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THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

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

VOL. XIV.
JANUARY TO DECEMBER,
1894.

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THE
EDUCATIONAL RECORD

OF THE
PROVINCE OF QUEBEC.

No. 1.

JANUARY, 1894.

VOL. XIV.

Articles : Original and Selected.

FORM STUDY AND DRAWING,

By Miss Hicks, Boston.

It seems to be not unfitting to present to a body of thoughtful and earnest teachers a view of the evolution of form study and drawing, showing to some degree how it has been developed, before proceeding to a consideration of some of the methods now employed in teaching form study and drawing in the public schools.

It is within the memory of many of us that drawing was formerly merely an accomplishment, fitted only for the rich who could pay for special instruction, who could allow to their children the extras of education, or special masters, or of the specially gifted whose talents demanded these masters. This may be called the first stage of drawing in education, appealing to but a small class.

The professor of drawing at Rugby said even as late as 1856 : " In England Art has hitherto occupied a lower position in our public schools than in most parts of the Continent ; *here* it has been treated as an agreeable pastime, or trifling accomplishment ; *there* it takes rank at once as a study, contributing largely to the cultivation of the taste and the improvement of the mind."

But at this very time great forces were at work in England

impelling the prosecution of drawing in a different spirit. The English Government school of design established by public spirited men in 1837 had gradually progressed far beyond the original institution. The English people, aroused by the exhibition in 1851, which showed the need of art training in connection with their industries, and which showed the advantages gained by other nations through art training, considered seriously how to bring the influence of art to bear upon the industries of the nation, and as a result the government school of design was located at South Kensington, and enlarged and broadened into the South Kensington School, and the Science and Art Department was established, which has done so much to develop science and art throughout England. The influence of English industries was marked, and a French writer says, "In 1856 the English came to us for art manufactures, but now the tables are turned and we go to them."

Through the Science and Art Department, drawing was carried to the skilled workmen of England and proved a most valuable adjunct to industry. Then industrial drawing began to be recognized as a fit subject for general education. Thus drawing passed from its first stage in education as an accomplishment for the wealthy or gifted few, to its second stage as a valuable accessory in industry fitted for the large body of workers, to increase their wage-earning powers and to add to the material prosperity of the nation.

The influence spread to America; industrial drawing found acceptance in the public schools, and schools were established for the training of teachers for this work. This industrial drawing tended mainly to mechanical drawing and design.

Meanwhile, general educational theories and practice were changing very much. The seeds sown by Comenius, by Locke, by Rousseau, by Pestalozzi, were springing up and bearing fruit. Memoriter methods of instruction decreased and methods of education through observation increased. Form was recognized as one of the properties of objects worthy of study, but for a long time this study was mainly that of two dimensions only—of geometric figures. These were to be studied, not as a basis for industrial drawing, but as a means of mental development through observation. In connection with this educational study of plane figures through observation, given by Pestalozzi, there arose a school of so-called inventive drawing which was advocated because it gave opportunity for the inventive powers of children, and thus tended to quicken all the mental powers. But although the inventive drawing proceeded, in a certain

sense, from the study of plane figures, yet there seems to have been very little idea of using drawing as a means of expressing ideas gained through observation.

Froebel was the next great educational leader; he was a pupil of Pestalozzi, but to him came that insight into the nature of the child that Pestalozzi never attained. He saw that the child longed for realities and not for abstractions, that the sphere, cube and cylinder were infinitely more to the child than the circle, the square, and the oblong. He saw that solid form was more than mere figures, and that form must be observed through touch as well as sight. So gradually the appreciation of form was growing. The drawing of the kindergarten retained the characteristics of the inventive drawing of the Pestalozzi school, classified into forms of knowledge, forms of life and forms of beauty. The kindergarten drawing thus shows an advance through this classification toward the connection of drawing with the observation of form, and toward making drawing a means of expression. But it will be noted that the kindergarten drawing of Froebel, like the inventive drawing of Pestalozzi, tends more toward the use of the inventive faculties than toward using drawing as a means of expression. Froebel has given in his *Kindergarten Wesen* a wonderful description of the power of drawing as a means of mental and spiritual development. His kindergarten drawing shows, however, that he was hampered by his Pestalozzian training in drawing. He says, himself, with regret, that he had no art training.

Following the lead of Froebel in recognition of the child in his recognition of form as one of the essential elements in human environment, and in his recognition of the value of drawing, many educators have been at work on the problem since Froebel.

The child has become the centre of educational thought and the secrets of his mental growth and evolution have been sought. It has been found that in the attainment of an idea there are three stages: observation, thought, expression, and that without these stages, the formation of an idea is incomplete. It has been found, also, that drawing is a means of expression, of very wide and sometimes exclusive application, and open to all. Form, having been received as an essential element in education, and expression having taken its place as an important factor in the formation of an idea, it followed that drawing, the principal means of form expression, was demanded.

At the same time as one of the offshoots of the belief, that Form study and Drawing are prime factors in mental develop-

ment, comes the demand for drawing as a means of expression in other studies, in language, number, nature study, etc. This latter movement has been somewhat erratic and fitful, but it has become an important force in the promotion of Form study and Drawing, for educators are coming to see that drawing in other studies can have no solid foundation without the regular development of Form study and Drawing.

This brings us to the third state in evolution, the introduction of form study and the presentation of drawing on educational grounds. This stage is now commanding universal attention, and all progressive educators give Form study and Drawing an important place in the school curriculum.

But, having now passed through the three stages of, first, drawing as an accomplishment for the few; second, industrial drawing for workers; third, form study and drawing as a means of mental development; there remains another stage on which we are just entering. This stage concerns the spiritual value of art and hence the cultivation of form study and drawing for all on the æsthetic side. This movement has been foretold and heralded and is now beginning to make itself felt in general education.

The great English artist, Fusell, said, "A genuine perception of beauty is the highest degree of education, the ultimate polish of man, the master-key of the mind; it makes us better than we were before."

We have a further testimony in a history of the South Kensington movement from which I quote the following:—

"To Sir Henry Cole is justly attributed much of the success of the Great Exhibition of 1851; while the successful founding and development, both of the 'South Kensington Museum,' and of the 'Science and Art Department,' are conceded as the triumphant results of the far-seeing public spirit, and the indomitable energy and perseverance of this remarkable man. . . . He pictured an England whose toilers, admitted to participate in the benefits of civilization, found relief in refined enjoyments from the depression resulting from the minute division of labor into dreary, monotonous tasks without variety. . . . Like the great English reformer who vowed that he would make things plain for a ploughman which had been reserved for the understanding of a cultivated few, Henry Cole lived to make the poor sharers in the best benefits of modern civilization. He set himself to make common those refining agencies which tend to cheer and sweeten the dull monotony of excessive toil and hopeless poverty. Hence his efforts to stimulate the

creative faculties of the nation, to make known our art treasures, to cheapen specimens of art and to call out the dormant sense of delight in the beautiful, so as to reach and raise men through their higher faculties of enjoyment."

This stage of the recognition of the art impulse as belonging to every human being, and their right to its cultivation, is the stage upon which we are now entering.

Here is the evolution :

First, art for the gifted few or as an accomplishment ;

Second, industrial art for industrial workers ;

Third, form study and drawing educationally considered as a means of mental development for all ;

Fourth, art culture as a means of spiritual development for all.

The movement for art culture for all is now making itself felt in various ways ; the organized efforts for the decoration of school rooms with good works of arts, the promotion of art exhibitions in all quarters, poor as well as rich, the selection of beautiful forms for models in form study and drawing, and the presentation of good examples of pictorial and decorative art for study in the public schools are all telling signs for the times.

All passes. Art alone
Enduring stays to us ;
The bust outlasts the throne,
The coin, Tiberius.

And now having traced the evolution of art education in elementary schools, we come to a consideration of its present methods. Form study is made its basis. Why ? Because form concerns all tangible things from the worsted ball of the infant to the terrestrial globe ; from the smallest crystals to the hugest block of stone ever quarried by the Egyptian workmen ; from the slender stem of the flower to the massive column of the temple ; from the pebbles that lie at our feet to the everlasting hills ; all nature, all manufactures, all art have form. Form, being then so universal a property, is inseparable from corporeal and material existence, and is an essential of our environment ; it is a constant factor in all our earthly life ; form must be considered in all things ; our habitation, our furniture, and our dress, all possess form, good or bad as the case may be ; our roads, bridges, monuments, all possess form ; all our industries, whether in cloth, wood, or metal, deal with form ; all science must take cognizance of form

Our fields, trees, hills, valleys, clouds, mountains, all have form. All nature has form ; all art has form.

And when we lift our thoughts above material things we find

that language, in order to express these thoughts, has recourse to form and figure, which is but an abstract of form.

Think of it a moment; take first the descriptions of language itself, and see how phrases and terms are borrowed from form. Listen to the following, and see how dependent language is on the terms of form: we hear of well *rounded* periods, a *round-about* description, a *square* speech, a *one-sided* statement, a story that is about as *broad* as it is *long*. We say words are used with a great deal of *latitude*. We hear of a *blunt* remark, an *acute* argument, a *straightforward* tale, reasoning in a *circle*, a *well constructed* sentence, a *direct* address, the *declension* of a word (to decline meaning originally, to bend down) the *roundness* of an assertion, he affirms everything *roundly*, I will a *round* unvarnished tale deliver.

Leaving the description of language and taking up action, the following expressions meet us: we play a *round* or two and then we will have a *round* dance, and perhaps we will sing a merry *round*, and perhaps get a *round* of applause, or a *round* of ammunition. That will make us *square*; otherwise, we will *square* off, and stand ready for a *round*. Then we read of *square* and *crooked* dealings, and of *squaring* accounts, and of a *round* sum as well as *round* numbers. We speak of *cross* purposes (meaning simply that they cross each other), and we sometimes give a *cross* answer. We have a *line* of descent, a *line* of march, a *line* of kings, a *line* of operation. Some of these terms have become so familiar to us in their figurative meaning that we may be at first inclined to say that those are not terms of form, that they are only the ordinary use and signification of the words. It is true that we know them well, but none the less true that their significance is based on their meaning as terms of form.

We say a man acts according to his *bent*; his desire *bias*es his judgment. We find a *corner* in wheat and a *margin* in stocks very expressive terms, and we estimate most frequently the *calibre* of a man, not to speak of hearing him called sometimes a *bore*, and sometimes an old *screw*.

Then there are the whole line of words derived from *right*. Right is from *rectus*, meaning straight, and from this we term an action *right*, a character *upright*, a man *righteous*, and we speak of the paths of *rectitude*. When we put a man in the *straight*, or *right* way for a thing we *correct* him.

Then there are many words relating to the forming of mind or character: inform, deform, perform, conform, transform, reform.

Heaven itself is thus described by St. John in the book of Revelation: "That great city, the holy Jerusalem, lieth foursquare, and its length is as large as the breadth. The length, the breadth, and the height of it are equal." This is given in no irreverent spirit, but to show that the perfection of the heavenly city was described through the perfection of its *form*. "The length and the breadth, and the height of it are equal"—a perfect cube.

Form and color naturally present themselves first to the observation of the child, and, therefore, are the first means of mental development, and the first means by which the attention may be gained. The question, whether form or color awakens the attention first, is not a question to be discussed here, for, whichever is considered first, form must still stand in the front rank, for color can be perceived by but one sense, while form appeals to the two senses. However much the child may be attracted by the color or glitter of an object, the color or glitter do not seem to be all-satisfying to him; he is not happy unless he grasps the object in his hands. The pleasure of grasping may perhaps be considered to lie somewhat in the sense of possession that it gives, but this can hardly be considered the whole: beyond the pleasure of possession seems to lie the pleasure of investigation, the delight of learning, for while grasping the object ideas of form are growing in the mind through the sense of touch. As the impressions of form are received the little brain begins to work and soon the desire for expression comes and, later, any means of expressing those ideas is a delight if opportunity is given. The little fingers will model the clay and mould the sand with the keenest delight, and thus the child will express what he has observed. Undoubtedly, modelling and moulding were the first expression of form by the race. After modelling, building and arranging, which lead him to express his ideas of form in three dimensions, comes drawing, which is more difficult as it expresses three dimensions on a surface having but two dimensions; but although more abstract than modelling, drawing becomes a means of more universal expression, because its material is more simple. Last in the expression of form comes language. For this order of drawing before language we turn to the history of the race, the first development of written language, we find it beginning with the pictographic, passing from that to the hieroglyphic, and from that to our own conventional written language. You can imagine the development of spoken language by noticing the intercourse between two persons who do not understand each

other's tongue. The first communication is made by presenting objects, then by imitative sounds and descriptive gestures, which are in a measure drawing, and then by shortening—therefore by conventionalised signs and words.

Form study and drawing, then, furnish the means of mental development, through growth of ideas; first, by observation of form; second, by thought concerning form; third, by expression of form ideas; by modelling, by building, arranging and making, and, later, by drawing and language. A drawing will give often a more perfect idea of form than the most perfect language.

Still farther; as a means leading to the love of the beautiful, form demands the broadest recognition. Some will ask, have we any need to make provision for art education? Should we make any provision for that in our everyday schools? I would answer, that if we believe that there is anything in human life higher than food and clothing, higher than industry and wage-earning, higher than manufacture and trade; if we believe that there is in human life anything higher than facts and knowledge, higher than dictionaries and encyclopedias, higher than digests and compendiums, higher than knowledge of science and of history; if we believe that there is in every human life a longing for the ideal, which, if cultivated, would bear wonderful fruit; if we believe that in every human life there are emotions and aspirations toward the true, the good, and the beautiful, then we must make room for art in all education; art which is a recognition of the enjoyment and the expression of the highest thoughts in their most beautiful form.

Froebel, by his almost divine thought, gave to the world the foundation of form study on type forms—that is to say, forms of perfection; thus he gave to be ever-present, the perfect, that which should always remain, the ideal. He began with the sphere, so firmly self-centered, absolutely unchanging, always appearing the same, and around this ideally perfect form he clustered all the forms of nature that approach this type. With the sphere he took the cube, which, like the sphere, was equal in its three dimensions, but unlike the sphere, had varying phases, now showing but one face, now two, now three.

After some eight years of study he added to these two forms the cylinder, thus making the three that remain as his monument: the sphere, the cube, and the cylinder.

(This paper, which was read before the last Teachers' Convention held in Montreal, will be concluded next month.)

Editorial Notes and Comments.

The Carnival idea, which the people of Montreal have already confessed to be "too much of a good thing," and which the citizens of the ancient capital are at present anxious to see developed to its fullest fruition, is but the culmination of athletics run mad in our midst. And our educational system is not without feeling its influence in more ways than one. The victory of the hockey club or of the football team is received with shouts by nearly everybody in the community. The prowess of this leader or of that champion is heralded in the press with the same eclat that haloes the achievements of our statesmen when they return from the motherland after the accomplishment of some treaty or trade negotiation; and when there is something on in the skating or curling rink, in the racket court, the golf field, or the lacrosse ground, other matters, however important they may be *per se*, must wait until "the athletic event is off," either one way or the other. In such recreation, it is not easy to say where the line should be drawn. There is a very thin partition between the extreme of good and the beginning of evil, though any one, who has seen the "cloud of witnesses" and their madness of partiality on the grounds during the progress of events, and the exhausted condition of those who have been dancing to the piping of the screaming multitude, must confess that it is not so difficult to distinguish after all between the athletic exercise that is legitimate and the athletic contests that are prejudicial not only to a true physical development but to a moral one as well. We have referred to this matter before. Our sympathies are against this match-making in athletics. It is the old story of making the means to a good thing the end in itself and not in the good thing—the same running to seed that is to be seen in so many of our educational processes. The tide, however, seems to be on the turn, notwithstanding the press glorification of the carnival idea, and the popularity which some of our gray-headed politicians seek in the snow-shoe club. Our contemporary the *Teacher* in its last issue says:—

"It seems that the press of the country, and the people, too, have at last come to one conclusion in regard to the evils of inter-collegiate games, particularly to the brutality of the public fights which some persons are pleased to term "foot-ball." It looks very much as if the college which persists in tramping its students over the country, bruising, maiming and murdering other college boys, will soon be without patronage from think-

ing parents who value the safety and lives of their sons. It is hoped that our colleges will take timely warning and listen to the voice of humanity, reason and public opinion."

—The feeling seems to be most strongly expressed against the rough play of foot-ball, but who will say that the hockey match and the lacrosse contest is not accompanied with the elements of the prize-fight which is denounced in foot-ball. The *Educational News* in speaking of the latter says:—

"College foot-ball steadily seems to be growing into disrepute, the attacks on it coming from both the secular and the religious press. Yale has found it necessary to issue the following: 'It has been decided to allow the Thanksgiving Day foot-ball game to be played this year on the assurance from the foot-ball management that there is an overwhelming sentiment among the Yale students and graduates against such disorders as have occurred after the games in former years, but with the understanding that no further games on Thanksgiving Day in New York city will be allowed if the result this year shows that these disorders cannot be checked. We are glad to see that Yale on her own account sees the vicious example her students have set for the smaller colleges in the matter of foot-ball rowdyism. It is almost impossible for the smaller colleges to keep their students under proper discipline if the larger institutions permit undue license.'"

In this connection a Methodist Conference in the south has adopted the resolution that as they believe inter-collegiate games of base and foot-ball to be dangerous to the health of young men, and as many people have refused to patronize institutions where such games are played, they earnestly request that schools and colleges refrain from the same. Even a student is to be found writing in this strain:—"To all of us who welcome the day when the *brutal* and *demoralizing* game known as foot-ball (which should be more appropriately termed *legalized prize fighting*) shall be no more tolerated by conservative and law-abiding citizens, not to speak of college trustees and faculties, the present status of affairs here is very gratifying. Popular disapproval of the game has gained ground rapidly during the past season, and the probability now is, and a very strong one too, that our hopes will be realized, and that the *ungentlemanly* game will not be tolerated here next season and thereafter. It is to be hoped that the trustees will give it a death-blow at their next meeting, as it seems the faculty has not the backbone to do so."

In view of such an expression as this, it is possible that the

higher civilization may become less of a stranger in our athletic circles and amid the legitimate tendencies of the age towards a true physical culture.

—The people of Glasgow, convinced of the necessity of having more trained teachers, as Chicago has lately done by taking steps to remedy the defect, and the Province of Quebec does without taking any action in the matter, has asked the department of education to make room for more students at the Normal School. "Glasgow and Govan School Boards had asked the department to do this, other authorities had made the same request, and the department had said No, again No, and yet again No. Yet the request has been granted—the department, vowing it would ne'er consent, consented, and more. You no doubt observed that in reply to a friendly question the Scottish secretary quietly annexed for the department the whole credit of the concession, speaking not as if the department had been driven to take that step, but as if, in sheer goodness of heart, it had done a gracious act. The Roman Catholics are hard at work to get national support for their training colleges. The Parker Commission reported with regard to training colleges, 'That, on the same principle, should any other body equally well qualified and equipped, and willing to take similar financial responsibility, come forward to undertake this training of teachers, a share should be assigned to them in the work.' Dundee University has taken advantage of this recommendation, and it applies equally, of course, to Roman Catholics. Sir George Trevelyan will probably give the petitioners what they ask, and we shall see what Protestant Scotland says to his action!" Can we see in the success which has attended the persistency of the people in the west of Scotland any hope for an improved system of training for our elementary teachers in the Province of Quebec? We are almost afraid to say that we do, in case some one should say that we are making an attack on our Normal School or on some member of its staff.

—A city editor of Quebec once remarked that it would soon be difficult to know, by listening to what the doctors said, what foods were not poisons. The evil of having school books in common, on the system of purchase by the Commissioners, has been found, at least so the scribe thinks who wrote this:—"Among the difficulties growing out of the free supply system is the danger arising from the promiscuous use of books and pencils by different pupils in the same school. So important is this question regarded by the health commissioners of

Minnesota that they have prohibited the exchange of lead pencils among the school children. They say that diphtheria and other diseases are often transmitted by putting the pencil in the mouth, which is a very common habit, not only with children but with adults as well."

—To understand the question which the conferences between Quebec and Ontario have lately discussed, the following explanations of the Hon. Mr. Hall, which were made at the closing of the Legislature, have to be read:—The Province of Quebec, as he said, is, in common with the Province of Ontario, interested in a fund called the Common School Fund, which originally consisted of one million acres of public land situated in the Huron tract in the Province of Ontario. At the time of Confederation a large portion of these lands had been sold and partly realized upon by the late Province of Canada, and the proceeds are still in the possession of the Dominion, to which they were passed, to the credit of the provinces. Since Confederation the Province of Ontario has sold all the remaining portion of the said land, except a small quantity, collecting both on the price of such sales and on account of the balances remaining unpaid of the price of the sales made prior to Confederation. By a certain deed of agreement of submission dated April 10, 1893, passed and approved under an act respecting the settlement by arbitration of accounts between the Dominion of Canada and the Provinces of Ontario and Quebec, the arbitrators were authorized to ascertain and determine the amount of the principal of the fund, taking into account the amount now held by the Dominion, the amount for which Ontario is liable and the value of the land at present unsold. No provision was made, however, for the payment to the province of the principal of the fund or for the sale and transfer to the Province of Ontario of the moneys remaining uncollected and of the lands remaining unsold. The resolutions, therefore, propose that the Lieutenant-Governor of Quebec in Council be authorized to agree with the government of the Province of Ontario upon the price to be paid by the latter for the acquisition by it of the uncollected balance upon the lands first sold, and for the payment by the Province of Ontario of the value of the unsold land, also to give a receipt and discharge and a transfer of the said unsold lands to the province. The resolutions also propose that the Lieutenant-Governor may enter into an agreement with the governments of the Dominion and of the Province of Ontario for the purpose of effecting a final distribution and payment of the principal of the fund,

according to the distribution ordered by the arbitrators or agreed to by the province. In the event of the government of Ontario failing to agree on the proportion of the division, distribution and payment, the question is to be referred to the arbitrators.

Current Events.

The *Witness*, in referring to the sale of the British and Canadian school house in Montreal, says that while welcome enough to hundreds of children, who have been handicapped by its gloom and positive unfitness, it can hardly fail to arouse in the minds of many Montrealers thoughts of a day that is dead and can never return except on mention of the boys of old times. In that day the school house was very unfit. In 1853 the school was in charge of the late Mr. Minchin. It was full of boys who were destined to form the advance guard of Canadians, along with the National, under Mr. Arnold, now dead, the Colonial, under Mr. Hicks, afterwards principal of the Normal, and Phillips's, the High, Dunton's Academy and many others that since have given way to the commissioners' public schools. Tales have been told of this old school building to sons and daughters of the men who once were boys in it. It is doubtful if any other building in the city has for so long a time remained a school house, unless some of the friars' school houses, and when the children are removed from it into the fine new structure which looks rearward into Dufferin square, there will be cause for general rejoicing among them. There is hardly any portion of the world that has not among its residents one or more Canadians who received their education in the old building on the corner of Côté and Lagauchetiere streets, which now is to be used as a spice factory. Dr. Robins, now of the Normal, once wrote a history of this school which appeared in the RECORD.

—It is gratifying to note that the students of three of the Universities of the United States, Yale, Harvard and Princeton, have become aware that there are other fields of competition as well worthy of their attention as athletics. A schedule of inter-collegiate debates has been arranged, to consist of three contests, one at each college, so that the students of each institution will take part in a contest of brain instead of muscle with men from both of the other. The Undergraduates' Literary Society of McGill has decided to accept the invitation of Toronto University, for an inter-collegiate debate.

—The *Kindergarten News* has changed owners, and the old

owner, Mr. Louis H. Allan, in a letter to his former readers, some of them teachers in the Province of Quebec, says:—

“For two years I have devoted myself to the establishment of the “Kindergarten News,” and my efforts have been dictated solely by a philanthropic and missionary desire to advance the Kindergarten cause. It has been at a sacrifice of other interests which have finally led me to dispose of this publication to the Milton Bradley Company, of Springfield, Mass., who have been instrumental in developing the Kindergarten in this country. They are actuated by the same desire to educate parents, and carry the Kindergarten into the homes of America, and they are eminently able and fully determined to maintain the *News* on the highest possible basis, and under their control greater and broader results may be expected.”

—The Teacher's profession suffers much from the large number of those who enter it merely as a temporary makeshift. Professional pride and *esprit de corps* are often entirely wanting, and very little interest is manifested in the means for improving the condition of the great company who give their lives to teaching. This fact gives added attractiveness to measures akin to those taken in an Oregon county of late, where a committee of five, with the county superintendent as executive officer, was appointed as a Teachers' Bureau of Information. This committee was authorized and given full power to buy or otherwise procure books and periodicals bearing on the subject of teaching, said books and periodicals to form a free circulating library for all teachers who shall enroll their names for this purpose. In order to entitle any teacher to the benefits of this bureau he shall place his name on a roll to be provided for that purpose, and pay an annual fee of one dollar. Properly conducted, this bureau ought to prove a helpful institution, and do much toward elevating the profession in that particular locality. An attempt of this kind has been made in the Province of Quebec.

—In looking over the *Canada Educational Monthly* we find the record of an interesting educational meeting which lately took place in the Normal School of Toronto. Men differ in their opinions in Ontario as they do elsewhere, but in looking over the list of those present we cannot find that any of the educationists of the sister province have been ignored because of their opinions on educational questions.

—We are glad to hear that some of our superior schools are about to receive diplomas from Chicago for the specimens of school work sent to the World's Fair. As the Superintendent

says in his report, so may many others who are loyal to the educational enterprises of our province, notwithstanding seeming personal neglect. "The results obtained by our school exhibit at Chicago prove better than any arguments I could advance that our school system is far from being as faulty as some people are pleased to say; and I am glad to acknowledge that the flattering praises of important organs of both the Canadian and foreign press are largely due the intelligent initiative of Canon Bruchesi, to whom the government entrusted the organization of this important department."

—The kindergarten idea is evidently drawing near to its term of "running to seed" also, if faith is to be put in such accounts as the following:—"A visit to the domestic training school for colored children on Margaret street, Indianapolis, last month, was a revelation to those who were not familiar with the extraordinary work done by Mrs. E. A. Blaker and her assistants. The school is a large, light, airy domicile built after the most approved modern methods. Down stairs the modern kitchen garden was in session, where visitors were ushered in and given a chance to see the kindergartners at work, playing at keeping house. Up stairs larger boys and girls were busy at work in various departments, doing every phase of actual housework. Tables decorated with pink roses were placed in the two dining rooms, and four guests were served at each, the boys doing the work on one side of the house and the girls on the other. A regular breakfast was served, the *menu* being poached eggs on toast, breaded veal with Mayonaise potatoes, biscuit and coffee. Out in the kitchen little cooks were measuring, pasting and working with a will. In the front part of the house, girls were learning how to make a bed, and the work was carried on through all departments. Miss Cooper, principal of the building, has seventeen teachers who work with her in the domestic training school Saturdays."

—Here is another way in which the "cloud of witnesses" is drawn around kindergarten results. "Miss Cheney, a teacher in the kindergarten department of the Normal school at New Britain, Ct., recently conducted an exhibition by her class that was instructive and entertaining. For six weeks the children had been studying Holland, and the representations showed domestic and rural life in that country. Twenty of the children were dressed as Dutch women. Part of the classroom was partitioned off and furnished so as to represent the interior of a Dutch house, with open fire-place and long, low

benches without backs. Old-fashioned chinaware was used. Dutch cheese was given the place of honor on the table. Beds resembling ship "bunks" showed how the Dutch children could sleep comfortably in narrow beds without falling out. The children were "at home" to their friends, and treated their visitors to delicious chocolate poured from an old china pot. Mr. James Cheney of South Manchester furnished the class with a United States and a Dutch flag. These were displayed during the procession of the children. In the other part of the classroom the outdoor representations of life in Holland were shown. The large dikes which kept out the sea that is continually threatening to inundate the country were made of sand, and the representation showed the children that the country was lower than the surface of the sea. Windmills, which are seen on all sides in Holland, quaint Dutch houses, trim little churches, and the canals which run through the country were shown. Uprightly looking storks in marshes were also represented, and, taken altogether, the exhibit was a very instructive object lesson."

—Professor George D. Shepardson, of the Department of Electrical Engineering in the University of Minnesota, is offering some very attractive lecture-studies in connection with the University Extension work of his institution. One course of six or twelve lectures is a popular and non-technical one, which shows in its many illustrations some of the "Uses of Electricity in Modern Life." A second course is an illustrated and experimental one, especially designed for car-men, engineers and others who handle electrical apparatus, treating of dynamos, motors, electric lights, and the transmission of power. A third is given to consideration of the methods of measuring electricity. Professor Shepardson has had a good deal of correspondence about his courses, and the demand for them is likely to prove greater than he can supply, with the limited time at his disposal, outside of his regular University work.

—The difficulties which have been found in carrying out some of the most important provisions of the Irish Education Act of 1892 do not appear easy of solution. On the 5th of December, Mr. Bryce, acting for Mr. Morley, in answer to a question put in Parliament by Mr. Sexton, stated that in forty-six municipal boroughs, towns, and townships the local authorities had made the necessary regulations for providing school attendance committees in order to carry out the compulsory clauses of the Act. In nineteen other cases regulations had been submitted to the Commissioners of National

Education, seven of which had been approved. In thirty-three instances the regulations had not yet been submitted, but the local authorities had intimated their willingness to assist in carrying out the provisions of the Act. This makes ninety-eight places which may be considered as ready to commence work on the 1st of January.

—The small way of thinking is on its dignity in New Zealand in regard to Professor Aldis, who has been trying to improve the educational affairs of that colony. *The Christ Church Press* takes this view of the situation, and it seems to be a sensible one:—

“It is a very striking feature of our colonial life that it seems pervaded by the same spirit which makes a colonial Liberal Government coercive and paternally tyrannical. We are inclined to think that our colonial Boards of Governors suffer from this all-engrossing desire to interfere too freely with the conduct and growth of the institutions under their charge. A College Council without strict authority over its professors and lectures would be a futile absurdity. But the constant exercise of authority is irritating and dangerous. There is a form of inactivity which has been often and well described as “masterly.” The world, more particularly the University world, would have gone on much better here if governing bodies had occasionally taken refuge in this form of conscientious strategy. We do not advocate uncontrolled liberty for any public servant; but when a man of such wide and well-established fame as Professor Aldis is persuaded to cast in his lot with this young and still growing colony, we ought, first of all, to rejoice greatly; then we ought to decide to keep him as long as possible, and to give his abilities the best possible chance by allowing him absolute freedom of action within the limits of his professional duties. We are of the opinion, when Professor Aldis stated his views as to the number of classes required for his subject, and gave proof of the success of his students under this system, his decision should have been received as final. The case might have been different if, instead of being a first-class specialist and a successful teacher, he had been an inefficient failure. But we have said enough about the Professor’s reputation; and as a man he is, if we may say so, notoriously conscientious in the discharge of his duties. The Council, without compromising its dignity, might easily have decided that they knew less than he knew about the details of higher mathematical training. As it is, we repeat that Sir George Grey’s step is in the right direction. We

sincerely hope that the difficulty will be solved by some compromise that will allow this distinguished teacher to remain with us, and that the education system of the colony may thus be spared, both directly and indirectly, a most serious loss."

—The following item may be of interest to those of our teachers who desire to learn of the educational movements in other parts of the empire. "There were over two hundred teachers at the last conference of teachers in South Africa. They came from all parts of the colony, from Free State and Transvaal. Some of these South African teachers braved a journey of nine hundred miles, occupying about as much time as is required to reach Constantinople from London. Among the most important subjects discussed was a Registration Bill. The scheme brought up by the sub-committee provides for the establishment of an Educational Council, the duties of which shall be (a) the registration of teachers; (b) the drawing up and publication of such regulations and the performance of such acts as may be deemed necessary in respect of such registration. The Council is to consist of (a) two persons nominated by the Governor of the Colony of the Cape of Good Hope; (b) two persons elected by the Convocation of the University of the Cape of Good Hope; (c) two persons nominated by the Department of Education; (d) six persons nominated in the first instance by the Committee of the South African Teachers' Association, but subsequently to be elected by the general body of registered teachers; (e) the Superintendent-General of Education, who is to be *ex-officio* chairman of the Council. The register is to consist of two parts—the permanent register and the provisional. No person shall be qualified to be placed on the permanent register except on the following conditions:— (1) That he, or she, is twenty-one years of age; (2) That he is a graduate of the University of the Cape of Good Hope, by examination or admission *ad eundem gradum*, or a graduate by examination of some British, colonial, or foreign University, approved by the Council, or holds a certificate recognised by the Council; (3) That in every case he satisfies the Council as to his practical experience in teaching according to such by-laws or regulations as the Council shall draw up for its own guidance and publish for the information of persons interested. No person shall be qualified to be placed on the provisional register unless he, or she, satisfies either (2) or (3) in the above conditions, and is at least eighteen years of age; and no person shall remain on the provisional register for a period of more than four years."

—Johns Hopkins University has enrolled among its students this year a rather remarkable woman in the person of Mrs. Arthur Davis. Before her marriage she graduated with high honors from Columbian University in Washington. She passed a perfect examination for the nautical almanac office, gaining 100 per cent., while her competitors, all men, and all college graduates, retired from the examination room early in the day, unable to solve the problems presented. She invented a Washington-Greenwich table which is now in observatory use. She will study for the degree of Doctor of Philosophy.

—In the death of John Boyd, New Brunswick loses a warm friend of education. For many years he was Chairman of the St. John School Trustees, and took an active part in maturing the free school system there. As the *Educational News* of New Brunswick says:—"The career of Governor Boyd is an example of what may be accomplished by faith and energy. He rose from one position to another, mainly through his own resources, until he occupied the highest position in his adopted country. His unflinching purpose, strict integrity and punctuality in business, his hopefulness in every cause in which he was enlisted furnish a stimulus to every youth in the province."

—Chicago people had a rich treat during the first part of October in the form of a series of lectures by Professor Henry Drummond, given under the direction of the University Extension Division of the University of Chicago. The lectures were announced with some fear that the combined attractions of the World's Columbian Exposition and the presence of world-famed actors might interfere with their success. All such fears were soon dissipated, however, and Mr. Drummond found his way quickly to the hearts of the people. While in the city he delivered the University Convocation Address, and gave quite a number of Chapel talks, besides taking an active part in various World's Congresses. His lecture subjects were as follows:—The Evolution of the Body. The Evolution of the Mind. The Evolution of Language. The Evolution of the Mother. The Evolution of the Father. The Evolution of Christianity.

—University Extension workers should not forget the announcement made in the October number of the *University Extension World* about the Oxford Summer Meeting Scholarship. This was established by the Americans who were present at the Oxford Summer Meeting of 1892, who, with other friends of the work on this side, subscribed to a scholarship of the amount of \$150.00. It is the intention to award

this, under the following conditions, to enable some American student to attend the Summer Meeting of 1894. Mr. Sadler, in fixing the conditions of competition, has determined that each candidate must hold on April 1st 1894, two University Extension certificates granted by some recognized body, both obtained on subjects lying within the field of history and economics or literature. Any candidate with these qualifications is free to enter in the competition, which will take the form of an essay on one of the subjects mentioned last month. The essays must be sent addressed to the General Secretary of the American Society, Fifteenth and Chestnut Streets, Philadelphia, on or before April 1st, 1894. They will be judged by a committee, and the best five will be forwarded to Mr. Sadler for final decision.

—We have been requested to insert the following paragraph which lately appeared in a Montreal paper as part of the report of the proceedings of the Board of School Commissioners of that city:—"A certain young girl spends a year under the Commissioners learning and teaching kindergarten. Then she goes to the Normal School to get a diploma for this kind of work. She fails, and is therefore put back a year. She now asks for a free term in the Senior School. Archdeacon Evans points out that if the marks in the Normal School are fifty, and the pupil gets thirty-nine and three-quarters, she is plucked. 'They do slaughter them there,' said Dr. Shaw. 'But it was not the fault of the Board that she failed,' said the chairman. 'We are sorry she failed, but we cannot revise the judgment of the Normal School.' 'True,' said Dr. Shaw, 'there may be a dozen in this position in a year.' Archdeacon Evans and Ald. Thompson supported the claim, and it was finally granted." In reply to the above the principal of the Normal School has written a letter which has been inserted in our Correspondence department.

Literature, Historical Notes, etc.

Our teachers may find some insight into the waywardness of our humanity as seen in children by reading the following article on genius, which is mainly historical. We are often at a loss to account for the peculiarities of childhood.

Nisbett, we are told, holds that genius and insanity "are but different phases of a morbid susceptibility of, or a want of balance in the cerebro-spinal system." "Whenever a man's life is at once sufficiently illustrious and recorded with sufficient fullness he inevitably falls into the morbid category." Huxley says:

"Genius, to my mind, means innate capacity of any kind above the average mental level." From a biological point of view I should say that a "genius" among men stands in the same position as a "sport" among animals and plants, and is a product of that variability which is the postulate of selection.

As an introduction to the biographical study of genius it will be interesting to give the opinions of geniuses themselves. Aristotle says that under the influence of a congestion of the head, there are persons who become poets, prophets and sybils. Plato affirms that delirium is not an evil but a great benefaction when it emanates from the divinity. Democritus makes insanity an essential condition of poetry. Diderot says: "Ah, how close the insane and genius touch; they are imprisoned and enchained; or, statues are raised to them." Voltaire says: "Heaven in forming us mixed our life with reason and insanity; the elements of our imperfect being; they compose every man, they form his essence." Pascal says: "Extreme mind is close to extreme insanity." Mirabeau affirms that common sense is the absence of too vivid passion; it marches by beaten paths, but genius never. Only men with great passions can be great. Cicero speaks of the *furor poeticus*; Horace of the *amabilis insania*; Lamartine of the mental disease called genius. Chateaubriand says his chief fault is weariness, disgust of everything, and perpetual doubt. Dryden says: "Great wit to madness is nearly allied." Schopenhauer confessed that when he composed his great work he carried himself strangely, and was taken for insane. He said that men of genius are like the insane, given to continual agitation. Tolstoi acknowledged that philosophical scepticism has led him to a condition bordering on insanity. George Sand says of herself, that at about seventeen, she became deeply melancholic, that later she was tempted to suicide; that this temptation was so vivid, sudden and bizarre that she considered it a species of insanity. Heine said that his disease may have given a morbid character to his later compositions.

However paradoxical such sayings may seem, a serious investigation will show striking resemblances between the highest mental activity and diseased mind. As a proof of this, we will give a number of facts, to which many more might be added. Socrates had hallucinations from his familiar genius or demon. Lucretius was attacked with intermittent mania. Bayle says this mania left him lucid intervals, during which he composed six books, "*De rerum natura*." He was 44 years of age when he put an end to his life. Charles V. had epileptic attacks

during his youth; he stammered. He retreated to a monastery, where he had the singular phantasy of celebrating his own funeral rites in his own presence. His mother, Jane of Castile, was insane and deformed. His grandfather, Ferdinand of Arragon, died at the age of 62 in a state of profound melancholia. Peter the Great, during infancy, was subject to nervous attacks which degenerated into epilepsy. One of his sons had hallucinations; another convulsions. Caesar was epileptic, of feeble constitution, with pallid skin and subject to headaches. Raphael experienced temptations to suicide. Pascal, from birth till death, suffered from nervous troubles. At one year of age he fell into a languor, during which he could not see water without manifesting great outbursts of passion; and, still more peculiar, he could not bear to see his father and mother near one another. In 1627 he had paralysis from his waist down, so that he could not walk without crutches; this condition continued three months. During his last hours he was taken with terrible convulsions in which he died. Walter Scott, during his infancy, had precarious health, and before the age of two was paralyzed in his right limb. He had a stroke of apoplexy. He had this vision on hearing of the death of Byron: Coming into the dining room he saw before him the image of his dead friend; on advancing towards it, he recognized that the vision was due to drapery extended over the screen.

Some men of genius who have observed themselves describe their inspiration as a gentle fever, during which their thoughts become rapid and involuntary. Voltaire, like Cicero, Demosthenes, Newton and Walter Scott, was born under the saddest and most alarming conditions of health. His feebleness was such that he could not be taken to church to be christened. During his first year he manifested an extraordinary mind. In his old age he was like a bent shadow. He had an attack of apoplexy at the age of 83. Michael Angelo, while painting "The Last Judgment," fell from his scaffold and received a painful injury in the leg. He shut himself up and would not see anyone. Bacio Rontini, a celebrated physician, came by accident to see him. He found all the doors closed. No one responding, he went into the cellar and came upstairs. He found Michael Angelo in his room, resolved to die. His friend the physician would not leave him. He brought him out of the peculiar frame of mind into which he had fallen. The elder brother of Richelieu, the cardinal, was a singular man; he committed suicide because of a rebuke from his parents. The sister of Richelieu was insane. Richelieu himself had

attacks of insanity; he would figure himself as a horse, but afterwards would have no recollection of it. Descartes, after a long retirement, was followed by an invisible person, who urged him to pursue his investigations after the truth. Goethe was sure of having perceived the image of himself coming to meet him. Goethe's mother died of an apoplectic attack. Cromwell, when at school, had a hallucination in his room: suddenly the curtains opened and a woman of gigantic stature appeared to him, announcing his future greatness. In the days of his power he liked to recount this vision. Cromwell had violent attacks of melancholic humor; he spoke of his hypochondria. His entire moral life was moulded by a sickly and neuropathical constitution, which he had at birth. Rousseau was a type of the melancholic temperament, assuming sometimes the symptoms of a veritable pathetic insanity. He sought to realize his phantoms in the least susceptible circumstances; he saw everywhere enemies and conspirators, frequent in the first stages of insanity. In addition to his fixed ideas and deliriant convictions, Rousseau suffered from attacks of acute delirium, a sort of maniacal exitation. He died from an apoplectic attack. Jeanne d'Arc was a genius by her intrepid will; she had faith in her visions. Jeanne was of the peasant class and uneducated. According to her statement, she first heard supernatural voices when she was 13 years old. Mohammed was epileptic. He persistently claimed to be a messenger from God, receiving his first revelation at the age of 42. His revelations began with visions in his sleep. He used to live alone in a cave. He had interviews with the Angel Gabriel. Henry Heine died of a chronic disease of the spinal column. Lotze was often melancholic. Molière suffered from convulsions: delay or derangement could throw him into a convulsion.

Mozart's musical talent was revealed at three years of age: between four and six he composed pieces with expertness. Mozart died at 36 of cerebral hydropsy. He had a presentiment of his approaching end. He was subject to fainting fits before and during the composition of his famous "Requiem." Mozart always thought that the unknown person which presented itself to him was not an ordinary being, but surely had relations with another world and that he was sent to him to announce his end. Cuvier died of an affection of the nervous centres; the autopsy showed a voluminous brain. He lost all his children by a fever called "cerebral." Condillae had frequent attacks of somnambulism; he sometimes found his work finished in the morning. Bossuet suffered from a

disease from which he once lost speech, knowledge, and even the faculty of understanding. Dumas says: "Victor Hugo was dominated by the fixed idea to become a great poet and the greatest man of all countries and times. For a certain time the glory of Napoleon haunted him." Chopin ordered by will that he be buried in a gala costume, white cravat, small shoes, and short trousers. He abandoned his wife, whom he loved, because she offered another person a seat before she offered it to him. Giordano Bruno considered himself enlightened by a superior light sent from God, who knows the essence of things. Comte considered himself the "Great Priest" of humanity. Madame de Stael died in a state of delirium which had lasted several days, according to some authors several months. She was afraid of being cold in the tomb: she desired that she be enveloped in fur before burial.

English men of letters who have become insane, or have had hallucinations and peculiarities symptomatic of insanity, are Swift, Johnson, Cowper, Southey, Shelley, Bryson, Goldsmith, Lamb and Poe. Swift was also cruel in conduct, but he was hardly responsible, as his insanity was congenital. His paternal uncle lost speech and memory and died insane. Swift was somewhat erratic and wild as a university student. He suffered at times from giddiness, impaired eyesight, deafness, muscular twitchings, and paralysis of the muscles on the right side of the mouth. He had a bad temper, was called "mad person," actually feared insanity, saying once on seeing a tree that had been struck by lightning, "I shall be like that tree, I shall die at the top." Later in life he came a violent maniac. Shelley when young was strange and fond of musing alone, and was called "Mad Shelley;" he suffered from somnambulism and bad dreams, and was excitable and impetuous; these symptoms increased with age; at twenty he constantly took laudanum for his nervous condition; he had hallucinations; he saw a child rise from the sea and clap his hands, a vision which it was difficult to reason away. Much eccentricity existed in the immediate antecedents of Shelley. Charles Lamb was confined in an insane asylum. Johnson was hypochondriacal and apprehended insanity, fancying himself seized with it; he had convulsions, cramps, and a paralytic seizure depriving him of speech: he had hallucinations of hearing. Carlyle considered Southey the most excitable man of his acquaintance. Southey's mind failed and he became an imbecile and died: a year before his death he was in a dreamy state, little conscious of his surroundings.

(To be continued.)

Practical Hints and Examination Papers.

LEARNING THE LETTERS.—Many teachers of the word method have overlooked the necessity of causing the child to learn the names of the letters, to recognize them at sight, just as they have learned to recognize words, and to name these letters in their established order. I think it has been assumed by some teachers that all the words of the language are to be learned just as the first two or three hundred are learned—on simple authority, Chinese fashion. It should be clear to the most inexperienced teacher that in the art of reading, as in that of walking, the child must be helped, but all to the end that he may finally learn the art of self-help. The easiest and most direct means of teaching the letters of the alphabet is by causing the pupil to print words; for to print a word is to break it up into the elements (letters) and from the formation of these elements to the learning of their names, the step is direct and easy. It is often said, and no doubt with much truth, that by the means of printing the child will learn the names of the letters almost unconsciously, but here, as in the learning of words, the teacher should furnish systematic help. As these names are purely arbitrary, they must be learned on mere authority.

In the line of systematic teaching, words may be selected that contain special letters; certain words may be printed on the board, and then the letters named by the class; the letters may be arranged in their established order and then told by the class, and lastly, the pupils being provided with boxes of letters, they may reproduce words which has been assigned by the teacher. The last exercise is the characteristic employment of the pupil during this period. It should have been stated in an earlier place, that capital letters should be employed wherever proper usage requires them, so that in the printing work, here recommended, the pupil will learn the capital forms along with the ordinary forms.—W. H. PAYNE.

AN EXERCISE IN MENTAL ARITHMETIC.—1. Take any number you please; 2. Double it; 3. Add two; 4. Multiply it by two; 5. Divide by four; 6. Add the first number selected; 7. Add one; 8. Add four; 9. Subtract twice the number first selected; 10. Multiply by two; 11. Divide by six; 12. Add seven; 13. Divide by three; 14. Add one; 15. Multiply by four; 16. Add four; 17. Add five; 18. Divide by five; 19. Add four; 20. Subtract three, and you have six. All will have six, no matter what number was first selected. After a good many problems have been tried, and all see that six always results, write the questions on the board, and see if your pupils can find out why six must result.—*The Educational Journal*.

CAN YOU EXPLAIN THIS?—The following curious puzzle beats the celebrated "13-15-14," and is well worth investigation. Take a strip of paper or cardboard thirteen inches long and five wide, thus giving a surface of sixty-five inches. Now cut this strip diagonally, as true

as you can, giving two pieces in the shape of a triangle. Now measure exactly five inches from the larger end of each strip and cut in two pieces. Take these slips and put them into the shape of an exact square, and it will appear to be just eight inches each way, or sixty-four square inches—a loss of one square inch of superficial measurement, with no diminution of surface. What becomes of that lost inch?

RECESS OR NO RECESS.—For relaxation, there is nothing that can take the place of play. Primary children should be freed from discipline once at least each session. The teacher should be present at these recesses and should endeavor to put intelligence into the play of the children, which is often aimless. It is a splendid time to study the social and artistic impulses of children. The little artists endeavor to have a perfect game; the little Vandals love to break up a game; the little sloven will leave it unfinished or destroy it with some negligence of its laws; the little crank will spoil it by some freak; the timid will watch it from the outside; the unsocial will hug the corners of the play-ground.

The last named class of children should be the teacher's especial charge. Children who play should be left to play as they list. Those who do not should be taught to play. Let the teacher gather these children together and teach them games and interest the leaders of the playground in them. Draw in the timid and repress the Vandals. The games taught should not be those already popular among the children, but something that will add to the resources of all. Do not spend this precious time in walking up and down and waiting for the bell to ring. Waiting is hard work. You can enjoy the recess if you will.

SILENT READING.—Finding that one of my classes moved their lips during silent reading I interrupted them with:

"Close your books children and watch me read this page."

Having read the page silently, I asked:

"Did my lips move?"

"No, ma'am."

"Did anything move?"

"No, ma'am; yes, ma'am, your eyes."

"What did I read with, then?"

"You read with your eyes."

"Could you do that? Try and see."

I made no remark during the reading, but found occasion to say at its close:

"One little boy forgot. If you cannot keep your lips still, put your fingers on them, so." —A. A. P.

—Fractions *must* be taught objectively. Start with something familiar to the child. Show the meaning of the word. How many children have heard of a fractured leg or arm? Instantly some hands will go up. What does it mean? That some part of the limb has

been broken. Call attention to the words *fragile*, easily broken; *fragment*, a part of something broken off. Notice that you have awakened thought, and given a new meaning to a word, which a moment before was associated only with the idea that it meant something about figures. Now take the word itself; from *frangere*, *fractum*, to break, *ion*, the act of; the act of breaking; therefore a fraction must be a part of something. Take two apples; cut from one a small piece; a second piece a little larger; cut the remaining portion in two. Hold up any of these pieces. What part of the apple is this? The children will be puzzled; perhaps some one will venture to say it cannot be named because the pieces are not *even*. Now take the second apple; cut it exactly in half, hold up one part. What is it? Now the hands go up. Cut it again into four equal parts—what is each part called? Why can we speak of the parts of the second apple as we could not those of the first? Because the second one has been cut into *equal* parts. Then you see, that a fraction must not only be a part of something, but in order to be named it must be an *equal* part. You have now developed the definition of a fraction, and you are certain the children understand what it means. The next step is to express and write quantities of fractions. The apple is cut into two equal pieces. Hold up one—name it. Ans. $\frac{1}{2}$. Who will express it in writing? Cut into *thirds*, *fourths*, *eighths*, name each piece as it is held up; write it. In this way familiarize the children with written work, and make this work mean more than bare figures. Do not attempt more than this in one lesson.

—The following are some excellent hints to teachers when visitors are in:—Don't make excuses. Don't ask visitors if they wish any certain subject taught. Don't change regular order of work unless requested. Teach as if no stranger were in the room. Don't leave your pupils and pay too much attention to visitor. There is sure to be disorder if you do. Always be ready for visitors. Never allow your pupils to get into such conditions or positions as you would not care to have visitors see. Don't try to cover mistakes of pupils. Mistakes are natural. Visitors enjoy them and delight to see children correct themselves and each other. Be natural and don't put on a "visitor's" manner or voice. The children will notice it, and, being unused to the sudden change, will not respond promptly. They will, too, set you down as a hypocrite.

—The *Educational Journal* of Toronto has the following word of advice in a late issue:—

Those who are preparing for special examinations are sometimes disposed to look about for condensations and epitomes. As a rule we have little faith in short cuts in education. Within reasonable limits the long way, or at least the broad highway, is the shortest and surest route. We advise all candidates for certificates to aim high. In educational work it is pre-eminently true that what is

worth doing at all is worth doing well. Don't confine yourself to any one book. Determine to master the subject. In nine cases out of ten you can do it if you will, and that, too, without much greater expenditure of time or effort than would be required to "cram up" somebody's digest, or manipulate somebody's skeleton. We need hardly add that not only will the results be vastly more satisfactory, but the process itself will soon become pleasurable. Thoroughness brings a sense of power and a peace of conscience to which the slave of cram will always be an utter stranger.

—A young teacher called her class in the Second Reader up; there were eleven pupils. The reading began; the piece of poetry was fairly mangled—but that was not uncommon. The teacher was fairly angry. "You are real blocks, as though you were cut out of wood." The same eleven soon went out to play. How vigorous they were! The teacher looked out of the window at them. She could not say they were made of wood now. The ball which they tossed back and forth was not to be compared in value to the power to read the English language, and yet they persisted in being more interested in it. That teacher, had she known how, might have made the reading exercise as interesting as the exercise with the ball. Those pupils for two or three, or possibly four, years had been wrongly handled. The petrification process was the result of so-called *teaching*.

—The word dollars is of German origin. In the middle ages there was a great variety of coins struck in Germany, the workmanship of some being good and of others bad, while the quantity of silver in coins nominally of the same denomination varied widely. One mint, that in Joachimsthal, turned out peculiarly good coins and attained much fame. It became the habit to make contracts payable in coins struck at this place, and these coins became known as Joachims-thalers. This subsequently was contracted to thalers, and from this to dollars the transition was easy. The origin of the United States mark for dollars is generally supposed to be as follows:—The initials U.S. were written one over the other. For convenience in writing the bottom of the U was left off, and the result was the present symbol.

—A city inspector was sent to visit a new teacher. She was at work and he made but a short stay. His report was, "She will make a good teacher," and he reserved a further visit until she had time to get acquainted with her pupils. It would be most interesting if that official could tell in a few plain words how he knew she would be a good teacher. Her manner conveyed doubtless an assurance to him that she understood herself; and is not this the first thing? The greatest study of mankind is man, and the greatest study of man is himself. To know one's self does not mean the number of bones, muscles, and organs; it means a knowledge and estimate of one's powers. Education gives a person this knowledge. A good teacher every day causes a pupil to know himself better.

—Here is a curiosity that will interest the class in higher arithme-

tic : Multiply a number composed of the nine digits, 123,456,789, by 45, and the product is 5,555,555,505. Reverse the figures in the multiplier to 54, and the product is 6,666,666,606. Reverse the multiplicand to 987,654,321, and multiply by 45, and the product is 44,444,444,445. Reverse the multiplier to 54, and the product is 53,333,333,334. The first and last figures are the multiplier.

Use half the multiplier, or 27, and the product is 26,666,666,667. The first and last figures are the multiplier. Reverse the figures of the multiplier to 72, and the product is 71,111,111,112, the first and last being the multiplier.

BENJAMIN WEST.—In Pennsylvania, nearly a century ago, there lived a painter named Benjamin West. When this artist was a very, very little boy, only seven years of age, he proved to his family that beyond all doubt he was to be some day a great man. His mother had left him to watch over the baby in her cradle. "If I only had a picture of baby," said the little fellow, as he watched her asleep. "I will make one," said he a second later. And creeping to a table near by, he seized the pens and ink and began to draw. "Bless my heart?" cried his mother, coming in a few moments later, and looking over his shoulder at the child's work. "If it isn't a picture of our baby! And it looks *like* her too?" The proud mother seizing her boy in her arms, kissed him and cried over him. "You will be a painter." "It was that kiss," Benjamin West used to say, when he had indeed become a great man—"it was that kiss that *made* a painter of me."

Correspondence, etc.

"STATE SALARY."

To the Editor EDUCATIONAL RECORD.

SIR,—I have often been amused by the advertisements which from time to time have appeared in the newspapers, announcing vacancies for teachers in country schools. But some of them are a little more than amusing, they are an insult to those for whose benefit they are inserted and ought to be treated with contempt by members of the teaching profession. Here is a specimen of one which appeared in a country newspaper not long ago: "Wanted nine female and two male teachers for — district. Applications will be received up to July 27th. Applicants must enclose three copies of recent testimonials, must be efficient teachers and must state salary expected." And then comes the rub as follows: "The Board do not bind themselves to accept the lowest or any tender."

It seems to me, sir, that this method of treating teachers is unfair to the ratepayers, unfair to the Board, and unfair to the teacher who is induced to apply for something indefinite and to undervalue his services in the keen competition for the position, which in this as in many other cases is not worth more than \$150 per annum.

The clause which states that "The Board do not bind themselves to accept the lowest tender" is in itself an insinuation that none but the lowest tender will be considered; consequently, a young girl who has just scraped through the third class elementary examination and is willing to teach (!) for \$130 instead of \$150 per annum, is able to deprive a more competent teacher of the position.

But this is not all. The successful candidate will have no knowledge of child nature or child culture; she will be quite unable to classify her pupils properly, and at the end of the year the "Board" will be disgusted; she will be discouraged and her pupils will be ruined—temporarily at any rate. Such a teacher spends her time in hearing her pupils gabble over the words of the reading book, instead of teaching them how to read; she teaches them how to string off a long list of geographical terms and names—generally without a map; and as for grammar—she can neither write nor speak correctly. She tells her pupils that they "should have come" earlier, that she "should have went," that she "seen Johnny speak," and when asked to write a letter she either copies it from a "Polite Letter Writer" or falls into the same errors as those whose misfortune it was to apply to Mr. A. G. Cross for the Lachine Model School headmastership.

Now, sir, who is to blame for this? Someone, certainly. In my humble opinion the School Commissioners or Trustees, who are willing to engage any person so long as the salary is low enough, are the primary cause of this state of affairs, for they make their schools a sort of refuge for those who could not earn their salt at anything else. By this means they lower the social standing of the teacher, whom they regard as a necessary evil.

If the salary offered were enough to live on, there would be no difficulty in obtaining competent teachers, and until it is, teachers even of ordinary ability will be scarce in the country.

Yours very truly, PROGRESS.

DEAR SIR,—I was always opposed to making declaiming compulsory, on account of the natural timidity of some children; therefore, I have had considerable trouble in having suitable Friday afternoon exercises prepared, as I have no doubt a great many others have had. A certain few would always have declamations, while others would never have; either from negligence, indolence, or some other cause. One boy told me last winter that he would rather spend all of his spare time at home on arithmetic. Right then I conceived a new idea, and when school opened this fall I put it in operation. One Friday evening I asked them if it would not be nice to organize the school into a literary society, to meet every two weeks on Friday afternoons, and they almost all voted for it. Then we proceeded to organize. I had written a constitution for them, explaining the objects of the society and rules to govern it, which I read, and they were all very much pleased with the idea. I acted as chairman while

they elected their officers, consisting of president, vice-president, secretary and treasurer. I also appointed a committee on programme. We took a collection to purchase a blank book for the secretary's use, each one giving a penny and some gave five cents, from which we had enough to purchase the blank book and also one volume towards a start for a school library, as they have none here. When the appointed time came for the first meeting, the president took his place and called the meeting to order with as much dignity as a man of thirty. When the programme was rendered, which was quite long enough, behold my surprise when my boy of last winter, who was too great a mathematician to spend any time in such a way, was called on, to see him walk out and recite the "Psalm of Life." The mystery may be explained by stating that he was elected secretary, and I also appointed him one of the committee on programme, and I will acknowledge here in confidence, not without an object; still I was surprised to see how well it worked. We have never had an evening without a good programme, and even the smallest ones will take a great interest in such a simple arrangement. Try it and see.

A TEACHER.

MCGILL NORMAL SCHOOL EXAMINATIONS.

To the Editor of the Witness.

SIR,—I have read with much pain your report of the proceedings at the last meeting of the Protestant Board of School Commissioners of this city. I regret exceedingly that two of the reverend gentlemen who constitute so important a part of that board should have permitted themselves to indulge in a gratuitous discussion of the McGill Normal School examinations.

It is the duty of the staff of this institution, after careful examination and prolonged and sympathetic discussion, sometimes to remove pupils who show inaptitude for the work of the teacher. I protest against the offensive connotation of the word "slaughter," as applied to the discharge of this duty by the Rev. Dr. Shaw.

I am very sorry that the Venerable Archdeacon Evans, of whose self-denying labors on behalf of the Church of England teachers-in-training here I have often had occasion to speak in terms both highly appreciative and well deserved, should stand committed to a statement so utterly unfounded as that "if the marks in the Normal School are fifty and the pupil gets thirty-nine and three-quarters she is plucked." I have, indeed the greatest difficulty in persuading myself that there is not some serious mistake in the report.

May I be permitted to remind the Protestant Board of School Commissioners that a new responsibility arises from the admission of the press to their deliberations, and that it should be met by a becoming dignity and reserve.

S. P. ROBINS.

MONTREAL, January 12, 1894.

Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to Dr. J. M. Harper, Box 303, Quebec, P.Q.]

The *Magazine of Poetry*, an illustrated periodical edited and published by Mr. Charles W. Moulton, Buffalo, is always welcome. At the price it is a remarkable enterprise. Goldthwaite's *Geographical Magazine* is one from which the teacher may draw that collateral information which always enables him to teach out of the fulness of his knowledge. *Education* has a prosperous look, and no magazine can be of greater service to the profession of teaching in its aim towards higher things. It is published by Messrs. Kasson & Palmer, 50 Bromfield Street, Boston, at the very low rate of \$3.00 per annum. The *University Extension World* comes to us from Chicago every month full of the progress of the movement it has been started to foster. It is published by the University Press of Chicago. The *Kindergarten News*, published by the Milton Bradley Co., Springfield, Mass., is the best magazine of the kind we have seen, and is only 50 cents a year. *The Monist* stands perhaps at the head of the magazines of America, having been raised to that proud position through the energy and ability of its editor, Dr. Paul Carus. It is published by the Open Court Publishing Co., Chicago. *The Presbyterian College Journal*, after having been out of sight for many months, as far as we are concerned, has been left with us again. The usual article from Dr. John Campbell is conspicuous from its absence.

William Briggs, of Toronto, intends to issue a volume entitled, **CAPE BRETON ILLUSTRATED**. We will be glad to notice it when it arrives.

OUTLINES OF RHETORIC, by John F. Genung and published by Messrs. Ginn & Co., Boston.

COMMERCIAL LAW, by J. E. C. Munro and published by Messrs. Macmillan & Co., London and New York.

PATRIOTIC RECITATIONS, by G. W. Ross, LL.D., and published by Messrs. Warwick Bros. & Rutter, Toronto.

MY SATURDAY BIRD CLASS, by Margaret Miller and published by Messrs. Heath & Co., Boston.

LABORATORY GUIDE IN GENERAL CHEMISTRY, by G. W. Benton, A.M., and published by Messrs. Heath & Co., Boston.

OBJECT LESSONS AND HOW TO GIVE THEM, 1st and 2nd series, by Geo. Ricks, B.Sc. London, published by Messrs. Heath & Co., Boston.

COMPLETE GRADED ARITHMETIC, 1st and 2nd parts, by G. E. Adwood and published by Messrs. Heath & Co., Boston.

OUTLINES OF PEDAGOGICS, by Professor W. Rein and published by Messrs. E. L. Kellogg & Co., New York.

CONTENTS OF CHILDREN'S MINDS ON ENTERING SCHOOL, by G. Stanley Hall and published by Messrs. E. L. Kellogg & Co., New York.

HORACE MANN and ROUSSEAU AND HIS EMILE, by Ossian H. Lang and published by Messrs. E. L. Kellogg & Co., New York.