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THE CANADA EDUCATIONAL MONTHLY.

MARCH, 1898.

THE ECONOMY IN HIGH WAGES FOR TEACHERS.

JOHN DAVIDSON,

University of New Brunswick, Fredericton, N. B.

THERE is an old fallacy, to which great bodies of men are still subject, that the introduction of machinery supersedes human skill and reduces all differences to an equality of indifference; and every *laudator temporis acti* laments for the passing of the days when workmen were men, not the mere slaves of a machine. With clearer historical knowledge and a closer acquaintance with the conditions of labor in more backward countries, economists, at least, have come to recognize that probably greater demands are made to-day on the intelligence of the average workman than were made in the days before machinery, and that the skill and the intelligence of the artisan are, at any rate, no less in the factory, with its power loom, than in the domestic workshop, with its cumbrous hand loom. But the old fallacy is not dead. Periodically it is reasserted, even in the industrial world. Two years since there was a great strike in the boot trade in England; partly, at least, against the introduction of machinery; and apologists for the strikers were not wanting to declare that the introduction of American machinery into the boot trade in England would reduce the demand for skilled labor. As if the operatives in the shoe factories

in New England were less intelligent than the operatives in Old England! The truth, however, is prevailing in the industrial world that the more complicated the machinery the more is the skill required; the more perfect the system, the better must the operator be. The introduction of machinery does not do away with the necessity of human skill. The form may change, but the necessity of human skill is the same or greater. And it is the same with a system, as with machinery, the same in the intellectual world as in the industrial, the same in the school as in the factory. The more perfect the system we have devised, the more care must we exercise in selecting those who are to work it; for no system can operate of itself. Systems, like machinery, increase and do not lessen the demands on the intelligence and skill of the operator.

We have, in theory at least, an excellently devised school system; and we have much reason to pride ourselves on the system. The code contains all the modern subjects, and nothing is omitted that could possibly be included. It is a building fitly framed together; and the wonder is that the results of such a system are no better than they are. We find that our education is more in seeming than in

substance ; that there are great gaps between the primary schools and the grammar schools, and between the grammar schools and the college ; and that these gaps are, at any rate, not closing as fast as could be desired. When we turn to inquire for the cause we find it in the fact that the minds of our educational authorities have been possessed by the old fallacy that machinery and the demand for skill and intelligence are in inverse proportions. They have imagined that a school system would operate of itself, and have labored to elaborate and to perfect the code they had devised. They have forgotten that every improvement in the code and in the system makes a heavier and a higher demand on the skill and intelligence of the teacher who has to make the system "march." In the industrial world the evil results arising from this mistaken point of view were readily apparent, and, partly by the influence of competition, and partly by the action of the State, have been corrected ; but, in the educational world, the results are not so apparent, nor, to the average man, do they appear so important. Therefore, in spite of the protests of some far-seeing writers on education (generally pronounced reactionaries), our authorities have gone on elaborating the code and perfecting the system without inquiring whether any steps were being taken proportionately to increase the skill and ability of the teacher, on whom the ultimate responsibility of the proper functioning of the system must rest. Yet this is the real educational problem which awaits solution. Educational theory, and the practice enlightened by educational theory, is making less and less of the system and the subject, and more and more of the teacher. In the hands of the skilled any system will produce results ; in the hands of the unskilled what is the elaboration of educational machinery but the elaboration of con-

fusion ? Only in the hands of the skilled does machinery produce its perfect work ; and, without skill on the part of the teacher, educational machinery is, at least, as good, or as bad, as useless. What are we doing to secure teachers skilled enough to operate our educational system ? I do not speak of the systematic training of our teachers in normal school, or on the often undirected but yet very hopeful efforts in our county institutes, which are so good that one can wish them better. These are only part of our system—part of our machinery. Skill is not the product of the machine, and it was only the pressure of enlightened self-interest which brought the employers to recognize that it was not profitable to work expensive machinery with half-skilled labor. Only indirectly has machinery been the cause of skill. In educational affairs the enlightenment of self-interest has not been present, and the light that has been in our educational masters has too often been darkness. There has been little or nothing to combat the old fallacy that machinery lessened the demand for skill, and the demand for skill has consequently diminished.

Modern wage theory is inclined to state not merely that wages will generally be paid according to skill and the work done ; but even to go so far as to suggest that work done and skill developed are in strict proportion to wages received. The hard master who would gather where he has not strewn does not garner much ; if he pays meanly, his men will work meanly ; and, if the general rate of wages be inadequate the general average of skill efficiency will be correspondingly low. We need not go to the length of treating the theory as a convertible proposition which may be read with equal accuracy from either end—skill or wages ; but we may yet recognize the truth that there is an economy in high wages, and that a policy of parsimony may

often be a policy of waste. It is certainly not true to say that it is a matter of indifference to an employer whether many inefficient laborers are engaged at low wages or a smaller number of efficient laborers at a more adequate wage—although many employers are short-sighted enough for their own interests not to see how this can be. It is absolutely untrue that, where only one laborer can be employed, one inefficient laborer at a low wage is as economical as a skilled laborer at a higher wage; for, in the first case, the work may not be done at all. Wages are, according to Adam Smith, for the encouragement of industry; and all experience goes to show that the well-paid laborer is not merely absolutely, but relatively as well, the more productive of the two. There is certainly a false economy in low wages and a decided economic importance to be attached to what the Scottish Reformers, when they drew up the Book of Discipline, on which not merely the school system of Scotland, but the school systems of the United States and Canada have been based, called "an honest stipend"; and the economy of high wages becomes the more apparent the more the reliance which must be placed on the worker. In the commonest manual labor, where the laborers work under direction, it may possibly be a matter of indifference whether cheap labor or dear is hired; but the greater the demands made on the mental and the moral nature of the worker, the more nearly is it true that low wages show a low standard of efficiency and that the inefficiency is due to the low wages. Wages are "for the encouragement of industry," and, where the encouragement is wanting, the industry will fail. The standard of efficiency in any trade or industry or profession falls where the wages which are for the encouragement of industry are falling, or do not advance as quickly as in similar professions. For

a time custom and habit, professional pride or personal devotion, may prevent the decline of the standard; but, in the long run, a poorly paid profession will have a low standard. There may be many other reasons for men entering the particular trade or profession, and yet it remains true that, when in any calling the rate of remuneration falls off relatively to other and similar callings, the standard of efficiency also falls. The newcomers who are attracted to the profession are not of the same quality, nor have they as high qualifications as their predecessors. So, in one way and another, the standard of the profession falls—following the rate of wages.

It is perhaps a matter of doubt whether average wages are rising or falling in the profession of teaching. Some insist, indignantly or with lamentations, that the standard for the remuneration of teachers has fallen considerably; and others, more hopeful, chronicle with triumph any slight improvement. In the lack of precise information it would be useless to attempt to decide the dispute; and, moreover, it is unnecessary; for on two essential points there is practical agreement. Wages of teachers have not risen so fast nor so far as wages in other employments; and, at the present day, for the common-school teacher there are not, as there used to be, any prizes in the profession. Wages and salaries may be higher and the general conditions of teaching may be better than they were fifty—even twenty—years ago; but if the improvement has not kept pace with the improvement in other callings, requiring similar skill and ability, the net attractiveness of the profession has diminished. The importance of the second point can hardly be overestimated. Wage theorists insist that, in estimating the net attractiveness of any trade or profession, we must take account of the chances that offer of

great and marked success. On the chance of obtaining one of the prizes of the profession, men will be long content to work for a lower remuneration than their services are worth. The status of the calling is determined by these prizes; and, when there are a number of lucrative positions which may be obtained, although after waiting, the standard of the profession will be set high, and men of marked ability will enter it. There can be no doubt that the number of such positions open to the common-school teacher has, during the last twenty or thirty years, diminished. The average salary may be higher now than it was then; but this avails nothing to attract to, and to keep the best talent in, the profession. Wages are "for the encouragement of industry"; and there is little encouragement when a man may obtain almost at first all that he is ever likely to obtain. The absence of prizes means the absence of incentive; and the absence of incentive to increased effort means that the efforts will not long be maintained. It is not merely that the number of prizes has decreased, but the prizes themselves are not relatively so attractive as they were. For no greater expenditure of time and labor in training a greater return can be gained in other professions; and the other professions are attracting much of the trained ability that ought to have been directed to the teaching of the young. Teaching is rapidly falling to the level of those employments of which a man may make a stepping stone. Teaching offers the inducement of an immediate return; and many become teachers from no other reason than to earn money to enable them to pursue their studies. It is well that opportunities should be afforded to those who have the ambition and the ability to go farther; but it is desirable that such an opportunity should not be offered at the expense of the status of the teaching

profession. Indeed, in some ways, the ease with which a little money may be made in teaching is a snare. It attracts into the profession those who are rather shiftless, without ambition, and irresolute. These stay in the profession, while those whom it would be desirable to retain, having pocketed their salaries, move off to their "fresh woods and pastures new." Many of those who entered the profession merely to earn a little ready money have remained in it from necessity. Once involved in the work, it was not so easy to work out again; and some of our best teachers are teachers who, with great diligence, have made a virtue of their necessity. Yet the large effect is that the profession of teaching is being degraded to the level of those employments which are regarded by those engaged in them as merely temporary. In such temporary and stepping-stone employments wages are low. This is generally put forward as the principal cause why women's wages—work for work—are lower than men's. It is almost impossible to bring most female operatives to regard their present employment as their permanent employment; and consequently the employers, having no guarantee that the hands will remain with them, will pay low wages only, and the hands, having no regard for anything but the immediate present, will not take trouble to master the difficulties of the trade. No teacher whose sole idea is to accumulate enough money to enable him to pursue a post-graduate course can take much interest in his profession as a profession, or care to apply his mind to the solution of the practical and theoretical difficulties of subject and method of which every teacher can speak. The results of this way of regarding the profession of a teacher are far-reaching. The desire for immediate returns depresses wages and lowers the ideals of the teacher; the

rapid circulation of teachers renders it possible to fill any vacancy from among the half-skilled and inexperienced; those who have skill and experience are forced to accept the rates for which young teachers will engage; and thus a low rate of wages is established. To depress the rate of wages means ultimately to lower the standard of efficiency, which we see is closely connected. So we enter on a vicious circle which requires courage to break. Poor wages make poor work, and poor work is only worth poor wages. Who is likely to break this circle?

It is easy to see that the school trustees in country districts will not, and cannot, break the circle. They are too often unqualified either in knowledge or in interest to direct the school affairs over which they preside. There is a very wide-spread idea, in all democratic communities, that no man is worth much more than the average man; and, in farming districts, where the majority of the residents see very little money from year's end to year's end, the cash salary paid to the teacher seems truly princely; and the natural consequence is that there is a constant inclination to reduce the teacher's salary, when it can be done. School expenses are, indeed, heavy; the districts are often poor and sometimes thinly settled; and the burden of the school rate must be considerable. Accordingly, where there is a lack of appreciation of the value of education, a niggardly policy is likely to be pursued. Salaries will be kept low; for the question of efficiency will never be raised. Trustees are often as much interested in keeping down the school tax as in promoting education. They imagine, that, since the system is all-sufficing, anyone is able to operate it and produce the desired result. The practical corollary is to get the work done as cheaply as possible. The inference is not to be wondered at. If we accept

the general reliance on system and constitution we need not wonder that those who have no sense of the high dignity of education and the supreme value of it to the State put up the honor of the district at a kind of Dutch auction—require candidates to state "lowest salary," and stand ready to accept the lowest bidder.

It seems difficult to persuade the outsider that there are degrees of efficiency in teaching, or, at any rate, degrees that can be affected by remuneration. To the popular mind there is little scope for improvement. What knowledge the teacher has he keeps, nor does he require to add to his store to perform his duties; and, after the indispensable year's experience in the practice of teaching, there is little left for him to learn that is necessary for his work. There may be differences between teachers. One may be as efficient and successful as another is unsuccessful, but that is a matter of gift and not to be commanded. That the teacher's efficiency may be improved by considerate treatment and by the prospect of increased remuneration never occurs to many; and by some, who would admit the economy of high wages in industrial affairs, is rejected as an unworthy idea. The teacher is a public servant, and ought to be willing to render his best services to the community independently of all thought of reward. That the teacher is so often faithful in the discharge of his underpaid duties speaks well for the moral character of the profession. But, nevertheless, it is true that the efficiency of the teacher is conditioned by the material conditions of his remuneration.

The conditions of efficiency are complex and varied and include, in all industry, mental and moral considerations as well as physical. The element of hope enters in, as Adam Smith saw, when he said that wages

are "for the encouragement of industry." The teacher for whom there are no prospects of bettering his condition quickly loses hope, and with hope all incentive to further effort. The compelling power of a high ideal may keep him to his work, but much of his energy is lost in the moral effort; and there is a lack of that spontaneity which is the soul of all good teaching. A sense of being unfairly treated tends to promote inefficiency. A man is no sooner convinced that he is not being paid what his labor is worth than he endeavors to secure that he does no more than he is paid for. The sense of injustice will pervade his whole being and hamper his every effort to do his duty faithfully. No man can possibly do the best that is in him to do while he is under the influence of this feeling. In other occupations this factor has been recognized. No bank will long continue to allow its servants to cherish this feeling without noticing a distinct falling off in its business, and no employer can have his men think hardly of him without being made to pay for it, sooner or later. That it has not been also recognized in the case of teachers is due to the absence of self-interest in the employer; but it is present, none the less, and present to an even greater degree. For the work of a teacher is never purely routine, and can never be fully tested except by the teacher's own conscience. Indeed, the more routine-like it becomes the less efficient is it; and the teacher who feels himself unjustly treated, and is yet driven by his conscience, begins to regard his work in a purely routine spirit. It is true that many cannot help themselves. They are committed to the profession and cannot change; and their sensibilities may be safely outraged without driving them away. But it is precisely the teacher in this position who realizes most keenly the injustice he cannot resent,

and is under the greatest temptation to accommodate his work to his remuneration.

It surely needs no proof that the efficiency of a teacher is a variable quantity and is not to be measured by years of experience, by learning, or by training. It depends almost entirely on the disposition of the individual and on his efforts to improve himself. The teacher who has ceased to be a student rapidly ceases to be a teacher. He may retain the name and continue the form of teaching, but the inspiration has gone out of his work; and the effect of it will not long be hidden from his pupils. These may not be able to explain the causes of things, but they are, none the less, aware of the difference. Nothing so quickly destroys in the teacher all desire for further study as the consciousness that nothing matters. A few may, from sheer love of knowledge, pursue their studies, but the great majority quickly cease from all effort as soon as they discover that effort brings no reward. Even where there is every desire to continue studying and learning, a small salary may eventually reduce the teacher to the dull level of those who make no effort. The salary remains small, but in the nature of things, his expenses increase. Little professional luxuries which, at first, can be afforded, must be sacrificed to the imperious demand for the daily bread of those dependent on him. The professional paper or magazine, the occasional visit to a summer school, the general or professional lecture which seemed necessities at one time must be sacrificed; and then the teacher begins to tread the primrose path of inefficiency. As a rule it may be said that the teacher who does not subscribe for some professional paper is self-branded inefficient. Yet, with the demands there are on his scant wages, the sacrifice is inevitable. Many and many a teacher has seen,

with sinking heart, the necessity of economizing somewhere; and the only place where he can economize is, as he knows, at the sacrifice of his immediate efficiency and his ultimate prospects. Those who so freely denounce the teacher who has abandoned all effort toward improvement are not always aware of the sad tragedy in the lives of those who seem contented "fossils." With proper means, through an "honest stipend," such might have been saved to do good work for the community; and the blame for their inefficiency is not theirs but the community's.

Others with more energy and greater opportunity strive to add to their wages by extra earnings; and since their salary from teaching is at least certain, efficiency being of no account, they ultimately come to devote the greater part of their energy to the making of their extra earnings. Few have either the ability or the opportunity to obtain such employment along lines which will improve their efficiency as teachers. They must either take private teaching, the most wearisome of all employments to one whose day is occupied in similar work, or find some light business employment which will bring them in the necessary addition to the salary. Generally such extra earnings are obtained by a disproportionate expenditure of energy, willingly given, that the margin between misery and happiness, between poverty and comfort may be safely passed. And the result invariably is that the staple employment suffers. Less and less energy is expended, less and less thought is given, the school work is more and more reduced to routine; and to the occasional prickings of conscience there is the ready answer that as much is being given as the pay deserves.

The result is that the standard of efficiency among teachers is low. We multiply subjects and extend codes

till we include all the sciences (and some that are not sciences); and yet we neglect the weightiest matter that makes for efficiency. We trouble ourselves much about the subjects and their proper co-ordination, and but little about the real conditions of the fitness of the teacher. For the fitness of the teacher is not a matter merely of preliminary training and of scientific methods. It is a matter of daily striving and of constant effort; it is a matter of inspiration and fresh contact with the ideal; and these things are denied to the teacher by the inadequacy of his remuneration. Without them our most perfectly elaborated systems and methods are useless, or worse than useless. The more complex the machinery the more skilled must the operator be. Yet by our niggardliness in the matter of salaries we are driving the skilled operator out of our schools and committing the highest social work to those who are not competent to succeed elsewhere, or too young as yet to try. We ought not to commit our educational machinery to the care of children. We need able men and women to do the work; but mature ability cannot long be commanded at our price. All who have either energy or ability early leave the profession and seek a better career for their talents. Not half of our teachers have been engaged at the work for even the short period of three years. The teaching staff is continuously recruited from the ranks of the young and the inexperienced. Children of seventeen or eighteen are not fitted to teach; but, while the wages of teaching remain as low as they are, it is the services of children only that we can command. Yet surely it is more economical to pay well and have the work done than to pay poorly and have it botched and mangled. We need not take the ethical ground that a laborer is worthy of his hire. On the lower grounds o

economics and business, higher wages for teachers are a social necessity. If we believe in education at all, we must believe in the necessity of having it well done but under present conditions, it cannot be well done. We need mature ability to operate our educational system—all the more because, whether we like it or not, it is a secular system—and that means that our teachers must build up the characters

of their pupils (what is education but character building?) without the aid of the most efficient instrument in their work. And the children on whom we must rely while we pursue the old exploded policy of the economy of low wages—the children of seventeen or eighteen, themselves with unformed characters—cannot possibly do the real work of education.—*The Educational Review.*

LANGUAGE TEACHING. *

H. COURTHOPE BOWEN, M.A.

LET me begin by making clear what it is that I propose to deal with this evening. I do not propose to consider how Latin may be taught by means of English—as Dr. Abbott did in his address to the Teachers' Guild in 1888—nor do I intend to argue the question as to when Latin should be commenced. My wish is to try whether we cannot amongst us decide as to what points in the teaching of English should receive most attention, and how they should be dealt with, in order to render the beginning of another language—an inflected language such as Latin, for instance—somewhat less dark and difficult than it usually is. That linguistics strictly so called is not a subject likely to interest or to profit little children I think we shall all agree. "Boys find no sap or sweetness in it," as Charles Hoole said, because it is unsuited to their "waterish wits." But most of us, it seems to me, have by this time come to the con-

clusion that in dealing with all our subjects at school we should at least begin informally, remain informal for a while, and only gradually rise into strict formality—following in this the manner in which human knowledge has grown in every department. Before beginning strictly to study a new language we need a preparatory informal stage. It is the lack of this that makes the first entry into Latin so difficult and uninteresting. The boy has not yet acquired any *general notion* of language and its ways; the whole thing seems strange, arbitrary, artificial—if, indeed, it be at all intelligible to him.

Now, language being an attempt by human beings to make themselves intelligible to one another, and human nature being so much the same everywhere, we should expect to find—as we do find—that all languages resemble one another in their modes and habits—sometimes more, sometimes less, but all in a certain measure. In other words, there are such things as *general laws of language*, not only for particular groups of related languages, but also for all languages whatsoever. Of course, to gain a real, personal, and strictly formal knowledge of these general laws—or, let me say, general

*English Literature Teaching in Schools. 1s. 6d. Kegan Paul, Trench, Trubner, & Co. As to somewhat similar work may be continued in the teaching of Latin later on I would refer you to an excellent little pamphlet by Professor W. J. Hale, on "The Art of Reading Latin," published ten years ago by Ginn & Co., of Boston.

modes and habits—of language, the learner would have to study several particular languages, which a very young learner cannot do effectively and should not be encouraged to attempt at all. But what I want to point out is that in directing the study of any particular language there are always certain matters on which we have to lay special stress and make as clear as we can. Amongst these will naturally be the characteristics peculiar to the language in question; but there should also be amongst them characteristics which it shares in common with language in general; and these should have special attention and be made specially clear. So that, in the case I have been referring to, a boy would pass from English to Latin not only with a knowledge of what is peculiarly English, but also with some knowledge, informal no doubt, of the general modes and habits of language—the functions of the parts of speech, the nature of a sentence, the use of inflexions and auxiliaries, etc., etc. That the ordinary boy does not bring this informal general knowledge with him in any noticeable quantity is a fact familiar to us all. And the reason for this is partly that we are in such a desperate hurry to get him into Latin or French, and partly that we teach English—and Latin too, for the matter of that—so mechanically and unintelligently. I do not make this assertion about our English teaching at random. Every year I have to examine in this subject some hundreds of candidates who have either just left school or are just about to leave. Or, if you wish to verify the assertion for your selves, you have but to glance into any one of the myriad English grammars that cast their baleful twilight over the junior forms of our schools. The writers themselves do not understand the general modes and habits of language; and when they try to deal

with them they do but darken the air with the dust of old formulas and fallacies which they raise. You will find words and things constantly confused, talks about the *gender* of English nouns, calculated to cloud a boy's mind on the meaning of gender for the rest of his natural life, phrases called "prepositional" because they happen to *begin* with a preposition, that which is really a *limitation* almost always called an *extension*, and so on, and so on. But enough of this for the present, or you will think that I consider grammatical details all-important at the very beginning of a language—which is not the case.

THE EARLIER STUDY.

It seems to me that, from the very start, we confuse our pupils by failing to bring home to them that language is the means employed by human beings to make themselves intelligible to one another; and that the habits and ways of language spring directly or indirectly from that fact. (This would have to be slightly modified later on, when we deal with purely artistic literature; but here I am only dealing with beginnings) To accomplish this, in my opinion, we should deal with simple thoughts and feelings, and the manner in which a knowledge of these can be conveyed from one to another—with simple literature, in short. We may take some simple thought, with its attendant feelings, and, having talked them over sufficiently, we may try to put them into words, and then turn to a master of good English and see how he expresses them; or we may start with the author's words and arrive inductively at the thought and feelings, which he intended to convey. The uses and values of metaphores, similes, epithets, order of words, etc., will be considered, though in a quite rudimentary and untechnical way—but always from the point of view that

they are the means for the expression of thought and feeling. But all this, and much else of a like kind, belongs to the rudimentary stages of literature teaching, which I have treated fully elsewhere.* No doubt grammar will slowly and naturally emerge from work of this sort—at first very informal, then gradually formalized—but in the initial stage, not a word of it. What we are striving for is to help our pupils to gain some knowledge of the nature of language, not for grammar—grammar of itself will come uncalled for—(it often does though in another sense, in our editions of English classics) It will come naturally and intelligibly when it is wanted, and need not be lugged in by the ears.

Well, let us suppose that our small boys have studied some very simple literature in the manner I have described—observing and unweaving the language of others to get at the thoughts, and using language themselves to express their own thoughts—and that in this way they have gained some acquaintance with language as a means of expressing thought. Then, *keeping this view always before us*, we may pass on to study the mechanism of language more in detail. We shall know that to make a sentence or statement is to express a thought so that it may be intelligible. Whether it is a *complete* thought they do not know—nor, to tell you the truth, do I. But we shall have some acquaintance with the *complete statement* or expression of a thought. This we shall call a "sentence," and this we shall proceed to examine. It will not take us long to see that it consists of two parts; that which tells us what we are speaking about, and that which consists of what we say about it. But, placing this fact aside for the moment, let us examine the sentence word by word so as to find out the special value of each word in the expression of the thought. We

can best do this by comparing the sentence as it stands with the same sentence when the word is left out, and then with the sentence when for the word in question other words are substituted which make sense. In this way we shall learn the function of each word—what it does for us—in the particular statement; and we shall group together the words which do the same kind of thing. (I do not want to bore you with details; but I must give some details, otherwise I shall not be understood.) After doing a good deal of work of this kind, our next step is to group together the functions which closely resemble each other. The functions of telling us *which things*, *what kind of things*, and *how many things* we are speaking about will go in one group; those of *naming* in another; those of *asserting what a thing does*, or *in what state it exists*, in a third; and so on. We shall, in this way, get eight groups, and these we shall name in the usual way, *adjective*, *noun*, *verb*, etc. Then the boys will have to use language to express their own thoughts; for they must *make* a definition for each group, not swallow a ready-made one. This I consider a matter of very great importance in the kind of study I am advocating. The sorting of the functions into groups, the testing of the groups, and the framing of the definitions can all be made very interesting and of decided educational value. Of course the definitions will be immediately tested by application to fresh instances, and will not be perfect at first, but be slowly perfected by experience.

THE DANGER OF DEFINITIONS.

If we are to judge by the ordinary grammar text-books, it is only at this point that we enter on the domain of grammar, for they invariably begin with ready-made definitions. I do not particularly care where

the frontiers are marked. My aim is to give my boys an acquaintance with the modes and habits of language in their more general aspects ; and I hold that, whether you call it grammar or not, the plan I am advocating will effect what I want. It is true that there is grave danger that boys who study language in this way may come to look upon grammar as a science, which states the facts of language, and not an art—the art of speaking and writing correctly. But this would not distress me much.

A word or two about definitions before we pass on. To provide our boys with ready-made definitions not only deprives them of much valuable exercise, but also is very likely indeed to give them false ideas of the nature of language. They are apt to look upon language as the invention of some primeval person or persons, springing full-grown from their brains as Athena did from the brain of Zeus, and provided with a complete set of laws and regulations as binding and unalterable as the laws of the Medes and Persians—instead of a slow natural growth, as slow and as natural as other human growths. When, as a proof of the rightness of the definition, the derivation is added, confusion becomes worse confounded. The derivation can only tell us what idea the original makers or adopters of the name had in their minds ; and that idea may have been right or may have been wrong, or, like most things human, partly the one and partly the other. Words have not fixed innate meanings of their own ; they mean just what those who use them agree from time to time that they shall mean—and that may in the long run have little or nothing to do with the original meaning. The growth and change in the meaning of words is familiar to us all ; and its history, which the great "Oxford Dictionary" is making possible for us in English, is valuable

and extremely interesting—more interesting to my mind than the history of the growth and change of form. Educationally also it is of great value ; but it does not belong to the stage we are discussing ; and the ill-timed dragging in of derivations will hinder and not help the study of it. There is, moreover, another drawback to the giving of ready-made definitions ; errors and mis-statements creep into them and are handed down unchanged from generation to generation ; which would not be the case were the work leading up to definition constantly redone. I suppose we may hope that before very long we shall not find, even in Latin grammars, adjectives defined as "qualifying nouns"—a dark saying at best, even if we substitute "things" for "nouns." Perhaps with it there may vanish the idea that verbs are of two classes, those which tell us "what a thing does" ; and, secondly (to use their own vile phrase), "what a thing is done to." The textbooks, it is true, do not often themselves adopt this classification, but somehow (I speak as an examiner) they allow the idea to get into the learners' minds—some of whom gaily add the startling information that the latter class is called "intransitive." But there is one definition which age cannot wither nor can custom stale. I mean that which tells us that "a pronoun is a word which stands instead of a noun." Those who are learned in such matters inform us, as I understand, that pronoun-roots are as old as, or older than, noun-roots in language ; that there never was a period in language destitute of pronouns, or, in other words, that it was often found sufficient at first to indicate by reference or gesture what one was speaking about instead of giving it a name—in short, the pronoun was not invented to relieve the over-worked noun. However this may be, the definition is evidently thoroughly un-

satisfactory, for it leaves out most of what it should include, and fails to mark a distinct difference. Many other parts of speech can stand instead of nouns properly so called. In a limited sense the definition is true. You can, without any other change in or addition to a sentence, substitute a noun for a pronoun—sometimes when the latter is a demonstrative, and always when it is a personal pronoun of the third person (which historically in English is a demonstrative). But you cannot do this in the case of personal pronouns of the first and second persons, or in that of a relative, interrogative, or indefinite pronoun. If you discard pronouns altogether and use nouns only, you must express your thought in a different manner, if indeed you can express it at all.

Pronouns are much harder worked than nouns, and are so few and so constantly in evidence that they have retained far more of their peculiarities of form than nouns have. The distinguishing characteristic of a pronoun is that, instead of *naming*, as a noun does, it *indicates by means of reference* what we are speaking about—a very useful plan.

THE TREATMENT OF INFLEXION.

My next stage in the teaching of English, then, would be—both for the requirements of English itself, and also for the future requirements of Latin or French—the treatment of inflexions. But what is there new in this? some one may remark. We all deal with inflexions. Yes, but the question before us is not the *fact* of treatment but the *method* of treatment. If they are dealt with dogmatically and dictatorially—as usually happens—then my boys will not gain the help I want them to gain. My plea is that we should treat the inflexions *inductively*; that we should closely observe words with their various inflexions in actual sentences, and so

learn the general functions of inflexion in the expression of thought. Having got our general idea, we may then pass on to consider the parts of speech one by one, and so learn more about the particular uses of inflexions in particular cases.* We shall not cover anything like the ground in English which we shall have to cover later on in Latin; but we shall make a beginning, and that an intelligent one. When speaking of turning phrases into single words, and single words into phrases, I stated that the exercises would give us some help when we came to the uses of inflexions and auxiliaries. Here I must give you a caution. In many cases you cannot substitute auxiliaries for inflexions and *vice versa*—not, at least, without somewhat changing the meaning, or using an un-English form of expression. For instance, English people do not say “the cat of the cousin of my aunt,” as the writers of French exercise-books seem to imagine, but “my aunt’s cousin’s cat” nor do we usually say “the building’s top” but “the top of the building”—the common practice being to reserve the inflexion for the names of things having life or which are personified. But a little care will enable you to avoid all serious difficulties—especially if you are careful to point out that a form of expression may be possible and intelligible, and yet not be the accepted one. And just one other caution. Do not invent things which do not exist in English simply because they do exist in Latin or French. Do not speak of adjectives agreeing with nouns, or of nouns in the objective or accusative case. The objective relation of a noun is not marked by an inflexion in English, but by the position of the word and the general sense of the statement. Even in Latin as often as not the accusative has no distinguishing mark of inflexion.†

This, then, is the method of dealing

with the earliest stages of the study of English which I ask you to consider. And I ask this not merely for the sake of Latin and French, but mainly for the sake of the more advanced study of English itself; and I would remind you that I am supposing the method indicated to be accompanied by a carefully graduated and liberal study of simple English literature *as literature*, that is, as the refined and skilled expression of thought and feeling. The method I have suggested does not clash with this; on the contrary, it supplements and supports the study of literature in a way in which mere codified grammar learnt by heart never can. And let me add that to a large extent I would continue the same inductive method for the first steps of Latin or French. There is one grave reason for considering this matter of the teaching of English which I would not have you ignore. In the coming organization of secondary education there will certainly be some severe battles over the curricula of our schools, and any subject which cannot justify itself as distinctly educative is likely to fare badly. There are many signs of special danger in the case of English. Badly as it has always fared, it may fare worse, or be entirely excluded if it cannot justify its place. And I for one would lift no voice in favor of English grammar taught in the ordinary dogmatic way. Even while writing this I have received a pamphlet which is being circulated in Manchester and elsewhere, urging, amongst other things, the exclusion of English grammar from elementary schools as bewildering, wearisome, and unprofitable. There is but one answer to the plea, and that is: Let the subject be taught differently, so that it may be truly educative, or let it go. In any case we may have to let it go in order to secure a place for a true study of English literature. But

before deciding let us once more think over the matter. Let us cease to call grammar the art of speaking and writing correctly, and to appear to claim that by setting boys and girls to learn up a grammar book we shall teach them to speak and write good English. This last comes not by grammar, but by the study of good literature, and by association with those who themselves speak good English. When, to use Hoole's expression, our boys have got "some footing in the language," then formal grammar will help them to summarize, arrange, and codify that with which they are already informally acquainted. Till then it is liable to be but little better than a cause of bewilderment and sorrow.

* The whole matter is more fully treated in a lecture I delivered before the College in June, 1885, and in a little shilling book called "English Grammar for Beginners," published by Kegan Paul & Co.

† Perhaps next year I may speak to you more fully on the best way, or one of the best ways, of beginning Latin.

‡ English as the beginning of the teaching of language, with some reference to Latin.—*Educational Times*."

"STERLING."

Why is the English pound called a pound sterling? Why is the word "sterling" stamped on silverware? A newspaper tells as follows: "Among the early minters of coin in northern Europe were the dwellers of eastern Germany. They were so skilful in their calling that numbers of them were invited to England to manufacture the metal money of the kingdom. These strangers were known as 'east-erlings.' After a time the word became 'sterling,' and in this abbreviated form it has come to imply what is genuine in money, plate or character."

TO TEACH AMBITION.

"Dost thou love life, then do not squander time, for that is the stuff life is made of."—*Franklin*.

EVERY conscientious teacher must have felt, at some time or other, a sense of disappointment in his work. He must have marked with uncertain feelings that there are laggards in his classes—a feeling of joy at the strides one makes and of sorrow at the snail's pace of another. As far as my experience and observation and information go, all schools are alike in this respect. Further, the disparity in energy is seen more in the lower forms than in the upper. Perhaps the reason is that the sluggish never get out of the lower form. At any rate all get the same teaching, the teacher is as ready to answer the questions of one as of another, all the conditions are equal for all, and still there is a see-saw among the members of the class. It makes me think of the old team on the farm. The nigh horse set up a spirited gait as soon as he was hitched to the plow in the morning and kept it up all day, but old slow and easy in the furrow always kept his end of the doubletree about two feet back unless a sharp crack from the knotted line made him take a little spurt, and even if he did catch up to his mate for a minute, the evil in his nature soon clouded his brain enough to make him forget the stroke, and feel satisfied to let the other lead.

If my figure is not too rustic, I will apply its principle to some pupils I have had. Our classes get an even start, but they do not stay even. Two weeks do not pass until we can pick out the laggards, and while all do not lag for the same reason, the fact, nevertheless, stands beyond contradiction that energy and wise application always lead to the front, and we

are safe in concluding that those who get behind are lacking in one or both of these qualities. If energy is lacking, what shall we do? Let things go? No, indeed. We will try to inspire them; and that which *is inspired* we are herein denominating *ambition*.

Now if a pupil lacks energy he is similar to a man who is dozing. Some of his faculties are asleep and require to be awakened. But, on the other hand, if the fault lies in application, the pupil is like a man who is in the dimness of ignorance and should be enlightened. The visible results are alike in each case, and although the two diseases have similar symptoms the course of cure is decidedly different for each. Hence some conscientious and much laboring pupils seem to accomplish little. The cause is—their energy is misapplied. They read and read, but never study, and hence ultimately fail. Others read little, that is spend little time at their books, and accomplish much. These are ordinarily considered clever. The proper explanation is, that these read a little and think a lot, and cultivate the habit of close thinking. This is studying; but as I may treat of this subject in a future paper, I say no more on that point now. This paper is to deal with the other class, namely, those who lack energy.

Now if anything can be done in school for this class of pupil, teachers should certainly merit a rich reward of gratitude from the world in general and from some people in particular. For while no one who needs a horse places much value on the plug, so no one who needs a man counts much on the drone, and mark you the similarity between drone bees and some men. They are both consumers, but only in one sense of the word are they producers. The drone plays an

important part in populating the hive, and the lazy man, as a rule, does not lack a healthy and numerous progeny.

And now that I have used the word "lazy," let us consider a moment whether a lazy boy is the same being as a boy without energy. Both do as little as possible. Both seem to hate to do even that. Both are active in mischief for "Satan finds some mischief still for idle hands to do." Both enjoy good appetites and sound bodies, and altogether there seems in both to be only one activity which neither cares to display, and that is the activity which we call work. We are forced then to the conclusion that laziness and lack of energy is the same disease under different names.

Has it ever been cured? It has at least been relieved. If the case is taken soon enough, we think a permanent and complete cure can be effected. The majority of lazy horses are those which are not broken until they are about six years old, also the majority of lazy boys are those whose attention is not directed to study until they are about seven or eight years of age.

For the last five years I have carefully considered in my pupils this matter of energy. Hardly a single instance has come under my observation of an indolent child who was taught to study his alphabet at three or four, and further, as a rule country parents begin to instruct their children at an earlier age than city and village parents. The result is that there are in our schools to-day more unambitious children from city, town and village homes than from the scenes of rustic industry. This apparently explains why the majority of our professional men are those who began their career on the farm.

But as we, in our secondary schools, do not get pupils in time to assure their attention to subjects for thought

at four years old, nothing remains for us but to do what we can to remedy any evil which may exist as the result of an unfortunate start. As far as I know, this matter has not been specially considered in works on pedagogy. While psychology does, to some extent, give a general and meagre treatment of the subject, the matter has never been sufficiently considered by either teachers or students in pedagogy. To my mind, this study of "How to Energize" is a "Missing Link" in pedagogical text-books. Whatever, therefore, can be learned on this matter can only be got from observation; and as my opportunities of observation have been somewhat narrow I may not yet have found anything worth giving. But I have learned some things, and will give them in the hope that some others may be inclined to do likewise for my benefit.

A few years ago, potato picking was a not uncommon occupation for me in the fall. Our potato patch was a three-cornered field and at one end the rows were necessarily short and gradually lengthened as we got farther down towards the base of the triangle. I remember well how much more energetic I was when picking the short rows, than when I came to the long ones. The reason, evidently, was that we could see the end from the beginning, and in a short time we would be at a new row. This principle is applied to my school work in this way. I make the rows short. That is, the lesson spaces are only thirty minutes long, thus, the pupils are made to feel there is no dragging out of a lesson. Everything goes with a snap. The scene changes and we are in a new lesson space. We can see the end from the beginning. The small bits are more easily chewed. The short lessons are more easily mastered and also more easily retained.

In working out this same idea there is another thing which should be mentioned. Boys and girls like to know when they start just what has to be done in the year. How unsatisfactory to us to begin a journey and not know how far we must go to complete it? Accordingly, it has worked well in my classes to give them at the beginning of the year, a complete detailed statement of the exact amount required for examination purposes. This plan is of particular value in the case of grammar of all languages. This subject, usually dry, receives a new interest when one can hold up before him a list and say, "This is my work in grammar. I know this much. When I have mastered that part which remains I will be safely grounded in this subject." Thus a pupil can tell at any time during the year, whether he has speed enough or not. The plan, when properly applied, is a great incentive, it makes the uncertain things certain and the indefinite things definite.

Two other powerful instruments in the teacher's hands are praise and punishment. Both of these know degrees. I am inclined to think that the former, when judiciously used, can accomplish most of all and should be

used very frequently, while the latter should be resorted to just as rarely.

There is one other thing to mention in this respect. On account of its importance, I think it should have the first, middle and last chapters in books on pedagogic methods, I mean the example of an energetic teacher. Nothing can inspire a pupil so much as this. Nothing can impress him more with the reality and importance of education. Nothing is more likely to make energetic men and women out of energetic boys and girls. Habits are catching. Like begets like. In breaking colts we do not hitch them first or last with balky or lazy horses, but with steady, energetic, reliable ones. So in school, we cannot expect industrious, energetic men to be turned out from a school which has a staff of listless, lazy teachers. Example is all-important.

In concluding, our contention is that energy can certainly be inspired in secondary schools, and that more attention should be given to this matter by all interested in pedagogy.

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H. S. Richmond Hill.

THE TEACHER AND HIS TIMES.

NO one can doubt that the teaching in the schools now is far superior to what it was during the first, second, and third quarters of the century. The interest felt in children and youth is so much greater than during the periods referred to, as to create constant surprise to one whose experience extends over those years. And yet it may be justly asserted, and not pessimistically either, that the happiness going along with the performance of duties of life, is not as

great as it was in the earlier periods of the century. There is more physical comfort, people are better clothed, are more intelligent, the means of travel especially have been infinitely improved, and numerous articles that once were luxuries are now as easily obtained as the necessities of life.

But the happiness that arises from these things and the happiness that arises from manfully performing the duties of life, be they what they may,

are essentially different. That there is a great deal of dissatisfaction felt by a large number with the lot in life which has fallen to them, is apparent in every morning's newspaper. And the teacher who is observant and thoughtful will ask, How can these things be, seeing the teaching has been confessedly improving all along the century? And it is a very pertinent and proper question. And, besides, this dissatisfaction, to call it by this name, is evidently on the increase.

It is not proposed here to enter on the broad discussion such a topic invites, but to limit it to this: to inquire why the pupils who were in the schools from 1850 to 1875, having been taught in quite a superior manner, now, in performing the duties of life, are less happy than the youth who had his school advantages from 1800 to 1825?

Those who are somewhat familiar with what is termed the "New England idea," will remember that there was a vigorous co-operation of the home with the school; the pupil left the school to come under an ethical religious influence at home; there was inquiry as to the performance of duty in school and if chastisement had been bestowed in school, further chastisement was frequently inflicted to emphasize the co-operation of the parent with the teacher. The pupil leaves the school to-day, having been under the influence of an abler person pedagogically, and is met by influences pervading the adult life that overwhelm the impressions made. The daily newspaper with its illustrations and startling headlines, crammed with murders, lynchings, hold-ups, robberies, defalcations, burglaries, divorces, and domestic scandals, with a page on which every petty detail connected with a base-ball or foot-ball game, or a bicycle race, or the brutal pounding of one human being by an-

other, for the pleasure of a thousand onlookers, thus exalting and dignifying all these performances a thousand fold more than they rightly deserve—the daily newspaper, we say, is one of the most powerful injurious influences that meet the pupil when he leaves the school. It would be "a consummation devoutly to be wished," that the daily newspaper should not come into the hands of children in their tender years. But there are numerous other publications that exercise a subversive sway mainly upon the girls; we refer to the periodicals that make the fashion of the clothing the chief end of their being. But the newspaper is only one of many degenerating influences; the theatre has developed with startling rapidity during the past quarter of a century, and in the cities children form a good part of the audience. And such stuff as the theatre now offers to its patrons! In one case lately noted, pictures representing what might be seen in a new play, were posted directly opposite a school; here were women with as few garments on as possible, men knocking down with clubs, or shooting with revolvers—everything done to take possession of the impressionable mind which the teacher had taken such infinite pains to equip with notions of a just and honorable mode of life. A consideration of these things leads to the inevitable conclusion, that while the school has been growing in power, influences that degenerate, discourage and corrupt have been growing still faster. We have but one remedy to suggest, and that is that the teacher make his influence felt beyond the walls of the school. We think that the free lectures given in this city exemplify what we mean; the parents have some place for assemblage with their children besides the theatre. We would have the school-house made the centre of intellectual attraction for the entire district. We would

have the teachers know the parents. The subject is before our readers, and it is one of mighty importance. Let us not delude ourselves. How many of those now in the schools will

succumb to the "outside influence"? Let the teachers debate this question at their gatherings, and lay on the shelf for the time being the crossing of t's and the dotting of i's.—*Ex.*

EDITORIAL NOTES.

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

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

THE return of a certain party to power in the great city of Greater New York has fluttered the dove-cots of education as much as any of the other departments, and the interview between the chairman of one of the several educational boards and the newly elected mayor, in regard to the school subsidy required to be voted in behalf of the schools for the coming year, reveals how little the ordinary politician knows about education, either in the general or the particular. We had lately a like exhibition in some of our own provinces of the marvellous educational insight which some of our publicists have of the necessities of the case when school reform comes to be spoken of. The late conference between the mayor and the school board chairman of New York was at once embodied in a clever cartoon, which though perhaps a little too broad for publication, set the whole city on the broad grin for a week or two. The denunciatory tone of the mayor's examination of the chairman, and the exposure of his own ignorance, the greatest of trans-

Atlantic magistrates though he be, by the quiet sarcastic replies of the practical school manager, made interesting matter for the school journals, and even excited the ordinary newspaper men to turn their attention to the controversy. And now the whole question has resolved itself into who is to be superintendent of schools under the new regime. Mr. Jasper, the present superintendent, may have the position, some say, if he wants it, while others are looking for the appointment of Mr. Maxwell, superintendent of schools in Brooklyn. Dr. Harris' name has been brought forward as a possible candidate, but only in a bit of enthusiasm by one of his many admirers. Dr. Harris' life work is in the National Bureau at Washington, and long may he be spared to add to what he has already done for education; besides it is more than doubtful whether the masterful mayor of New York has ever heard of "the party called Harris."

The teachers' meetings of the year are beginning to be spoken of

already, the convention of the Ontario Association during the Easter recess, the great national gathering of teachers to be held at Washington this year in July, the Nova Scotian Association, and the Dominion Association. In view of the fact that the last three occur about the same time of the year, the arrangements to be matured for the holding of the latter should be hastened. If the Dominion Association is to hold its convention at Halifax this year, negotiations should be entered into at once with railways and steamboats for a very special rate to induce the Ontario and western teachers to go so far to the eastward. What is the executive doing? The preliminary announcement about the N.E.A. of the United States is out already stating that it is certain that the railroad rates will be more favorable than for several years. The Eastern roads have not been wholly satisfactory in their tone and temper toward the N.E.A. for a few years, but now they are the first to come in line, and that with enthusiasm. Not only will the half fare be granted and the \$2 membership guaranteed, but there will be the best terms made in recent years for the extension of tickets. There will be the best hotel arrangements in Washington in July that the association has ever had. No one hotel will have the monopoly, for there are twenty hotels, all good enough for anybody, and most of them at reasonable rates.

At the conference of headmasters in England lately, it was moved: "That the worship of athletics has increased, is increasing, and ought to be diminished." The mover disclaimed any intention of making an attack on athletics as such by themselves. The value depended upon a proper proportion being preserved, and athletics being kept in due subordina-

tion. Recreation ceased to be recreation if it interfered with work, and it certainly ought not to dominate. An amusement should not be turned into a serious occupation. At present there were signs that this due proportion was being lost sight of, and there were many strong forces at work to stimulate this tendency to undue proportion. There was a devotion to entertainment and sport far beyond their true value, and he thought he had properly described it as worship. Athletics were the shortest way to notoriety. He did not know any other way in which a boy of seventeen could get himself mentioned three times a week in the newspapers. No form of academic work would attract so much attention. The higher achievements at the university passed with scarcely any notice in the newspapers or otherwise. There was no telegram from the German Emperor. (Laughter.) It was, he considered, the duty of schoolmasters to say that they would exert their influence against the current and would not stimulate it. He knew that many of the tutors at the universities thought that intellectual subjects did not receive the same earnest attention they did some years ago, owing to this passion for athletics. There were colleges at which it was considered good form for every master of the college either to go down to the river or to the football field, or when there was a match going on, to watch other fellows exert themselves. That was all very well at school, but at a university it was rather out of place. He did not desire to see athletics discouraged, but only their abuse by excessive resort to them and the sacrifice of time and energies.

Mr. H. G. Wells is leading a crusade against the dead languages—or, rather, against the way they are often

taught. He asks, after alluding to the time spent on Latin and Greek, in the *Daily Mail* :—

“What are we to consider efficient teaching? If a man undertakes to teach people the bicycle, one has a means of ascertaining whether he has performed his undertaking in the ability of the learner at the end of the lessons. If we find, at the end of a costly course of lessons, that the learner can name correctly the parts of a bicycle, that he performs very precisely a number of rare and curious exercises preparatory to mounting, that, when he is placed in the saddle upon a perfectly straight road, he can progress with a certain temerarious security, but that he is unable to mount, and quite unable to ride with safety on the common circuitous ways of reality, one must conclude, I think, that the teacher has failed in his undertaking, and that the pupil has not learnt the bicycle. And if the humble bicycle-teacher asserts, in spite of these facts, that he has taught the pupil the bicycle, one can only conclude that he deals in unjustifiable pride.

“Similarly with the teaching of a language; if a man undertakes to teach, and claims to have “taught,” a language in a certain time, we have a possible test. A language has been learnt when the pupil can read at sight any matter written in that language, when he can write it correctly—for no one can read delicately into the full meaning of matter who cannot write with precision—and speak it, if not with grammatical expression, at least easily, and in a manner understandable to anyone else who has learnt the language. A pupil who has got to that pitch has, indeed, the key of a literature and a fine mental training. But if at the full end of the course of lessons he cannot do these things, if he prefers to perform instead rare and curious exercises in grammar,

history, and the like, it is, I would suggest, only reasonable to conclude that the teacher has failed in his undertaking, either because he was altogether inefficient, or because the thing he undertook was impossible so far as that pupil is concerned.

“Now all this is so manifestly sane and self-evident that I must apologise to the reader for telling him what I cannot help believing he must know already, were it not for the existing state of things in secondary schools. For it is indisputable that the middle-class boy of sixteen or seventeen, when his schoolmaster has done with him, can neither read nor write Latin, much less can he read or write Greek, in spite of the amount of time he has given to these subjects. The spirit, literature, and inspiration of classical antiquity are still as remote from him as they are from a Hottentot. At the utmost he has spelt his way painfully through one or two classical poets, blinded by a dust of grammatical points to all their melody and beauty. His classical learning is, in fact, below the level of the lower middle-class girl's piano strumming. And when his leaving examination is over he shuts his torn covers on the classics, thanking Heaven to be quit of a bore.”

— — —

The above is a blow from the shoulder out, and yet there is a reaction from the blow which Mr. Wells must feel. In studying Latin and Greek, or even French and German, does the ordinary High School pupil expect to be able to read, write and speak these languages, on his leaving school? If not, what is the object of the labor spent on these studies, if it be not merely to strengthen the student in the use of his mother tongue. The fact is the English teachers who have, after years and years spent in the struggle, gained a

fluent, practical knowledge of any of these languages, have made the game of studying them on the school benches hardly worth the candle. Their proficiency has made of them the faddists who make a mere educational means to an end, the end in itself. All language training should have but one ultimate object, and that is to perfect the student in one language through which he may express his thought clearly. "If we wish to think correctly, we must first learn to speak correctly, and to write correctly, and with that as a first and an undeniable principle, the ultimate object of the study of Latin, Greek, or even of a modern language is undoubtedly the maturing in the pupil a practical knowledge of his mother tongue. To focus the idea further, a school boy should study his Latin or his Greek, with the one object never lost sight of, namely "the turning of a sound Latin or Greek sentence into a sound English sentence." Are our teachers still satisfied with the translation that is but broken English, with the strongest indication of a Latin, Greek, or Frenchy flavor about it? Are they still sticklers for the syntax juggling, with which some class-rooms have so long been familiar? We would like to have the opinion of some of our teachers on this question, and will be pleased to give them space for an all-round discussion.

The reference which was made in a late number of THE CANADA EDUCATIONAL MONTHLY to farming, and the unaccountable trend of young people to leave the farm for centres of population, has had the effect of directing very special attention to the subject. No class of men has better opportunities of seeing what is going on in the country than the inspectors of our Public Schools. In this number of the magazine, Inspector J. H.

Knight, Lindsay, gives advice to our farmers. We are pleased that he has taken the matter in hand.

Perhaps it is not seemly for us to discuss the educational affairs our friends of New York in this way, just as it is said to be unseemly for us to discuss the educational affairs of Canada in any other than a laudatory manner. But as long as the spirit of the present mayor of New York is to be found in any of our provinces, as long as the *turgendum capitis* of the ordinary politician seeks to bluster over our school systems to reform them retrogradewards, the unseemliness would be in our keeping silent. The shortest way to the Klondike is perhaps no business of ours, nor even the danger that would beset whaleback vessels on their way from Fort Wrangel up the Stickine. These are problems beyond the realm of an educational journal, at least so its editors and readers had perhaps better decide, seeing that there are so many questions of public interest, which the ordinary politician, even the *very* ordinary politician, may approach with impunity, but which clergymen, teachers, and educational magazines are not expected to consider, indeed are warned not to consider. But when a prominent minister advocates the teaching of agriculture in our elementary schools by teachers who know nothing about agriculture, or the cultivation of kitchen gardens in connection with these schools at a time when the children are away on their holidays, or the introduction of text-books on agriculture, among children unable to pronounce the words of their very first pages, it is surely fit and proper for the whole community, including even clergymen, teachers and educational journals to tell such a would-be statesman in plain terms that they

do not approve of his vagaries. If the people of New York are at liberty to laugh at their mayor when he talks ignorantly on educational matters, there ought to be given to all Canadians the same privilege, when during an election campaign, our platform orators undertake to elucidate to the lieges what an education department should be, and how our schools should be organized, though they be as ignorant of what education is as some of their Ottawa friends and opponents are of the routes to the Yukon. The late elections in the Province of Quebec gave the politicians there a mandate to introduce educational reforms, but it is to be feared that the measure they introduced was more of a political surprise than an educational security. The elections in Ontario are over, and what effect they will have on our educational courses and counsels cannot well be foretold for some time to come. It is said that the Quebec Education Bill will be brought forward again with all its imperfections and crudities, and any one daring to lay bare these imperfections and crudities shall be rewarded with the anathemas of the political party which has fathered them. And yet some people say that we are living in a free country!

We are glad to hear that arrangements are being made for the annual meeting of the Dominion Association of Teachers, which will be held during the summer holidays from the 2nd to the 5th of August. This should be looked upon by all our teachers as the most important educational event of the year; and if arrangements can be made with the Intercolonial for a reduction sufficiently low to entice our teachers to make holiday this year in the eastern provinces, a large section of the holiday seekers will no doubt find their way to Halifax. A finer trip than this

can present itself in no part of the Dominion. To visit Halifax, as the oldest city of the ancient colony of Nova Scotia, with its gardens and pleasant drives, its harbour conveniences, and hotel accommodation, its citadel and arsenal and warlike environments, its many easy railway and steamboat connections with places of great historic and picturesque attractiveness, will be a treat to those who have never been there before. The programme of the convention promises to be an excellent one. The following is a full list of the executive:

President, A. H. Mackay, LL.D., F.R.S.C., Superintendent of Education, Nova Scotia. Vice Presidents: The Hon. Col. Baker, Minister of Education, British Columbia; D. J. Goggin, Esq., M.A., Supt. of Education, N. W. Territories of Canada; Hon. C. Sifton, Minister of the Interior; J. Millar, Esq., B.A., Dep. Minister of Education, Ontario; J. M. Harper, M.A., Ph.D., F.E.I.S., Inspector of High Schools, Quebec; Prof. J. B. Hall, Ph.D., Provincial Normal School, Truro; J. R. Inch, LL.D., Chief Supt. of Education, New Brunswick; D. J. McLeod, Esq., Chief Supt. of Education, Prince Edward Island. Treasurer: G. W. Parmelee, Esq., B.A., Education Dept., Quebec. Secretary: A. McKay, Supervisor of Schools, Halifax, N.S.

The controversy between Principal Grant and Dr. Lucas may be looked upon as an educational event, though now that it is over and well over, the less said about it in these pages perhaps the better. The temperance cause is neither likely to gain or lose much by it, and we are sure nothing can be added to the reputation of Dr. Grant through the array he has made of the old facts and figures which the rumseller and the beer drinker have too often at his finger ends. There

is but one argument in the whole thesis, and it lies in the query: Is dram drinking a good or an evil? Is the manufacture of whiskey a curse or a moral benefit to the community? Dr. Grant says that drinking a glass of wine is not a sin. But this has nothing to do with the question of prohibition. Prohibition is not meant to prevent the drinking of a glass of wine: it is intended to subdue the liquor traffic to such an extent as to produce the ease and comfort and respectability of living that is to be found in a community where no strong drink can be had, in a community where it is difficult to be had, or even in a community where the traffic has fallen into the hands of shebeen-keepers and such like. Under even the extreme circumstances, in the last case, there is surely a gain in morality, and if Dr. Grant continues to say no, he has only to travel through any Scott Act County, or any Dunkin Act town to see for himself. If there be then a gain in morality, even if it be not the great gain Dr. Grant, or any other reformer would like to see, there comes upon every one obligation to labor for rather than against prohibition, seeing there is avowedly no hardship to befall any honest man should it become the law of the land to-morrow. Besides that, there is a physical and moral gain in abstinence all our school text-books try to make plain to the rising generation. And this is why we have referred to the controversy at all. What is Dr. Grant going to do with these text books? What is he going to do with the rising generation? What *has* he done for them through this controversy? He is honest in his advocacy, no one disputes that. But in the child's way of judging, either Dr. Grant is wrong or the text-book, as the child will say, is a great hypocrite. Even the teacher who teaches total abstinence from the text-

book will pit himself against the great controversialist every time the drinking of alcohol comes up for discussion, at least so the pupil who has heard of the controversy will be apt to think. Dr. Grant has not taken sides with the alcohol manufacturer, seller or buyer, but he certainly has become an authority amongst them, and will be used as such, no doubt much against the principal's wish, as long as the prohibition contest remains with us. Even if the thesis can not be reduced to the gain in morality, the well-wisher of an improved morality will hardly get further than the verdict of *cui bono* when all has been said and done.

Some people, even as far away as Queensland, have something to say on the subject of those teachers who are always running away from the true function of the school, in his efforts to make a name for himself and his institution among the unthinking. At a teachers' meeting out there Mr. Bennet read a paper on "Charlatans," and this is what he says of the competitive examination:

"A greater charlatan than all, and one whose power grows daily, and for whose comfort *quasi* deificences are made, is the competitive examination fiend. This man imagines he benefits a child (or his school enrolment) by overdriving him for the sake of a scholarship which is often worthless from a monetary point of view. The point which, I fear, prompts most parents of bright boys. When I see neurotic, high-strung boys, who are the favorite subjects of the crammer, doing nine hours' mental work daily for a doubtful benefit, my mouth is 'filled with cursing and bitterness.' These children are of all the most sensitive and susceptible; and for them the world, with its blighted hopes, its lost ideals, its meannesses

and its carking cares, holds prepared a scourge which such sensitive natures are ill prepared to endure. These are like delicately-balanced watches which the least rude jar disorders, yet these are mankind's chronometers. When I see the 'compensating balance'—the joyous springtime of youth—rudely torn away, I tremble for their mature years. When I see between a mere lad's eyebrows those deep perpendicular lines which are the sure sign of anxious thought—the proper burden of age—I cannot help thinking, 'Surely an enemy hath done this!' Premature failure of sight, rooted despondency, incurable pessimism, or suicide, is the fate of some of those in whom the natural buoyancy and spring is destroyed by being overtired before their time. I grant that the world is not a playground but a treadmill. I grant that the child must be gradually prepared for the burdens of life. I grant that to allow a child to make endless holiday of youth, and then suddenly put a man's full burden on him, is crueller than to gradually wean him from fun to fret. But there is a medium in all things. To grind young children five hours a day in school, two hours at special classes, and two hours at night, is a crime. The child is wearied of life before he has well begun it; and though highly cultured, does little in life because his heart has been crushed out of him, and his spirit broken. He has no desire left to reap the world's prize, for the zest of life is gone, and they turn to Dead Sea fruit in his mouth."

There is a teacher in Dunedin, New Zealand, who has reported to the *Schoolmaster* of that colony the evolution of gymnasiums in his city. "A few school committees have bazaars in full swing," he says, "with the object of raising funds for the erection

of gymnasiums. I am of opinion very few more of the latter will be erected in our district for some time to come. Some months ago I mentioned the Board would probably refuse grants for this purpose on account of the vast inroads made upon the building fund. That was done at the last meeting, when resolution refusing further grants in this direction till March of next year was passed. Really the thing has been overdone. I am fully alive to the importance of physical education, and heartily support gymnastic training. At the same time I am of opinion schools should be satisfied with modest buildings for the purpose. The gymnastic building craze, I may term it, originated in one of our schools noted for fads. Then resulted an exhibition of follow the leader until the demands well nigh exhausted a fund which might have been more advantageously used in needful repairs and additions absolutely required to the schools and teachers' residences throughout the district. Really it has resolved itself into a question of each school committee grabbing for a grant of money in order to keep level on the score of attractiveness with the schools of their neighbors." The colony of New Zealand is evidently not yet given altogether up to the new cult, that there is nothing good but hockey. The gymnasium in Canada is but a mild and legitimate form of the craze that there is nothing in a young man to be made anything of by our newspapers than muscle.

Our Canadian teachers will read the following with great interest, as it gives them a peep into a new world of pedagogy that perhaps they had never dreamed of:

The *Queensland Educational Journal* says, "We desire to call particular attention to the fact that

the holding of these dances in the schools is fraught with evident dangers, and that the custom is increasing, at least in country districts. Of course, where the consent of the committee and the department is obtained, and proper persons take, or have imposed on them, their due responsibilities for their conduct and supervision, objectionable features are guarded against. In this matter, we contend that the teacher's wishes and views should be consulted, and where he withholds his consent, permission should not be given for holding them. Our attention has been drawn to a case where a dancing class—or periodical meetings for a dance—was held in a Provisional School, and where, we are informed, the requisite permission was given either by the committee or the department, against the wishes of the teacher. Trouble arose in this case also. Now, on the general aspect of the case, as we are informed that this practice is increasing, we would strongly urge, for the most obvious reasons, that no permission for regular meetings at dances in the school be allowed, unless the teacher himself be given the very largest powers and discretion in dealing with and controlling them. Further, that, if he consents to their being held in the school, he shall take all reasonable responsibilities for their proper conduct and supervision. We believe that the department, under its regulations dealing with the establishment of Provincial Schools, deems that it does not possess the power of withholding its permission even if it desires to do so, and that this matter in many cases in this class of schools, rests finally with the committee. If we are correctly informed as to this, we regret that it has not final power in the matter in all cases, and the power of attaching proper duties on proper persons responsible to and under its control.

School concerts, and occasional social gatherings, in which parents and pupils meet under the direction and control of the teacher and committee, are frequently held, and for very laudable purposes. But when regular meetings for dances only are held in the school; where these controlling influences are not present; where the village public-house is close by; these together present a combination of circumstances fraught with evidently grave dangers. And the fact that any supervision that can be given, does not extend, and cannot extend beyond the immediate precincts of the schoolgrounds, seems to us to be a conclusive reason that permission for such regular and frequent meetings in schools should be generally withheld, where the department has the power of withholding it. Further, if it has not entire power in this matter in some Provisional Schools, it should seek to obtain it. It is not pleasant to think on the possibility of even a Provisional School being converted into a source of such grave danger as obviously attaches in certain cases where such safeguards as we have pointed out are not present or imposed."

We confess to a certain feeling of irritation, says the *School Journal of England*, when the "utilitarian" argument is put forward in an unintelligent way. The object of education is to produce a capable citizen of good character. The aim is distinctly utilitarian. At the same time, it deserves all the highest-sounding epithets that can be discovered. Capacity in the counting-house is not necessarily formed by the study of commercial geography and handbooks of commercial correspondence. The intelligence is to be evoked and the character formed by the best methods known to educators. When the intelligence has been once trained the

special technical knowledge can be readily acquired. That is but the veneer: the mainspring of character and intelligence is to be sought elsewhere. "I would rather," said a successful science teacher the other day—"I would rather my boys knew the tale of Troy than the component parts of the atmosphere." "Greek," to quote a *Times* article a few days ago, "is the key to the noblest thoughts that have moved mankind, the influence of which is still felt in every department of mental activity." Noble thought precedes noble action, and the educator's part is to endeavor to produce the noble thought.

Sir John Gorst has finally solved the educational problem which so many of us have been troubling our heads about. "Why is educational progress so slow?" "Because," says Sir John, "the administration, the Government (and mind you he is a member of the Government) of our country is in the hands of an aristocratic party, which holds its position by the will and favor of an ignorant democracy, which it therefore desires to keep in ignorance. Which of Mr. Marchand's colleagues would dare kick against the New Education Bill as high as that, or how would the Ontario Government classify a supporter of Sir John's cynicism? Freedom of speech has not been crushed out by partyism yet in the old country.

The last word has not been said about examinations, though no one has so far suggested something that would take their place. This time it is *Secondary Education* that has its opinion to express:

The complaint is not infrequently heard that the youth of the present generation are being examined to death. There is much truth in the charge, and many evils follow in the train of over-examination. The time

has come when some protest should be made against the various forms of abuse in this direction. It is not only the undue value set by the public on the mechanical test which separates the bright from the dull, but the intense rivalry that is set up between pupil and pupil, school and school, teacher and teacher, that needs healthy correction. Examining bodies vie with each other to make their schemes attractive, while the endeavor to maintain the value of their diplomas leads to constant and frequent elevation of standard until more satisfaction is felt in the numbers who fail than in those who pass. Examiners more than ever seek to find out rather what the pupils do not know than what they do know. We have even heard of high examining bodies excusing themselves for setting questions impossible of solution on the ground that it was desirable to find whether this would be discovered. "Fail all you can" were the instructions given to one examiner appointed by one of our universities. We have heard it asserted that to fail heavily is a kindness to the pupils thus thrown back. Surely these are wrong principles. To deal thus with the long, toilsome, and oftentimes expensive work of the struggling and ambitious student for the sake of teaching him a lesson is the height of callousness.

The objects of examinations are twofold: (1) To test the thoroughness and range of mental training; and (2) to gauge the capacity of the brain. If these objects were kept in view, the vagaries of examiners would be less frequently apparent. We consider that an examining body should formulate its schemes as it thinks well, fix its standard at discretion, but, having done that, it is only fair to keep in view the objects of the examination.

Examiners have their whims and idiosyncrasies. One likes to show off

his own knowledge; another seeks to entrap; a third has a too lofty opinion of what a student ought to know; a fourth looks out for ignorance rather than knowledge. Examining bodies recognize these evils; hence the appointment of moderators, who are themselves sometimes not over-careful. Perhaps the greatest evil of examinations is the merit classification of those who pass. It tends to excessive rivalry, much advertisement, and sometimes acts very detrimentally to the student, who is sent in for the same examination twice or thrice to gain position. The margin of age of public examinations has now been lowered to include pupils of tender years. The strain thus put upon youthful brains is undoubtedly felt in after years, while the exciting effect is often felt in the present. Too much mental strain lowers the vitality of the body, and renders it more susceptible of passing ailments.

We are not declaiming against the legitimate uses of examinations, but against the abuses. Examining bodies are multiplying at a rapid rate, and, in the competition thus set up, the danger lies in a tendency for schools to resort to severe cramming, or, in other words, to substitute instruction for education.

The male teachers and school inspectors of Canada will have to assert themselves in time in some such a way as they do in the British Isles, where their influence is to be felt in the councils that are ever introducing organic changes in the English, Irish or Scottish school system. "We live in an age of federation," says the *School Guardian* of England.

"We live in an age of federation. Head teachers of Elementary Schools have come to the conclusion that they have interests that are not wholly identical with those of assistant-teachers, and that for the promotion of those interests they need a special

organization. They have, therefore, formed a Federation of Head-Teachers' Associations, the first annual conference of which was held last week. The newly elected president, Mr. Steedman, of Nottingham, stated the case of the head-teachers, and called particular attention to the extent to which the management of schools is now overruled and over-shadowed by the central authorities, so that managers and head-teachers are practically snuffed out, and schools are losing all their individuality and autonomy."

OBITUARY.

THE death of Mr. Adolph Mueller, Modern Language Master, Berlin High School, is remarkable not so much for its startling suddenness, as for the manifestations of grief and affection which its announcement called forth from the large and mixed community in which the greater part of his life was spent. On the day of his funeral, a stranger would have supposed from the crowds that filled the largest church in Berlin, the thousands that lined the streets for hundreds of yards, and the sorrowful demeanor of all, that some wealthy and influential citizen was being borne to the tomb, and not one whose sole wealth was his kindness and helpfulness. Mr. Mueller's life in Berlin has shown how great and how beneficial an influence a teacher can exert in a community.

Adolph Mueller was born in Schemmel, Hanover, in 1850, and had completed his forty-eighth year on the 7th January, his last day of life and of work. He was educated in the Gymnasium of Ilfeld, came to Canada in 1869, and was soon after appointed German master in the Central School, Berlin. His remarkable efficiency in this position, together with his gentlemanly bearing and ex-

emplary character, led to his appointment in 1877 as modern language master in Berlin High School, to which he proved a tower of strength. He won the hearts of his many pupils by his manly character and his kindly interest in their welfare, their work, and their sports. This interest in the welfare of the boys led to his prominence in athletic games, especially football. Seeing the value of the Association game as a training in the combination of manliness with gentleness and in unselfish co-operation, he earnestly and generously promoted it, and after ceasing to be an active player, often gave his services as referee in matches where his tact and firmness were needed. To his colleagues his loss is irreparable. So many years' experience of his perfect courtesy, loyalty, and unselfishness has endeared him to them beyond expression.

Mr. Mueller sympathized with every side of human life. He was a lover of literature and art, a man of wide information, and a delightful companion. Having left Germany mainly in consequence of his attachment to the royal House of Hanover, he readily became a loyal subject of the same illustrious house in its Canadian dominions, but retaining

his love for the Vaterland, he became a connecting link between the English and the Germans of Waterloo County. Always ready to aid in any effort for the good of the community, he became secretary and chief promoter of many worthy enterprises. In particular, he took an active and laborious part in founding the Berlin and Waterloo Hospital, continuing his care of the institution to the end of his life. True to the faith of his fathers, he was one of the most faithful members of St. Peter's (Lutheran) Church, Berlin, and, when needed, among its most active and trusted office-bearers. But it was not alone in public channels that his beneficence flowed. The writer of these lines has knowledge of many deeds of kindness not publicly known, such as procuring employment for the needy, watching with the sick, efforts to help the weak. One need not wonder, then, at the display of tender feeling, honorable alike to the departed and to the community. It was a tribute to the noble character of one of whom it may truly be said that

His life was gentle and the elements
So mixed in him that Nature might stand
up
And say to all the world, "This was a
man!"

CURRENT EVENTS AND COMMENTS.

THE alterations in the scheme of George Heriot's Trust, Edinburgh, have received legal sanction. Among the changes made are the following:—The arbitrary age limit for admission to the Hospital School has been changed to an educational qualification, the number of free scholarships open to pupils in attendance has been increased from sixty to one hundred, travelling scholarships

of £100 have been instituted for teachers who have graduated in the University of Edinburgh and taken the Schoolmaster's Diploma, and the amount of money for bursaries generally will be increased by 50 per cent. When the revised scheme is in full operation, there will be about fifty women and at least fifty men at the University of Edinburgh holding Heriot bursaries. In issuing the re-

gulations for the next examination for leaving certificates, the Scottish Education Department deprecates the present practice of sending in very young pupils, and trusts that in future candidates below thirteen years of age will not be presented unless their presentation is warranted by special circumstances. At a dinner given in celebration of the 216th anniversary of the Edinburgh Merchant Company, the chief speaker was Sir Henry Craik, who took as his subject a proposition that he had already advanced on several occasions, this, to wit, that in technical education there is an undue hurry to achieve immediate results, that many reformers seem enamoured of "raw haste, half-sister to delay." He contended that the schools should not be workshops, but places rather where the foundations of all successful work are laid.

There is encouragement for the self-taught boy in the success of Mr. George Unwin, B.A., of England, who was educated up till thirteen years of age in an elementary school, and then for the next seven years a clerk in a hat warehouse. From the warehouse he won a scholarship at University College, Cardiff, and thence passed to Oxford as Scholar of Lincoln, whence he graduated last summer with first class honors in the school of Literæ Humaniores. His coming to Oxford was due largely to his desire to qualify himself for University Extension work, and after a successful trial at the recent summer meeting, Mr. Unwin was appointed by the Oxford delegates to a junior lectureship in ancient history and philosophy. His ambition is to attract the attention of working men—more particularly in the North of England—to these subjects.

During the past two weeks a lively controversy has been raging in Ber-

lin on the subject of the salaries of the teachers in the elementary schools which are under the control of the town council. Recent legislation in the Prussian Landtag has raised the whole question of the scale on which elementary school teachers shall be paid. Hitherto the salaries paid to this grade of teachers in Berlin have been notably above the average paid in Prussia. Starting with 60*l.* a year, the Berlin elementary school teacher's salary has, since 1894, risen by regular increments to a maximum of 190*l.*, reached after thirty-two years' service. In addition to this, however, he has drawn an annual allowance of 30*l.* to meet the rent of his apartments. A committee of the town council was recently appointed to reconsider this scale. The committee proposed that Berlin should continue to lead the market. Legislation having brought the practice of other districts nearer to the level hitherto adopted in Berlin, the committee recommended that the capital should again take a step forward and raise the rate of salaries. The proposal was that the teachers should begin at 68*l.* a year (retaining their allowance of 30*l.* a year towards rent) and rise by regular increments to a maximum of 200*l.* a year, to be attained after thirty-two years' service. Against this there was tabled a hostile amendment, which proposed a commencing salary of 50*l.* a year (with the added allowance of 30*l.* a year towards rent), rising by increments to a maximum of 200*l.*, attainable after thirty-one years' service. The latter scheme thus proposed to curtail a teacher's income at the beginning of his career, but to enable him to reach, at a date somewhat earlier than that named by the committee, a maximum which is 10*l.* in excess of that attainable under the regulations hitherto in force. The question came up for settlement on November 18, and led to an animated

debate. The Council Chamber was crowded, and the excitement general. The proposals of the committee were rejected, and the hostile amendment, which stood in the name of Lawyer Cassel, was carried by a considerable majority (sixty-four votes to thirty-eight). But the matter has not been allowed to rest there. Public opinion in Berlin has been a good deal stirred by the decision of the town council. The teachers' papers are full of indignant comments, which find an echo in important sections of the general press. Statistical calculations are bandied to and fro. It is argued by the one side, that the Berlin teachers are being meanly treated; by the other side, that there is no sufficient cause for increasing their salaries at the present time. The advocates of Herr Cassel's motion contend that Berlin has no reason to become lavish in its expenditure because other cities have begun to level up their payment to a reasonable level. The Berlin teachers and their friends, on the other hand, argue that living is so much dearer in Berlin than under ordinary conditions elsewhere, that it will always be fair for salaries in the capital to be in advance of those paid in provincial cities.—*Journal of Education.*

According to the *Journal of Education* in England, there is as much misunderstanding about the new University for Ireland as there was about the Quebec Education Bill. "Irish University affairs," says that organ, "are all in the air just now. It seems to be assumed quite generally that Government will next session bring in a Bill for the establishment of a Catholic University in Ireland. Under these circumstances one of the London dailies narrates the pertinent advice given to Mr. Arthur Balfour, when he accepted the post of Chief Secretary, by Lord Morris, then Chief

Justice: 'Young man,' said the great officer of law, 'you don't know much about Irish affairs. Take the advice of an old man who knows a great deal. Let no divil of mischief ever tempt ye to touch the Irish education question.' We are ourselves inclined to think that a little more time might easily be granted to the Royal University, so that Catholics may learn to know what they really want, even supposing the Government should be willing to endow a Catholic University. The Royal has not yet been at work sixteen years—it is perfectly open; Trinity is so substantially, so that there exists no crying grievance. It is idle to compare Ireland with Scotland as regards the number of its Universities. Although Scotland had three Universities founded within a century—St. Andrews in 1411, Glasgow in 1450, Aberdeen in 1494—yet no two appear within twenty years of each other. And, though Scotland is a 'poor' country, yet since the Reformation it has not been poor educationally. Until the present generation, its primary and secondary systems have made it a pioneer in matters educational. Ireland has scarcely felt the wave of reform which has passed over Britain, and has made many of us so alive to the fact that education is linked, and must be co-ordinated, from the lowest primary school up to the University itself. We shall give next month an interview with Monsignor Molloy which is an able exposition of Catholic aspirations."

A curious case has occurred in connection with an English Board of School Guardian, which gives us an interesting glimpse at the way the cunning of Christian muscularity advocates has sought to make out of the disrespectable the essence of a healthy exercise for boys. Is there a School

Board in Canada that would venture, or need venture, so far towards the comical phases of physical culture? The Edmonton Board of Guardians may (says the *Evening Standard*) be congratulated upon a very sensible performance. They are equipping the Chase Farm Schools with gymnastic apparatus, and the daring proposal was made that three sets of boxing-gloves should be included for the pauper boys. Some of the members recoiled in horror from the idea, foremost among them the two lady guardians. It is easy to imagine the arguments that were used. The gloves would brutalize the boys, would turn their innocent minds to deeds of blood, and prove the source of a career of destruction. It may possibly have been urged that if boys were taught to box, they might want to be soldiers when they grew up, and this calamitous prospect must be averted at all costs. So the minority—happily it proved to be a minority—moved an amendment providing that the gloves should be omitted from the equipment of the gymnasium. But the board numbers a majority of common-sense people, and the amendment was defeated. We are glad, though not surprised, to see the names of two clergymen among the champions of the gloves, for clergymen know from their own school days, and from their frequent association with the young, that the boy who is taught to receive and give a fair blow is likely to become all the better man for it. We have never countenanced the pampering of poor law school children, any more than of Board school children, to ideas and pursuits incompatible with their future condition of life. Piano-playing and the like is an absurdity. But a boy has to look after himself in his encounter with the world, physically as well as intellectually and morally. There are times when it

is absolutely necessary for him to show fight in the literal sense, and if his early training has included an introduction to the art and science of boxing, he has reason to be grateful. If schoolboys of all grades and classes learned nothing worse than boxing, the "unco' guid" would have little to complain of."

Sir John Lubbock has lately been sounding a note which has been sounded frequently in Canada in connection with our University training and the course of study and manner of examination. In defining the position of London University he thus quoted his predecessor's words: "As people talk very much and understand very little about what they called University teaching, I will try and explain the subject. The word 'University' as used at Oxford and Cambridge has two distinct meanings. Its proper meaning is the body incorporated by the Crown, which has by virtue of that incorporation the privilege of conferring a degree. In this sense the universities are not teaching bodies at all. There is, however, another sense in which the word University is used; it is used to include the colleges, . . . and it is in this sense that the term 'University teaching' is used. Now, is the union of teaching and conferring degrees in the same hands a good or an evil? There is no other way of explaining the admitted fact that at both Oxford and Cambridge the degree is so low . . . because those who teach, instead of working up to a fixed standard, can fix the standard for themselves. Nothing would improve the universities as teaching bodies so much as to take out of their hands the power of conferring the ordinary pass degree. . . ."

The existing provision for agricultural education in England and Wales is adequately summarized in the Report of the Board of Agriculture for 1896-7, rendering an account of the stewardship of the Parliamentary grant of some £8,000, which has been entrusted to that Department for educational purpose. Of £6,950, distributed among various institutions, £6,000 was allocated to eight collegiate centres. It appears from a return that twenty County Councils are acting "in more or less close association" with these centres. It is estimated that in 1896-7, out of £513,000 allotted to all forms of technical education in fifty English counties, £78,000 was devoted to instruction of a character "which could be separately distinguished as agricultural." Instruction in dairy-work was given in all but six of the counties, and experimental work undertaken by twenty-eight out of fifty in England, and by seven out of twelve Welsh counties.

Professor Mahaffy is after the utilitarians with these words, and these are not very original either, though emphatic: "The first function, then at least, in order of time, is to afford a complete and thorough training especially in those great subjects called useless by the vulgar, but which are the real salt of any higher culture. And next, these Universities should provide the most suitable home for the prosecution of Research, where men who have completed their training can live in the midst of books and laboratories and observatories, prosecuting those studies which enlarge the boundaries of knowledge."

Speaking at a prize-giving function in Yorkshire, Sir John Lubbock drew the attention of his audience to Mr. Hamerton's statement that in the University of France it was much

more easy to get a degree by imperfectly learning a dozen things than by thoroughly learning two things, and remarked as follows: "There were, of course, exceptions. Even a slight knowledge of Latin and Greek was useful from the light they threw upon English. But, with some exceptions, it was better to know one or two languages well than several slightly. The case of natural science was different. Every one should be well grounded in arithmetic, geography, geology, physics, chemistry, and biology, before attempting to proceed further. He said well grounded, which was a very different thing from having a smattering. What was a smattering? The knowledge of a few isolated facts. That was of little use; but to be well grounded was another matter."

A banquet was lately given in Trinity College, Dublin, in honor of the centenary of the death of Edmund Burke. About 108 distinguished guests were present, including the Lord Lieutenant, and Irishmen holding important posts or notable in the world of letters. The dining-hall was brilliant with colored lights, flowers, plants, and the College plate; and Burke's portrait was wreathed in laurel. The table was in the shape of a St. Andrew's cross, which appeared to give such a position to the speakers that they were very badly heard—a great drawback to the success of the evening. The speeches of Mr. Lecky and Professor Dowden were the most remarkable, especially that of Dr. Dowden, which is perhaps the most beautiful and just criticism of Burke he has yet put forth.

The "Speer method" of teaching arithmetic which is in use in many of the public schools of Chicago is based on educational principles derived from

psychology. One important fact of psychology is that three steps are necessary for complete thinking. A sense-stimulus must pass to a brain-centre, and there form an image. Following the formation of the image should be its expression in doing, and in oral and written language. In overlooking the development of the imagining centres and demanding expression before impression, lies the weakness of a large portion of ordinary teaching. In the Speer method the teaching is less formal but more informing. Elementary mathematical work appeals pre-eminently to the motor and and sight centres. Hence orderly activity must be made a powerful help toward the desired end. Furthermore the child is made in harmony with the teachings of science to advance gradually from the indefinite to the definite. This new method abolishes the bugbear of a child's school life, viz., the separating and combining of symbols in tabular form.

The notice about Notes in Schools from the Minister of Education, which appeared in our columns last month, was most timely. Nothing destroys the consciousness of power in a teacher more and sooner than making use of notes, *in his classes*, prepared by another. We are glad to know that many teachers appreciate highly the action of the Minister.

In reply to imputations of neglect of University interests in connection with recent legislation, the Council of the University of Toronto have issued a statement in which it is affirmed (1) No notification was given to the Council of University College of the intention to introduce the above bill, and information of the proposed action was only obtained through the daily press a short time before the

bill was introduced. (2) On learning of the proposal to postpone the operation of the clause in the act which provides that after the lapse of six years the arts graduates of the University shall vote as members of one convocation, the council immediately communicated its objections to the Government and appointed a committee to wait on the Chancellor and request him to take similar action. (3) Although the knowledge of the intention of the Government to introduce such a bill was only known on the eve of the Chancellor's (Hon. Edward Blake) departure for England he at once took the matter into consideration and wrote a strong letter to the head of the Government, stating his objections to the proposed amendments and protesting against the contemplated action as inimical to the best interests of the University.

Those who contend that it is inimical to the best interests of the University of Toronto, that the Government should have such complete control of all its affairs, quote the action of the ministry in the present circumstances as a full vindication of their case. It is very generally conceded that the courtesy shown to the authorities of the University by the Government in the premises, was very scant indeed. And, if this is done when the Hon. Edward Blake is Chancellor, what may not be looked for when some one else is the occupant of the Chancellor's chair? Friends of the University, attention!

A college education means that a man shall have breadth enough to understand men of various kinds before he takes up any specialization. The danger is that men do not understand other men. Men think along different lines on important subjects. The

college must give such training as shall make its students understand their fellow-men. The man who goes direct from the high school into a specialty, be it law, medicine, or theology, has not that basis of understanding his fellow men. The educated man is one that understands his surroundings. The college aims to accomplish this by planting a philosophical mode of thought in the minds of its students. True, it does not always accomplish this, but that is its aim.

Dr. James, Headmaster of Rugby School, in distributing the prizes to the scholars of the High School for Girls at Leamington, said that examinations nowadays were much criticized. They were told that examinations were very much overdone, and they heard very sad stories of overwork and breakdowns. Again, they were told that examinations set a wrong ideal and object before pupils, and taught them to work, not for the sake of knowledge, but for the sake of distinction and honors and prizes. Examinations might not bring about the best result of all—love of work for itself; but they did, no doubt, bring about very valuable results. They gave a direct stimulus to work at a time when the stimulus for the love of work itself was hardly possible. Examinations also enabled them to measure their result. He, however, hoped that examinations would not be overdone, and that teachers would be allowed to retain their freedom.

The New Zealand "Schoolmaster" tells this amusing story. The head teacher in a Sunday school was much worried by the noise of the scholars in the room next to him. At last unable to bear it any longer, he mounted a chair, and looked over the partition dividing the two rooms to see who the offenders were. Seeing one

boy a little taller than the others talking a great deal, he leant over, seized the boy by the collar, lifted him over the partition, and banged him into a chair in his room, saying: "Now, be quiet." He then, resumed his lesson until about a quarter of an hour later, when he saw a small head appear round the door, and a meek little voice said: "Please, sir, you've got our teacher."

There are signs of an awakening in even old England. The *Mail* of London has repeatedly called attention to the bad teaching in the schools as the real cause of the general stagnation of thought and the domination of ignorant trade unionism that prevails. A summer school of pedagogy was held in Oxford last summer; only thirteen attended. The plan was to have two lessons of a half hour each given to a class of boys, by the students in turn, witnessed by the rest; this was followed by criticism for an hour; followed in turn by a lecture on the principles of education. The students went home and had questions on the lectures sent them; on these a diploma was to be based. It appears that the answers to questions on the history of education were exceedingly faulty; there was a general excellence in class knowledge.

The Chicago Federation is agitating increase of salary with a vengeance. Many grade teachers voice their sentiments in the newspapers. One goes to the extent of furnishing her expense account for the year. The cry is, that teachers cannot live decently, keep up with their educational work, and save enough to carry them through the summer vacation on a salary of \$15 a week. The petition sent to the board was signed by nearly 4,000; and those who did not sign were the ones who, in the hurry, necessitated by a wish to have the petition

presented before the estimates were made, were overlooked. The sentiment is against lowering any salaries, and in favor of raising those of the grade teachers. Nearly every member of the board favors the increase. Mr. Errant, who, while on the board, made himself acquainted with the workings of the school to an extent that very few members do, said the ones who had the hardest work received the poorest pay, and the ones with the easy jobs had the highest. Mr. Lane said the matter could be adjusted if the law which allows 2 per cent. for teaching and 3 per cent. for building purposes could be changed. There was a great amount of the building fund lying idle. The teachers have always felt the injustice of the salary arrangement, but feared to move in the matter, on the principle that a small salary was better than none. Something must result from this agitation, as the women who have taken hold of the matter know whereof they speak, and have succeeded in attracting the attention of those who are in a position to effect a reform.

The *School Journal*, in referring to the New York conference between the mayor and chairman Hubbell, says:

What will be done with all the new branches introduced in the course of study in recent years, is a problem of particular interest to special supervisors and their assistants, Mayor Van Wyck's pedagogic judgment, as aired in his amicable conference with Mr. Hubbell, is opposed to everything but cooking and sewing, since the supervisors of all other subjects have been brought into office by the dreaded reformers. He is especially opposed to manual training, as the only object this can possibly have in his opinion is a pugilistic one, he not knowing any other use of the hand. Still, even Supt. Luckey, of Pittsburg, had to submit to the arguments of the

new education apostles, and perhaps even Mayor Van Wyck may be convinced that there are some people just as expert in pedagogy as he. No one need seriously doubt that any backward steps will be taken. Mr. Jasper is heartily in favor of progress, and his decision will finally prevail. The only harm Mr. Van Wyck can do, if he insists on carrying out his own notions of teaching, will be to cut down the appropriations for educational purposes to so small a figure that it will be simply impossible to employ special supervisors. In that event, the studies will not be abolished, for the superintendents will carry them on, but the work may be seriously crippled. New Yorkers in the boroughs will not allow the schools to become the football of politicians. The mayor will soon find out that it is wiser to return to the tutelage under which he was during the campaign, and which kept him so spell-bound that many voters began to believe he was only a myth.

The Matteawan board of education has received complaint regarding the dissection of a cat by one of the teachers in the free school. Miss Nearing, the teacher, had one of the boys catch a kitten for her. She chloroformed it, dissected it, and showed it before the class in physiology. There are sixteen members of the class, nine of them being young girls from eleven to fifteen years of age. This, doubtless, would have been the end of it had not the dissected parts been passed around among the classes of smaller pupils. Some of the young girls revolted at the sight, and could eat no dinner. A year ago a similar operation at the school aroused indignation throughout the state. A pet cat belonging to one of the smaller pupils was used as a subject, and the little child knew nothing concerning it until it had been

killed. Later.—The board of education has adopted a resolution expressing disapproval of the dissection, and has informed the principal that anything pertaining to the dissection of animals in the public schools is prohibited. A repetition of the offence will be considered sufficient grounds for the dismissal of the teacher. Prin. G. R. Miller, under whose supervision the dissection was made, has tendered his resignation. It is reported that Miss Frances Nearing, the physiology teacher who conducted the dissection, will also resign.

LEARNING AND TEACHING LIFE.

One bright morning the great Edison called his son to him and spake thus: "Thomas, my son, you know almost as much as your father, but what you know will never be of use to you until you know men. Get out, Thomas, and study men. Brush up against the world for a while, and let us see what you are made of. You have good ideas, work them. Good morning."

Why should the reading of this little incident suggest *teachers*? But it did. This view of a preparation for work always does suggest teachers. They need this miscellaneous mixing with the world more than any other class of women workers, and they get the least of it. Why? "No time!" "Too busy!" are the regulation excuses. There are other reasons besides these. Teachers do not realize that free, wholesome intercourse with the world helps them to be better teachers. Such a thought never occurs to them. They have little taste and little time for mixing with people who have no special interest in teachers or schools.

But there *is* a preparation for the teaching and training of children in this contact with every phase of life—in this "brushing up against the

world;" and it is a preparation that cannot be furnished by experts in pedagogy or in normal schools.

If teachers will go to evening socials, entertainments, fairs and clubs where schools are never mentioned; if they can enter into fun with boys and girls in the game-playing stage; if they can look on at a "society" reception, where the width of a hem or the shade of a ribbon is of eternal moment; if they can listen when business men talk business; if they can watch men differ in politics; if they could overhear publishers discuss purchases, profits and possibilities; if they will linger while some tired, hedged-in mother deplores her monotonous, narrow life; if they can go to the theatre and be thrilled by some worthy play; if they can listen to a symphony concert; if they can see a good picture and hear it interpreted; if they can get inside the life of that ragged newsboy, calling "papers," on the street;—if teachers could do all of these things and many more of the same kind, what would it do for them?

The Republican members of the New York legislature have unanimously decided in caucus to re-elect Dr. Charles R. Skinner as state superintendent. This is practically equivalent to an election, as the Republicans control the majority of votes. Dr. Skinner is one of the best-known educationists in the United States, having been president of the National Education Association last year.

"And so beside the silent sea
I wait the muffled war,
No harm from Him can come to me
On ocean or on shore.

I know not where His islands lift
Their fronded palms in air;
I only know I cannot drift
Beyond His love and care."

SCHOOL WORK.

ASTRONOMICAL NOTES.

AMATEUR astronomers have for some time past been regretting the "dearth of comets," no respectable member of this class having been seen since 1893. During the present year there are due three of the small periodic comets, to observe which, however, requires considerable aperture. The most interesting of these is Encke's comet, due at perihelion about the end of May. This was the body so persistent in refusing to maintain a regular periodic time that it gave the discoverer the idea of a resisting medium in space. There is no doubt now that the perturbations are due to the influence of the minor planets. Quite recently attempts have been made to make the small irregularities in the motion of Mercury tell against the Newtonian law of gravitation. Because observation does not record the results predicted by mathematical analysis exactly, it has been held that possibly there is some small correction to be applied to the law of the "inverse square of the distance." We have so built our faith upon Newton that it is hard, indeed, to listen to a word against his philosophy, and probably most of us will attribute little irregularities to any other cause than a flaw in the fundamental theory. It should be said too in our own defence that the observations are recorded to a degree of nicety too startlingly minute. We become suspicious of instruments that give very small fractions of seconds. It is worthy of note, however, that Newton's law is really assailed in very high circles among astronomers.

Observers of the sun who have formed opinions regarding the phenomena of sunspots will be glad to know that it is quite in order to express

opinions regarding one point at least—whether a spot is an elevation or a depression. The old Wilsonian theory, as it was called, treated a spot as a cavity, but very careful observations and drawings tell considerably against this view. The astronomers at Stonyhurst Observatory have, for some time past, been specially interested in the question and quite recently presented a vast number of drawings for study, and on the whole contending that the depression theory is the correct one. Certainly any one who looks a few minutes at a good specimen of a sun spot, gathers the impression of a "big hole." But, of course, we must always look out for purely subjective phenomena in these matters.

The planetary observer will find much to interest him during March. Jupiter is in opposition to the sun on the 25th, and consequently at his nearest approach to us this year. The angular diameter is 42 seconds of arc, and under a power of 70 this gives us a disc nearly twice the diameter of the moon to the unaided eye. The belts should be well seen if the weather is at all favorable. At about midnight on March 10th we may see all the satellites on the west side of the planet, and again on the 31st when Sats. II and III will appear like a double star. On the night of March 22nd they will all be on the east side and in the order of their designations.

Saturn is still a morning star, in the constellation Scorpio, and presents during March the phenomenon of being "stationary," due to the relative positions of the earth and the planet. Of course theoretically this phenomenon lasts only for an instant, as Saturn passes from direct to retrograde motion in right ascension; but

to the old observers, not armed with delicate instruments, a fixed position would be noted for several days.

Venus has now passed to the east of the sun, and is therefore evening star. The only interest attached to the planet now is that it is almost a

full disc. Being so close to the sun it will be difficult to find or to see at all in a small telescope; it will be interesting to note just when the limit for naked eye observation is reached.

THOMAS LINDSAY.
Toronto.

TRIGONOMETRY, 1897.

C. P. MUCKLE, B.A.

1. Which is the greater angle, the complement of a radian or the supplement of $166\frac{2}{3}$ grades? Express the difference, if any, in circular measure.

Circular measure of the complement of a radian = $\frac{\pi}{2} - 1$.

The supplement of $166\frac{2}{3}$ grades = $33\frac{1}{3}$ grades = $\frac{1}{3}$ a right angle.

\therefore circular measure of $\frac{1}{3}$ a right angle = $\frac{\pi}{6}$

The difference = $\left(\frac{\pi}{2} - 1\right) - \frac{\pi}{6} = \frac{\pi}{3} - 1$, a positive quantity.

\therefore the first angle is the greater.

2. $\tan A = \frac{3}{8}$, and $\tan B = \frac{8}{15}$; find $\sin A$, $\sin B$, and $\sin(A+B)$, A and B being acute angles.

$$\text{(Book work). } \sin A = \frac{\tan A}{\sqrt{1 + \tan^2 A}} = \frac{\frac{3}{8}}{\sqrt{1 + \left(\frac{3}{8}\right)^2}} = \frac{39}{89}$$

$$\therefore \cos A = \sqrt{1 - \left(\frac{39}{89}\right)^2} = \frac{80}{89}$$

$$\text{Similarly } \sin B = \frac{8}{17}, \cos B = \frac{15}{17}$$

$$\therefore \sin(A+B) = \sin A \cos B + \cos A \sin B = \frac{39}{89} \times \frac{15}{17} + \frac{80}{89} \times \frac{8}{17} = \frac{1225}{1513}$$

3. Prove the following identities:—

$$(a) \frac{2 \sin A - \sin 2A}{2 \sin A + \sin 2A} = \tan^2 \frac{A}{2}$$

$$(b) \operatorname{cosec} 2A + \cot 2A = \cot A.$$

$$(a) \frac{2 \sin A - \sin 2A}{2 \sin A + \sin 2A} = \frac{1 - \cos A}{1 + \cos A} = \frac{2 \sin^2 \frac{A}{2}}{2 \cos^2 \frac{A}{2}} = \tan^2 \frac{A}{2}$$

$$(b) \operatorname{cosec} 2A + \cot 2A = \frac{1}{\sin 2A} + \frac{\cos 2A}{\sin 2A} = \frac{1 + \cos 2A}{\sin 2A} =$$

$$\frac{2 \cos^2 A}{2 \sin A \cos A} = \cot A$$

4. (a) Express the value of $\tan(A+B+C)$ in terms of A , $\tan B$, and $\tan C$.

(b) If $A + B + C = \pi$, and $\tan A = 1$, and $\tan B = 2$; find $\tan C$.

(a) Book work.

(b) $\tan(A + B + C) = \tan \pi = 0$

$$\text{and } \tan \frac{A + B + C}{1 - \tan B \tan C - \tan C \tan A - \tan A \tan B} = 0$$

$$\therefore \tan A + \tan B + \tan C - \tan A \tan B \tan C = 0$$

\therefore substituting, $\tan A = 1$, $\tan B = 2$, $3 - \tan C = 0$, or $\tan C = 3$.

CONTEMPORARY LITERATURE.

A very fine appreciation of the work of Lewis Carroll in imaginative fiction is reproduced from the *London Spectator* in *Littell's Living Age* of February 26.

The *Century Magazine* in its February number pays a great deal of attention to the Klondyke; this northern fastness is getting to be rather a tiresome place. There seems to be nothing there but gold, which, after all, exists in other places. Among the more pleasing articles may be mentioned "Songs of American Birds," by John Burroughs. "Richard Wilson," by John C. Vandyke and "Women Composers," by Rupert Hughes. The reproductions illustrating the article on "Richard Wilson" are extremely pleasing. There is something in the "Adventures of Francois" that there was not in Hugh Wynn, perhaps the hero in the latter was too immaculate, too stalwart, too far from deserving misfortune. At any rate Francois will prove more lively and loveable to people at least who are not particularly appealed to by an account of the American Revolution.

"Cuts of Beef and Their Uses" is the title of one of these practical and scientific articles for which the *Table Talk* is noted. The February number also contains an amusing

compilation entitled "Short Sermons on Gastronomic Texts."

Among the many interesting things to be found in the February *Bookbuyer* are portraits of Richard Harding Davis (quite a new view), Richard Wagner, W. J. Linton, Anthony Hope and George Gissing. There is also a review of Mr. Gissing's work, and a reproduction of a plan of the Castle of Zenda which has been reduced to drawing by an enterprising architect.

There is nothing harder than to end a charming serial well. The more the reader has been pleased the more difficult it is to arouse a feeling of satisfaction with the moment when the story vanishes into the nothing it comes from. Both Caleb West and Penelope's Progress have come to a conclusion in the March number of the *Atlantic Monthly*, and perhaps in neither case is it quite all that fancy painted it. "The Australian Democracy," by E. L. Godkin, belongs to the type of serious and educative article which is most readily found in the *Atlantic Monthly*. It proceeds by comparison with the United States of America. The writer finds the resemblance between the two democracies great. Apparent likeness is not always real, there may be still a difference beneath the surface, and there

is if Australia and Canada belong to the same root.

"A History of Canada," by Charles G. D. Roberts. Price \$2. Boston, Lamson, Wolfe & Co. Toronto, G. N. Morang, 1897.

It is with much satisfaction we observe the demand there is for information regarding Canada on every hand, and the very creditable efforts made by Canadian writers to meet this constantly increasing demand. Heretofore, these efforts have been confined to writing histories designed for use in our public schools; histories necessarily brief, and statements of facts, compressed. Of this class, many have been written in the last forty years, and are being used in our schools with good effect. The book under review is one which was produced in the competition for a school history of the Dominion of Canada; and, naturally, it will be compared with the work which was selected as the best for the purpose. We will not enter into that comparison, tempting as it may be. Mr. Roberts is well known as one of the best Canadian poets, and also as a prose writer of high merit. Occasionally, in his history, we have noted a poetic word, used for sober, historic narrative, and, in proper times and places, he has given us specimens of poetic prose which are most welcome. Mr. Roberts' description of the fierce contest between Britain and France for America is well done; also the story of the death of Wolfe and Montcalm.

We welcome the handsome volume. Our readers will find here a compendious history of Canada, much more than a mere outline and interesting. Mr. Roberts will do well to remember that we and the islands in the Indies are the British Empire in the West.

"The First Book of Physical Geography," by R. S. Farr, has just been published by the Macmillan Company. The purpose of the author was not only to cover the entire ground in an elementary way, but to make every topic thoroughly clear, assuming only the most well-known principles of other sciences. This purpose has been fully carried out.

The book is written in a clear and pleasing style which must awaken interest, and kindle a desire for still further knowledge of the subject. Many excellent photographs and carefully executed diagrams and charts greatly add to its value. It is undoubtedly a valuable addition to the works on Physical Geography.

"Common Errors in Speaking and Writing, and How to Avoid Them," by H. I. Strang, B.A., Principal Goderich C.I. Toronto, The Copp, Clark Co.

This proves to be a revised edition of what was before known as *Strang's Exercises in False Syntax*. The author has carefully revised the exercises, omitting, rearranging, and adding where he thought he could improve them, and has prefixed to each exercise or new matter a series of practical cautions and suggestions. In this prefatory matter he has embodied the results of a long, and somewhat special experience in dealing with the subject of "Bad English," and we believe that the great majority of teachers of English, and especially the younger ones, and also private students, will find the book very helpful to them in showing them what mistakes they need specially to guard against. The book has been improved typographically also we think, and does credit to the publishers.