which payment in full should be exacted. Should a secretary still find his coffers not quite plethoric enough to meet all legitimate demands, he could, without injustice to anyone, borrow the required amount; but in my opinion, with this more common-sense, and by no means untried, method of collecting, he would never be called upon to face such a contingency, and problem No. 3, at least, would be solved as easily as rolling off a log.

Whatever may be said of the more complicated problems, Nos. 1 and 2, it is certain their solution would be greatly facilitated by the freely expressed views of such executives as school boards, secretary-treasurers, and common-school inspectors, whose duties bring them into every-day working contact with the common schools, especially in the rural municipalities: but as I have probably already exceeded the limits of the space at your disposal, besides, being as yet uncertain of admission to the charmed circle of the RECORD, I can, in the meantime, only beg to say *au revoir*.

Yours truly, JOHN McQUEAT,  
BROWNSBURG, March 3rd, 1893. *Sec-Treas.*

*To the Editor of the EDUCATIONAL RECORD:*

DEAR SIR,—When are we to realize the golden age on this side of the line, when circulars such as the following shall be sent to our teachers as they have been to our professional brethren on the other side of the line. "There are 180,000 offices," says this circular, "within the gift of the new administration, and now is the time for those seeking public employment to take proper steps to secure one of these lucrative positions. All who are interested should at once send for a copy of the United States Blue Book. It is a register of all Federal offices and employments in each state and territory, the

District of Columbia and abroad, with their salaries, emoluments and duties; shows who is eligible for appointment, questions asked at examinations, how to make an application and how to push it to success, and gives besides a vast amount of important and valuable information relative to government positions never before published. Handsomely bound in cloth. Price, 75 cents, postpaid. Address, J. H. Soule, publisher, Washington, D.C.

Yours sincerely,

A TEACHER-POLITICIAN.

To the Editor of the EDUCATIONAL RECORD :

DEAR SIR,—Reading *Intelligence* the other day I found the following in the correspondence page, and would be grateful to any of my Quebec *confrères* if they would explain who is at fault in the grammatical cross-firing. “In the February issue of your paper,” says a correspondent to the editor of the above paper, “I find the following sentence:” “George’s father died when he was eleven years old.” I take it for granted that you fully approve of the articles that appear in the columns of your paper, and that you assume the responsibility for their correctness, in sentiment, as well as in language. Would you be kind enough, then, to explain to me how the personal pronoun “he” in the subordinate clause, can refer to the possessive noun “George’s” in the principal clause, while its proper (grammatical) antecedent is “father”? The letter is signed by F. W. Weimar, of Milwaukee, and the editor undertakes to answer his enquiry, at length in the following manner: “The time was when we could have sympathized more fully with our correspondent than we do now. We do not mean to exactly defend or excuse the sentence as it stands. If the editor had noticed it he would probably have amended it. But we would like to answer the question asked us by asking another. Ignoring the technical and arbitrary rules of grammar, will our correspondent explain to us what there is in logic or in common sense to hinder a personal pronoun in a subordinate clause from referring to a possessive noun in the principal clause as its antecedent, providing, of course, that the meaning of the sentence is perfectly plain? “George’s hat blew off as he was riding along.” Is there anything objectional in that? Of course not. It is not quite analogous to the sentence quoted by our correspondent, but the principle of language involved is the same. When the construction makes the writer’s meaning perfectly evident, and when it cannot be made to conform strictly to the ordinary rules of grammar without necessitating the use of more words or a weaker mode of expression, we believe in throwing grammar to the dogs. We defend emphatically the writer’s right of eminent domain over his English. If the sentence which our correspondent objects to read thus, “George’s mother died when he was eleven years old.” would he find fault with it? The more we think of it the more we believe we would defend it. In such cases the question is not, does the

sentence conform strictly to the rules of grammar? but, does it convey the writer's meaning in the best way possible?"

If the nut has been cracked by the editor or by his correspondent will some of our present dominies say where the kernel is, and relieve the mind of a bewildered

SCHOOLMARM.

*To the Members of the National Educational Association :*

The members of the National Educational Association living in Chicago and vicinity have organized themselves into a reception committee, and cordially invite all members of the Association to visit Chicago in July, 1893, to participate in the proceedings of the World's Educational Congress.

The preparation of a programme for the Congress is assigned to a committee, of which Dr. W. T. Harris, Commissioner of Education, is chairman.

The Executive Committee of the National Educational Association desires to provide for the prompt publishing and distribution of the Proceedings of the World's Educational Congress. The resident members of the Association, therefore, propose to secure suitable boarding-places for all teachers who will become members of the National Educational Association for the year 1893, paying the membership fee of \$2.00, which will also entitle them to participate in the World's Educational Congress and to a copy of the Proceedings.

It will be unwise to come to Chicago without previously making arrangements for entertainment. The price for entertainment will vary from \$1.50 a day in private houses to \$2.00, \$2.50 and \$3.00 a day in boarding-houses and small hotels.

Teachers desiring to avail themselves of this invitation will remit the sum of \$2.00, which is the membership fee of the National Educational Association for 1893, with the name, post-office address and a statement of the time when they will visit Chicago, and the amount they are willing to pay per day for entertainment, to J. M. Greenwood, Treasurer of the National Educational Association, Room 72, City Hall, Chicago, Ill.

[This letter is, of course, addressed to all Canadian teachers who intend to be present at the Congress.—ED. E. R.]

The following notes, which we have received from a friend in Lennoxville, cannot fail to be of interest to our readers:—

The regular routine in College and School has gone on during the present session with very little disturbance: hence there is very little to report.

The Corporation of the College met in Quebec, in a room kindly loaned by the Department of Public Instruction, on Thursday, the 2nd of March, the Bishop of Quebec, Vice-President, in the chair. It was reported by the Principal that enough money had been received to complete the Divinity House free of debt. Thus there is now accommodation in the College for forty residents.

In January the regular use of the Chapel was resumed. The roof of the Chapel has been completed, but the double floor has not yet been introduced, the one used at present being rather rough. Chairs are being temporarily used until sufficient money can be obtained to restore the stalls. Two stained glass windows have been promised, and others are hoped for. It is proposed to adopt a connected scheme of biblical subjects for the windows, the whole scheme conveying special lessons.

In the department of Arts two students are reading for classical honors and one for mathematical honors. The results of the Easter examinations are satisfactory.

Perhaps it is not generally known that the University of Bishop's College has power to examine and confer degrees in music, the examiner being Dr. Garrett, University Organist, Cambridge, England. The papers set are on the same standard as Cambridge, where Dr. Garrett is also an examiner. There is no higher standard to be found on the continent. A leading Montreal organist is coming up for the examination shortly, and the College would like the existence of the faculty to be more widely known.

Within a short period we have had two most interesting and enjoyable visits from the Bishop of Quebec, who has given instruction to the candidates for holy orders in matters connected with their future work.

The Dean of Quebec paid us a visit on Tuesday, the 14th of March, inspecting the classical work of the College and School. He gave a favorable report of the work he had seen.

We have lately had interesting visits, with addresses; first, from Canon Bullock, of Leeds, England, whose special talks to the students and the boys will be long remembered, and from the Right Reverend Bishop Sillitoe, of New Westminster, who gave an interesting address, illustrated by lantern slides, on his sphere of work in British Columbia.

### **Books Received and Reviewed.**

[All books for review and exchanges are to be directed to Dr. J. M. Harper, Box 405, Quebec, P.Q., and not to Montreal.]

Among our exchanges there is none more valued than the *Monist*, a quarterly magazine, of which the scholarly Dr. Paul Carus is editor. This periodical is an outgrowth from the *Open Court*, which we also receive regularly in its reduced form. No teacher who has a leaning towards the metaphysical problems of the day can well be without these periodicals, which can be procured from the Open Court Publishing House, Chicago. *Education* continues to hold the first rank among our educational periodicals, and may be obtained from 50 Broomfield Street, Boston. The contents for March is a tempting

repertoire for the progressive teacher who wants to know what is going on in educational circles on the American continent and elsewhere. *University Extension*, a monthly devoted to the interests of popular education, tells all about the university extension movement and contains other excellent articles. It is published in Philadelphia. *Current History* is a magazine specially prepared for our schools. As a quarterly register of all that is taking place in the world at the present moment, it sustains the high character which we gave it some months ago. Every school should have a copy. *The Canada Educational Monthly*, edited by Mr. McMurchy, M.A., has an excellent table of contents for March. *The Scots' Magazine* comes to us fresh and bright every month, with a series of articles that cannot but be welcome to the trans-Atlantic Scotsman. Those of our teachers who desire to have the best of practical hints for their school-work should subscribe for the *Boston School Journal*, *The Popular Educator*, and *The Teachers' Institute*, or *Intelligence*. These journals are far away the best periodicals of the kind published on the continent.

HEMLOCK, a tale of the war of 1812, by Mr. Robert Sellar, author of the history of Huntingdon, and published by the Messrs. F. E. Grafton & Sons, Montreal. We are glad to see that Mr. Sellar is thus continuing the series of *Gleaner Tales*. His fame as a writer is fast extending beyond the local clientèle which he first addressed, and this later production of his is sure to make his name known to every Canadian reader. The story is well told in simple language and true artistic naïveté. The book, as an historical novel, should be procured for our school libraries. It is well bound and neatly printed, and would make an excellent prize book.

PRIMER OF DOMESTIC ECONOMY, by Edith Barnett and H. C. O'Neill, and published by the Messrs. Macmillan, London, England. We recommend this book to the attention of our Girls' Schools and Ladies' Colleges. It is a choice little book for those who would learn the "natural philosophy" of the household. It consists of four parts: The House, The Home, The Purse, and the Ordering of the House. Get it, girls!

ANDERSEN'S MARCHEN, edited, with notes and vocabulary, by Dr. O. B. Super, Professor of Modern Languages in Dickinson College, and published by Messrs. D. C. Heath & Co., Boston. This forms another of Messrs. Heath's excellent *Modern Language Series*, and will be welcomed by our teachers of Modern Languages as a pleasant tale pleasantly prepared for the student of German.

STORIES FOR CHILDREN, containing simple lessons in Morals, by Lucretia P. Hale, and published by Messrs. Leach, Shewell & Sanborn, Boston and New York. As a supplementary reader for the pupils in the lower grades, we know of no book that would equal this, in view of the reform in favour of an improved morality-teaching in our schools. Miss Hale's experience on the committee appointed to

prepare books on morals for use in the Boston public schools has evidently been brought to bear upon this excellent little work.

THE WORLD-WIDE ATLAS, with an introduction by Mr. J. Scott Keltie, and issued from the press of Messrs. W. & A. K. Johnston, Edinburgh and London. This atlas of modern geography, political and physical, contains one hundred and twelve plates, and, though it is one of the finest works of the kind, the price is not more than two dollars. The maps are of the highest art of map-printing, carefully edited up to date. The book is beautifully bound. The index at the end enables a pupil to find any place without difficulty. Indeed, we have seen no work so complete or so well arranged for the purpose for which it is intended. It would be the very book for the teacher's desk or the merchant's office: cheap, complete and handsome.

Those who wish to add to their library of modern classics should send to Messrs. D. C. Heath & Co., of Boston, for *La Cigale chez les Fourmis*, edited by Mr. W. H. Witherby, M.A.; *Aus dem Leben eines Taugenichts*, edited by Mr. Carl Osthans, M.A., of Indiana University; *La Mare au Diable*, par Prof. F. C. de Sumichrast, of Harvard University; *L'Arrabbiata*, edited by Dr. Wilhelm Bernhardt, and *Le Duc de Beaufort*, edited by Mr. D. B. Kitchen, M.A. These volumes form an excellent addition to their predecessors, carefully prepared and neatly printed.

CLASSICS FOR CHILDREN, published by Messrs. Ginn & Co., Boston. Two new volumes have been added to this series, which we hope to see in every school library in the province. These are *Chesterfield's Letters*, abridged by Edwin Ginn from Charles Sayle's edition, and accompanied by a biography written by Miss M. F. Wheaton; and *Don Quixote*, abridged and edited by Miss Wheaton. No words can express the gratitude the true educationist should feel at the continuance of such a series of library books as these for the young folks. They are cheap, neatly printed, and bound in a way very suitable for youthful hands.

### Official Department.

#### INSTITUTES, 1893.

It has been decided to hold Institutes this year in Lennoxville, Cowansville and Inverness, beginning Tuesday, July 4th, and continuing to the evening of the 7th.

The lectures will be as follows:—

English Secretary of the Department of Public Instruction and Inspector Hewton.....	Lennoxville.
Rev. E. I. Rexford, Dr. Harper and Rev. Inspector Taylor.....	Cowansville.
Professor Kneeland and Inspector Parker.....	Inverness.

The following subjects will be taken at all the Institutes:—

First.—Art of Teaching, with special reference to the subjects



treated in Part 1, Chapter 7; Part 2; Part 3; Part 6, chapters 1, 2 and 3 of Baldwin's School Management.

Second.—Arithmetic, simple rules.

Third.—Geography, preliminary, with special reference to the Province of Quebec.

Fourth.—English, introductory to text-books.

The lectures will be given with a special view to aid in the use of the authorized text-books.

It is important that those who attend should come as well prepared as possible.

Announcements cannot be made now in regard to accommodation for those who attend the Institutes, but the next issue of the RECORD will contain full information upon that and other matters.

#### NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, under date 17th January, 1893, to appoint two school commissioners for the municipality of Fermond, county Champlain, one school commissioner for the municipality of St. Désiré du Lac Noir, county Megantic, and one for the municipality of Grande Valley, county Gaspé.

19th January.—To appoint a school commissioner for the municipality of Bedford, county Missisquoi.

2nd February.—To appoint a school commissioner for each of the following municipalities: Marston South, county Compton; Cote St. Elzear, county Laval; St. Benoit Labre, county Matane; and St. Ulric de Matane, same county.

10th February.—To appoint a school commissioner for the municipality of Ste. Martine, county Chateauguay, and also to appoint Mr. Thomas J. Brown, trustee of the dissentient schools of the parish of St. Zotique (Coteau Landing,) county Soulanges.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 14th of February instant (1893), to detach from the school municipality of Saint Roch, the cadastral lots of the parish of Saint Roch de l'Achigan, from and including No. 616 to No. 646, inclusively, and to annex them to the school municipality of the parish of Saint Lin; in the county of L'Assomption. This annexation to take effect only on the first of July next (1893.)

20th February.—To appoint two school commissioners for the municipality of St. Casimir, county Portneuf.

22nd February.—To appoint a school commissioner for the municipality of Ste. Anne de la Pocatière No. 2, county Kamouraska.

24th February.—To appoint a school trustee for the municipality of Arundel, county Argenteuil.

18th March.—To appoint a school commissioner for the municipality of Hochelaga, county Hochelaga.