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# CONTENTS.

---

	PAGE
Aims and Management of High School Literary Societies.....	123
<i>Dr. Purslow.</i>	
Address of Welcome, An.....	281
<i>Dr. J. M. Harper.</i>	
<hr style="width: 10%; margin: auto;"/>	
Bible, The.....	51
<i>Mail and Empire.</i>	
Boston School Administration.....	334
<i>A. S. Witmore.</i>	
Brotherhood of Teachers and Educational Reform, The.....	361
<i>Dr. J. M. Harper.</i>	
Business of the Teacher, The.....	321
<i>F. E. Findlay, M.A.</i>	
<hr style="width: 10%; margin: auto;"/>	
Cambridge School for Girls, The.....	92
<i>The School Journal.</i>	
Canada's Development.....	295
<i>The Mail and Empire.</i>	
Canadian Unity and a National Bureau of Education.....	209
<i>Dr. J. M. Harper.</i>	
Civic Training in Public Schools.....	90
<i>W. C. Jacobs.</i>	
Claims of Individuality in Education.....	241
<i>R. Wormell.</i>	
Contemporary Literature..38, 77, 115, 157, 197, 239, 279, 319, 359, 393	
Correlation of Studies.....	84, 129
<i>Dr. W. T. Harris.</i>	
Correspondence.....	25, 191, 230, 316, 357, 391
Current Events and Comments.....	62, 104, 143, 182, 224, 349, 390
<hr style="width: 10%; margin: auto;"/>	
Editorial Notes.....	26, 60, 97, 137, 218, 269, 298, 346, 385
Educational Essay.....	212
<i>S. Moore.</i>	
Education from a Publisher's Standpoint.....	254, 291
<i>G. H. Tucker.</i>	

	PAGE
Effect of High School Regulations on Teachers.....	201
<i>H. F. Strang, B.A.</i>	
Elementary Education in Quebec.....	45
<i>R. F. Hewton, M.A.</i>	
Ethics of Expression, The.....	257
<i>Education.</i>	
—	
Further Word on Canadian Literature, A.....	121
<i>Evelyn Durand.</i>	
—	
Good Discipline.....	16
Growth of Crime.....	174
<i>Fidelis.</i>	
—	
Herbartian Steps of Instruction.....	45
High School Teacher of Mathematics.....	329
<i>P. H. Hanus.</i>	
History in the School.....	12
<i>S. S. Laurie.</i>	
—	
Literature Studies in Public Schools.....	81
<i>A. L. Carruthers.</i>	
Little Things.....	58
<i>Canadian Churchman.</i>	
Learning Together.....	378
<i>Ellen E. Kenyon Warner.</i>	
—	
Moral Training in Public Schools.....	161, 248
<i>D. Fotheringham, B.A.</i>	
Modern College Education.....	342
<i>Grant Allen.</i>	
—	
Nature Study in Public Schools.....	167
<i>N. MacMurcky, B.A.</i>	
New Woman and the Problems of the Day, The.....	132
<i>Popular Science Monthly.</i>	
Natural Science, Study of.....	367
<i>Alex. H. D. Ross, M.A.</i>	

Contents.

iii.

PAGE

On Being Human..... 286, 372

*Woodrow Wilson.*

Our Great North..... 297

Outside Influence..... 176

---

Pedagogy of the Hat-Taker..... 267

*S. S. Times.*

Princeton Celebration..... 18

*N. Y. Evening Post.*

Professional Hints and Correspondence..... 103

Professional Opinion..... 233

Public School System of Education in Nova Scotia..... 87

*A. H. McKay, LL.D.*

Prayer, A..... 387

*Charles Edwin Markham.*

---

Queen's English..... 214

---

Recessional..... 277

*Rudyard Kipling.*

Reformation Schools..... 171

Religious Instruction..... 57, 135

Rest from Fear..... 41

*Rev. Hugh Black.*

---

School of Practical Agriculture, A..... 216

School Work..... 31, 70, 109, 152, 194, 235, 277, 315, 355

Scope of Science..... 163

*A. H. W. Ross, M.A.*

Simplicity in Poetry..... 126

*Educational Times.*

Slouch..... 339

*Evening Post.*

Solidarity of Town and Farm..... 266

*Arena.*

Some Notes on Poetry for Children..... 7, 48

*E. V. Lucas.*

Snobbery of Education..... 172

Spelling Question, The..... 55

*Edward R. Shaw.*

	PAGE
Teaching Children to Talk.....	95
<i>P. S. Journal.</i>	
Technical Education.....	59
Temperature of Arid Regions.....	268
<i>Portland Oregonian.</i>	
Theological Life of a Californian Child.....	53
<i>Prof. Earle Barnes.</i>	
To Medical Students.....	1
<i>Prof. W. Clark.</i>	
—————	
Value of Psychology .....	260
<i>Prof. J. G. Hume.</i>	
—————	
Wages .....	60
<i>Tennyson.</i>	

THE CANADA  
EDUCATIONAL MONTHLY  
AND SCHOOL MAGAZINE.

JANUARY, 1897.

TO MEDICAL STUDENTS.\*

REV. PROF. WILLIAM CLARY, M.A., LL.D., TRINITY COLLEGE, TORONTO.

YOU are here, gentlemen, to be educated for the great and honorable work to which, by God's help, you intend to dedicate the remainder of your lives. With more or less of previous education and preparation, you have come up here to gain that special knowledge and skill which are necessary for the due performance of your duties as surgeons and physicians. And here a remark may be offered which might seem more appropriate at an earlier moment in your educational history, but which is never really out of place. It is, that every professional man should do his best to have under his special training, and as its foundation and basis, a *sound and good general education*. Without this we are not only likely to be narrow and contracted in our views and sympathies, but we shall fail to gain that firm grasp of the facts and principles of our own special subject of which only an educated mind is capable. It is our business not only to learn and to know certain things. This is good and necessary. But it is our business also to be educated men, with minds cultivated and dis-

ciplined so as to have keenness of perception and discrimination. Without this much of our labor will be aimless and unprofitable. And although it is desirable that this foundation should be well laid before we raise the superstructure of special instruction, yet much may be done by an earnest and diligent man to repair the omissions and defects of an earlier education. Let us only try to feel the importance of this qualification, and we shall find ways and means of supplying much, at least, of that which is lacking. And the time which is expended for this purpose will certainly not be wasted.

Along with this general education it is most important to foster a *knowledge and love of literature*, first and chiefly, of course, the literature of our own language, but also, if possible, that of some other countries. On this subject it were possible to say much; but it would never be possible for one man, or for many men, to say all that might be said. For a man to use books merely to learn all that may be acquired on the special business of his life would be to condemn his mind to perpetual sterility. Literature humanizes, elevates, refines, enriches, strengthens. The companion-

\* Delivered to Trinity College Medical Students.

ship of good books is fellowship with the best and noblest men and women of our race. They bring us the choice thoughts of the choicest minds. The lines in our old Latin Grammar, which taught us that the faithful learning of literature softens the manners, and prevents them from being coarse, are as true as ever they were. Nor is such learning useless even in regard to the special work of our life. It brings to us a knowledge of men more intimate and profound than we could otherwise attain; and such knowledge will always be no inconsiderable element in our equipment for our work. The physician needs to know more than the phenomena of health and disease, more than the particular constitution of the individual man. He needs to know humanity; and although this knowledge must largely be gained by actual intercourse with his fellow-men, it will be greatly supplemented by acquaintance with those great types of manhood and womanhood which are presented to us in the pages of our poets and dramatists, of our historians and writers of fiction.

Of even greater importance, to men of any profession, than the possession of literary tastes and habits is that subtle, profound, all-pervading power which we call *character*; by which, of course, we do not mean merely reputation, or history merely, although history has a chief hand in its formation; but that *Ethos*, that disposition in which we seem to find the unity of the individual, in which we recognize him as a whole. Character is the greatest power in the world for good and for evil. Mere ability, even when supplemented with great knowledge, will have comparatively little power or influence, unless they are reinforced by character; for this is, after all, the organ of the highest and best knowledge, and the guide to the best and most perfect work. Truthfulness, uprightness, purity, kindness, gentle-

ness, resoluteness in the fulfilment of duty—these form a manifold cord which cannot easily be broken.

And if these remarks, brief as they necessarily are, may be charged with vagueness, we may supplement them by a few words on a point more tangible, the subject of *habits* and their formation. Habits are the outcome of character, and they constitute character. A man's habits, regarded not merely in their outward form, but also in their inward principle, and in the motive which animates them—these are his character. Hence the importance of watching over ourselves, especially in our earlier years, when we take in impressions with ease, and of seeing to it that those habits are formed, the retention of which will be no injury to ourselves or to others.

With regard to some of these you will receive safe and valuable guidance from your studies in this place. You will learn that the laws of our physical constitution cannot be violated with impunity. You will learn that whilst the Author of our being has connected pleasure with all the exercises of our powers, yet the seeking for pleasure by unlawful means, or any form of excess will ever be followed by a retribution of pain and woe; and the "end of these things is death." And you will learn, by many sorrowful examples, and some of them even in your own profession, that a very complete knowledge of the body and its parts and its functions, and of the dangers to which it is exposed, will not always be a safeguard against the evils of which we have been forewarned. It is well that we should early learn to look to a power greater than our own. "Remember now thy Creator in the days of thy youth."

But there are other aspects of this subject less solemn indeed, yet not unimportant, on which something should here be said. We might, for example,

point to the importance of *method*, of doing all our work in a well-organized, systematic manner. It is only by such means that our work can be done in any satisfactory manner, or with any approach to completeness. Under the head of method we might place regularity, punctuality, the strict and prompt performance of duty. How easily do such words and phrases drop from our lips, and yet how much they mean, and how hard they are to practise! But we may safely say that if the formation of such habits is arduous; when formed, they are well worth all that they have cost. They are worth it in the mere struggle for existence; but they have a higher value than this. How is it that one man gets to be trusted with the performance of any duty which he deliberately undertakes, and another receives no confidence at all, however strongly he may assure us of his readiness and care to discharge the office entrusted to him? It is because the one is known as possessed of those qualities, as having formed those habits which will ensure the desired result, and another has not.

How many men there are in this world and in this city who complain that all their efforts have come to nothing, that they have tried one employment after another, and all has been in vain! What is the explanation? Let us grant that some are unfortunate, that circumstances beyond their control have so hampered and hindered them that failure was inevitable. But these are exceptional cases. Generally speaking the explanation is only too simple. These people have made engagements and they have not kept them. They have entered into contracts and they have not carried them out. They have undertaken duties and they have not fulfilled them, or they have not done this at the right time, and in the right way. And so men have ceased to

trust them, or to employ them, or to count upon them in any way. And the misery of it all is, that such cases soon become well-nigh hopeless. The chain of habit is too strong to be snapped. And everyone, except the wretched man himself, knows that his sloth or his falseness or his conceit has brought him this evil through many years, and that it is now irreparable.

On this point, let me speak one earnest word before I pass on. Young men, your life is still to a large extent before you, to make of it what you will. Doubtless, you have already formed habits which have a considerable power and influence over you. But you can hardly have so far formed them that you are incapable of making a dispassionate estimate of their nature and tendencies; and you have not so formed them that it is no longer possible to change them. Soon you will go forth from these halls and many of you will probably take up your abode in places which will be your homes so long as you live. Try to use the interval of time in such a manner as to form those habits by which you will wish to be distinguished throughout your whole personal and professional career. Remember, this is now possible to you. Every day that you live you may make some progress in one or the other direction. Every day the light of reason and conscience grows clearer or dimmer. Every false word darkens and distorts the sense of truth. Every act of procrastination helps to destroy the habit of prompt recognition of duty and to efface the sense of duty.

A great physician, a native of Canada, Dr. Osler, now of Baltimore, in an address delivered three years ago, in the University of Minneapolis, among many words of wisdom adorned with eloquence, told the students of that place that there was one grace which alone could give permanence

to human powers—the *grace of Humility*. The great Spinoza said that the two fertile sources of all evil and hindrances to all good were sloth and conceit; and the great Bacon reminds us emphatically that we can enter the Kingdom of Knowledge only as we enter the Kingdom of heaven—by becoming as little children. And such a quality is of peculiar necessity and excellence in respect to the special point we have been considering of the formation and transformation of our habits. If we are self-satisfied, confident of our own powers and our own attainments, it is but little likely that we shall acquire those habits and dispositions which will fit us for the work of our life; whilst, on the other hand, if we carry about with us a habitual sense of the infinite nature of knowledge, of the difficulty of life, together with a humble estimate of our own powers, we shall be watchful against temptation, we shall resist the beginnings of evil, we shall be careful to fulfil every duty as it arises, never hesitating, never debating or questioning, but only acting with decision and promptitude when the duty has become clear to us. Here is the secret of the formation of habit, and the formation of character.

So far our remarks have been almost equally applicable to men of any profession; and now we come to one, which, while it applies to all men and is the characteristic of him whom we style a gentleman, yet has a special application to the medical man. The physician should be *a man of honour*. There are three classes of men who, beyond all others, have access to the families of other men, and who become, of necessity, acquainted with their condition and circumstances—the lawyer, the clergyman, and the physician; and, if one of these can be dispensed with in time of need, it is not the physician. He is admitted

to an intimacy which is accorded to no one else beyond the family circle; and therefore his relation to the family partakes of a sacred character; and the knowledge which he gains of the family is as sacred to him as the privacy of his own home. He will no more discuss his patients with his neighbor than he will discuss his wife.

On these points, gentlemen, you will receive counsel and guidance from the experienced and honorable men who are here set over you; and experience and observation will enforce these lessons. But we who are outside the faculty may sometimes hear and know of circumstances which are not in quite the same manner brought under the notice of medical men themselves; and we know that there is nothing which the ordinary man, and still more the ordinary woman, more indignantly resents than being made the subject of discussion by her medical attendant. Such things seldom occur; but when they do occur, they are fatal, and they ought to be fatal to the reputation and influence of the medical man, however great his ability.

I have dwelt the longer upon subjects not specially medical for obvious reasons; but perhaps I may be allowed to touch upon certain aspects of your work here which may be set forth without special knowledge.

You come here to be qualified for one of the most useful and beneficent kinds of work in which any human being can engage. You come to gain knowledge of man, of his structure and functions, and of those agencies by which disease may be banished and health restored to the bodies of men. You come to have your power and habits of observation rendered more acute and vigorous. You are here that you may become acquainted with the past history of medicine and surgery, and that you may see the experience of the past illus-

trated in the skillful treatment of the present. You come that you may yourselves gain, by practice, that skill and dexterity which will stand you in stead when you go forth on your work of mercy in the midst of suffering humanity.

When the Apostle of the Gentiles thought of the work on which he had been sent forth to evangelize the world, he exclaimed: "Who is sufficient for these things?" And the same question may well occur to yourselves. One thing at least is certain, that the knowledge and skill which you require will not fall from heaven upon you. At a great price you must obtain this power—at the price of long and arduous labor carried on through many hours and weeks and years—of labor long and arduous, yet most joyful and most sweet in the sense of right and duty which it stimulates, in the exercise of the energies of body and mind, and in the results which flow from it. We are not good for much if we are not willing to work. A slothful man is seldom useful to himself or to others. It is difficult to know what to suggest to a man who is confirmed in sloth. *Perhaps* he might succeed best as a beggar. But begging is not a recognized or even a tolerated profession in this country.

But we must not only be workers, we must *work wisely*, deeply, widely, not being narrow or one-sided. For example, we must avoid the two extremes into which men are apt to fall, of being mere theorists on the one hand, or mere empirics on the other. We must have science. We must know all that can be known, all that we are capable of knowing about the human constitution and its ailments and their cures. But a man might have a quite prodigious knowledge of all the principles and theories of medicine, and yet fail to succeed in his profession because he had not care-

fully noted the actual operation of these principles in practice. The merely *a priori* method is not good anywhere, but is very bad indeed in medicine. Yet the empiric is no better and no safer. If we must descend from the skies and touch mother earth, in order to gain strength, we must also rise up from the toil and dust of terrestrial labor and gain fresh life and inspiration in the region of principles.

But I am reminded here that I am addressing many different men with different powers and endowments—men who are now qualified, and will hereafter be more fully qualified for different kinds of work.

And first, we may assume that there are here a certain number of men of superior and distinguished ability. Such there have always been in past years. Some such we know to be here with us now, and we may assume that there are others who will speedily be tested and proved, as their predecessors have been. Such men are a gift of God to humanity, for which we ought to be thankful. Perhaps men of this kind stand less in need of exhortations to earnest work than other men do. It is the man of one talent who is under the strongest temptation to hide that one in a napkin. Yet there have been too many cases of splendid gifts neglected and wasted—sometimes even turned to evil instead of good. Men thus highly endowed, then, should be reminded that to whom much is given, of them will much be required, that the talents with which they have been entrusted are not their own to waste or to apply for selfish purposes. They possess them as stewards and they are bound to see that they are expended in such a manner as to fulfil the purpose of the Giver. A great responsibility is laid upon those who are thus endowed. They have a duty to themselves, to see that they make the most and

the best of those powers with which they have been endowed. They have a duty to this institution in which they are receiving their education, to maintain its high character and reputation, to see that it suffers no diminution of usefulness or influence through any laxity on their part. They have, moreover, a duty to their country and to mankind, who have perpetual need of the best services of their best men.

But there are others besides those who stand in the first rank, who may here claim a word of counsel and encouragement. It must often have occurred to us, as we have seen gold and silver medals and other marks of distinction conferred upon the men of the first rank, that something like despondency must come over those who belong to what we may call the rank and file of the army. But there is, in fact, no justification for such despondency. It is not in medicine alone, but in all the professions, in the Christian ministry, in law, and in business as well, that the men of distinction are the minority. But besides, whilst we must freely admit that there are certain walks in every profession which can be trodden only by the few, the great body of the work is done, and well and successfully done by the men who do not belong to those few. These men may not make startling discoveries in the science of medicine or invent new methods of treatment. But there is no necessity for their doing any thing of this kind. They can do and they are doing the kind of work which the world needs, and they are doing that work well and faithfully and successfully. And just as there are many able, careful, conscientious, skilful and successful practitioners who have not been gold or silver medalists, so there are now many here who may reach the same results by following the same methods.

To you, gentlemen, of whom I am now thinking, I will say with all earnestness—never despair of yourselves, respect yourselves, stir up the gift that is in you, do your work honestly, conscientiously, devotedly, and you will not fail of your reward.

Think of the generations of students who have passed through these lecture halls. There is not one of them who grudges or regrets the toil he bestowed upon that noble science to which you are giving yourselves. There is not one who does not lament whatever hours he may have wasted, or any duty which he may have neglected. Let it be your endeavour so to live and work in this College that you may have few regrets in the future.

Think, too, of the distinguished men who have given to this College the proud position which it now occupies. They cannot be here forever; yet their hearts will never forget the men or the work of this institution. See that your work here is such as to give them the hope, the confident expectation that when they leave their places vacant, men of their own training will be found to carry on the traditions of the past, and to add fresh lustre to the name of the Trinity Medical College in the future.

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Mutual education, in a large sense of the word, is one of the great and incessant occupations of human society, carried on partly with set purpose, and partly not. One generation forms another; and the existing generation is ever acting and reacting upon itself in the persons of its individual members.—*John Henry Newman.*

The man that bids for a smaller salary than his predecessor, and the pettefogging office-holder or preferment seeker, is to have no place in New Brunswick after this.

## SOME NOTES ON POETRY FOR CHILDREN.

(Continued from November.)

I CANNOT find anywhere else such intimate treatment of this side of child life.<sup>1</sup> In Lady Lindsay's "String of Beads" there is a little poem called "A Child's Dream," which takes us part of the way, and which, there can be little doubt, was inspired by Mr. Stevenson's book. Indeed he has had many imitators, but none of them have succeeded in capturing anything but the form. And among other writers of verse, who preceded him, or have made no conscious attempts to work on similar lines, none impresses and convinces as he.

Taking them altogether, the poets have not shown themselves to be closely in touch with children; the great ones have tried and failed, and left it to humbler singers—such as Mary Lamb—to give us the true note. But these humble singers are few and far between, as the editor of the adult volume will quickly discover. We might cite Mrs. Piatt as one example of an author who, with a wide, comprehending love for children, has captured in a hundred efforts little of the genius of childhood. Perhaps in all her poems nothing is so characteristic and illuminating as the triumphal boast, in "Child's World Ballads," of the little girl who had visited Edinburgh:

I put my hand on every chair  
That said "Don't touch," at Holyrood.

Another good example of an author who wished to produce sympathetic child-poems, but has always broken down, is Mr. Bret Harte. The "Miss Edith" poems are failures, and though he certainly was visited by in-

<sup>1</sup> There is a little poem in Mrs. Woods' recent volume, "Aeromancy," of much the same character.

spiration when he began "On the Landing," the mood passed before the piece was completed. Two little boys, Bobby, aged three and a half, and Johnny, a year older, are peeping over the balusters at night when they ought to be in bed, watching the guests on the floor below. Here are the best lines:—

BOBBY.

"Do you know why they've put us in that  
back room,  
Up in the attic, close against the sky,  
And made believe our nursery's a cloak  
room?"

Do you know why?"

JOHNNY.

"No more I don't, nor why that Sammy's  
mother,  
That ma thinks horrid, 'cause he bunged my  
eye,  
Eats an ice-cream down there like any other.  
No more don't I!"

BOBBY.

"Do you know why nurse says it isn't  
manners  
For you and me to ask folks twice for pie,  
And no one hits that man with two bananas?  
Do you know why?"

JOHNNY.

"No more I don't, nor why that girl, whose  
dress is  
Off of her shoulders, don't catch cold and die,  
When you and me gets croup when we un-  
dresses!"

No more don't I!"

BOBBY.

"Perhaps she ain't as good as you and I is,  
And God don't want her up there in the sky,  
And lets her live—to come in just when  
pie is—  
Perhaps that's why,"

JOHNNY.

"Do you know why that man that's got a  
cropped head,  
Rubbed it just now as if he felt a fly?  
Could it be, Bobby, something that I  
dropped?"

And is that why?"

BOBBY.

" Good boys behaves, and so they don't get scolded,  
Nor drop hot milk on folks as they pass by."

JOHNNY (*piously*).

" Marbles would bounce on Mr. Jones's bald head,  
But I shan't try."

To this stage the piece is admirable. Then a discordant note is struck. The next remark of Bobby (aged three and a half) is to this effect:—

" Do you know why Aunt Jane is always snarling  
At you and me because we tells a lie,  
But she don't slap that man that called her darling?  
Do you know why?"

In his desire to make a point the author transgresses fatally. And in the next stanza the Seventh Commandment is jeopardized, just as in the modern novel, and we throw away the book.

Looking forward is a childish amusement akin to making believe. "When I am grown up" is a form of words constantly on the child's tongue:—

When I am grown to man's estate  
I shall be very proud and great,  
And tell the other girls and boys  
Not to meddle with my toys.

So says the child in Mr. Stevenson's book. Elsewhere he descends to particulars, and decides that of all professions his choice would be the lamplighter's. But you must have the exquisite little poem in full:—

My tea is nearly ready, and the sun has left the sky,  
'Tis time to take the window to see Leerie going by;  
For every night at tea-time, and before you take your seat,  
With lantern and with ladder he comes posting up the street.

Now Tom would be a driver, and Maria go to sea,  
And my papa's a banker, and as rich as he can be,  
But I, when I am stronger and can choose what I'm to do,  
Oh, Leerie, I'll go round at nights and light the lamps with you.

For we are very lucky, with a lamp before the door,  
And Leerie stops to light it, as he lights so many more;  
And oh, before you hurry by with ladder and with light,  
Oh, Leerie, see a little child and nod to him to-night.

If I had to forget all the poems in the "Child's Garden" and retain but one, I should, I think, choose "The Lamplighter." The last line wanders through the passages of the mind like a gentle musical phrase.

In "Poems Written for a Child" (1868), a volume in which the late Menella Bute Smedley, and an anonymous writer known as "A," collaborated, there are some good "Looking forward" verses called "A Boy's Aspirations," from Miss Smedley's pen. Here are three stanzas out of the ten:—

I was four yesterday, when I'm quite old  
I'll have a cricket-ball made of pure gold;  
I'll carve the roast meat and help soup and fish;  
I'll get my feet wet whenever I wish.

I'll spend a hundred pounds every day;  
I'll have the alphabet quite done away;  
I'll have a parrot without a sharp beak;  
I'll see a pantomime six times a week.

I'll have a rose-tree always in bloom;  
I'll keep a dancing bear in mamma's room;  
I'll spoil my best clothes and not care a pin;  
I'll have no visitors ever let in.

These lines are good, although now and then erroneous. The mistakes are due to ignorance of boy-nature. A boy, for example, neither wants a cricket-ball made of gold—it would be against the laws—nor a rose-tree always in bloom. Nor would it strike

him as peculiar ecstasy to keep a dancing-bear in his mother's room; he would prefer it in his own. But readers of our Grown-up's Anthology will like to have it. It will take them back to old days.

In the volume "Poems Written for a Child," from the pen of "A," is a very quaint little anecdote in the same kind, entitled "Wooden Legs." A girl and boy are telling each other what they would like to be:—

Then he said, "I'll be a soldier,  
With a delightful gun,  
And I'll come home with a wooden leg,  
As heroes have often done."

This is a new and acceptable ambition, but some questionable love sentiment is then introduced and the interest evaporates. Indeed, in this variety of story writers are liable to go astray. Sentiment, a steed more apt than any other to get the bit between its teeth, runs away with them. In a desire to attain a dramatic effect dramatic propriety is lost sight of. Children are too near the savage state for symmetrical sentiment. Still, there are instances. Whittier's poem "In School-days" tells of one. He is describing the schoolhouse, through whose windows the sun is shining:—

It touched the tangled golden curls,  
And brown eyes full of grieving,  
Of one who still her steps delayed,  
When all the school were leaving.

For near her stood the little boy,  
Her childish favor singled,  
His cap pulled low upon a face  
Where pride and shame were mingled.

He saw her lift her eyes, he felt  
The soft hand's light caressing,  
And heard the tremble of her voice,  
As if a fault confessing.

"I'm sorry that I spelt the word;  
I hate to go above you,  
Because," the brown eyes lower fell,  
"Because, you see, I love you."

It is prettily conceivable; but that kind of thing may well be postponed. Children who love each other in this way are not making the most of their

opportunities as privileged barbarians. To the same family belongs Mr. Dobson's "Drama of the Doctor's Window."

The best poetical expression of the love of girl and boy that I know is to be found in the two sonnets of George Eliot, called "Brother and Sister," which might well be our sole representatives of this class. Such love is always worship, always based on admiration; it is almost always one-sided. Affection, as we understand it—friendship on equal ground—being a civilized growth, comes later. Children are not of civilization as we are. In this connection I should like to quote the lines entitled "Dry Bread," from Victor Hugo's "L'Art d'être Grandpère," which enshrines for us a charming incident, where the actors are not, to the casual eye at least, girl and old boy, but girl and old man. The translation is by the Rev. Henry Carrington:—

Jeanne to dry bread and the dark room con-  
signed

For some misdeed; I, to my duty blind,  
Visit the prisoner, traitor that I am!  
And in the dark slip her a pot of jam.  
Those in my realm, on whose authority  
Depends the welfare of Society,  
Were outraged. Jeanne's soft little voice  
arose—

"I'll put no more my thumb up to my nose;  
No more I'll let the puss my fingers tear."  
But they all cry, "That child is well aware  
How weak and mean you are. She knows  
of old

You always take to laughing when we  
scold;

No government can stand; at every hour  
Rule you upset. There is an end of power.  
No laws exist. Naught keeps the child in  
bound;

You ruin all." I bow my head to ground,  
And say, "Your grievous charge I can't  
oppose,

I'm wrong. Yes, by indulgences like those,  
The people's ruin has been always wrought.  
Put me upon dry bread." "I'm sure we  
ought

And will." Then Jeanne from her dark  
corner cries,

But low to me, raising her beauteous eyes  
(Love gives the lion's courage to the lamb!)  
"And I will go and bring you pots of jam!"

Landor's "Rosina" is somewhat akin.

Another class of poetry, which only the adult should possess, is that which describes particular children. Many poets—Wordsworth pre-eminently—have attempted this kind, but, for the most part, so rapt has been their admiring—almost worshipping—gaze, that in the finished poem the child has been only faintly visible through a golden mist. In other cases the poet has made the child a mere peg upon which to hang a thought of his own. But simple, unaffected descriptions do exist. In "Lays for the Nursery" (bound up with "Whistle Binkie," that charming collection of Scotch poems by minor writers) will be found the history of "Wee Joukydaidles," by James Smith, a very human poem which, probably unconsciously, Mr. William Canton, the author of "The Invisible Playmate," who has for children a love that sometimes becomes adoration, reduces to a couplet when of a certain notable "Little Woman" he says:—

She is my pride, my plague, my rest, my  
rack, my bliss, my bane,  
She brings me sunshine of the heart and soft-  
ening of the brain.

From Mr. Canton's last volume, "W. V., Her Book, and Various Verses," I should take the poems entitled "Wings and Hands" and "Making Pansies." But enough of the Grown-up's Anthology.

It is time now to explain whence the contents of the Child's Anthology should be drawn. The names that come most naturally to mind are those of "Lewis Carroll" and Edward Lear; and I would add Dr. Hoffman, but that it is a mistake to separate his verses and pictures. These twain would yield many pages; I need not stop to particularize since every one knows them so well. The "Percy Reliques" would be a rich

source; and I should include such modern ballads as "John Gilpin," one or two of the Ingoldsby Legends, and a few to be found in the works of less-known experimentalists. Among these is "A," the lady from whom a quotation has already been made. In "Poems Written for a Child," in "Child World" and in "Child Nature," are several capital pieces of humorous narrative. There is, for instance, Fred's story in "Child Nature," entitled "John's Sin." It tells of a giant who, since conscience makes cowards of us all, became a cowherd for conscience' sake, but is balked at the outset by an inability to milk:—

He could not milk her; he was skilled  
In abstruse science; was renown'd  
In mathematics; he had Mill'd,  
Bain'd, Maurice'd, Hamilton'd, and  
Brown'd.

Herodotus and Mr. Bright  
He knew—but could not a milk a cow!

(The deleted lines, it may be mentioned in passing, are remarkable for containing a new rhyme to cow. The ingenious "A" presses the author of "The Bothie of Tober na Vuolich" into that service.) While the giant was bemoaning this incapacity, a dwarf came by, milked the cow, boxed the giant's ears, and led him as prisoner to a farm, where his size became a serious embarrassment. Shortly afterwards he died. The author remarks sententiously:—

A giant in a little room  
Alive, is an uncommon bore;  
A giant dead, besides the gloom,  
Is such a trouble on the floor.

In the same class are several of the pieces in "Lilliput Levee," by "Matthew Browne," notably the introductory verses, which tell of the revolution, the "Ballad of Froddobbulum's Fancy," "Shockheaded

Cicely and the Bears," and "Clean Clara." Frodgedobbulum was

A vulgar giant, who wore no gloves,  
And very pig-headed in his loves!

Cleanliness was Clean Clara's passion.  
She cleaned "a hundred thousand things:"—

She cleaned the mirror, she cleaned the  
cupboard,  
All the books she Indian-rubbered.

She cleaned the tent-stitch and the sampler,  
She cleaned the tapestry, which was ampler,  
Joseph going down into the pit,  
And 'he Shunamite woman with the boy in  
a fit.

There is, of course, fun and fun. I should, for example, omit Hood's comic ballads—"Faithless Sally Brown" and cognate pieces—where I should include Goldsmith's "Elegy on the Death of a Mad Dog" and "Madame Blaize," although superficially they are akin. Hood is for the agile adult brain. He crackles rather than ripples, and children want to be rippled. Moreover, punning is a dissolute habit; and of all distressing developments none equals paronomasia in a child. I should also omit nursery rhymes, because, unlike little boys, they should be heard and not seen. Only antiquarians and folklorists should ever *read* nursery rhymes. A great part of the pleasure with which in after days we greet the nursery rhymes dear to us in the Golden Age (as Mr. Kenneth Grahame calls it), consists in recalling the kind lips by which they were orally transmitted. The voice, the look, the laugh—all hold us again for one rich flashing moment.

Among poets who can with knowledge describe for us child life, both subjective and objective, we are fortunate in possessing Mr. James Whitcomb Riley. Mr. Riley is a New Englander, and the boy to whom he introduces us is a New Englander too, speaking the Hoosier dialect, but none the less boy for that. Let Mr. Riley's right to speak for children be

found in these two Hoosier stanzas called "Uncle Sidney,"—it is established there:—

Sometimes, when I bin bad,  
An' pa "corrects" me nen,  
An' Uncle Sidney he comes here,  
I'm allus good again;

'Cause Uncle Sidney says,  
An' takes me up an' smiles—  
"The goodest mens they is ain't good  
As baddest little childs!"

These lines are of course too incendiary in tone to be included in our children's book—every parent and nurse in the country would be up in arms—but they might well be placed on the title page of the other volume. Mr. Riley, however, has written well for both our anthologists. The child, happily indiscriminate of social grade, is always a hero-worshipper, always, but innocently, envious. His hero is the handy man, the postman, the lamplighter, the gamekeeper. To be with the great man is his ambition and joy, to hear him speak, to watch him make things. Mr. Riley expresses in racy musical verse this young passion. Every boy who has known boyhood at all was once envious of a good-natured Jack-of-all-trades, the Raggedy Man's correlative. Look at Mr. Riley's description of the hero:

O! the Raggedy Man! He works for pa;  
An' he's the goodest man ever you saw!  
He comes to our house every day,  
An' waters the horses, and feeds 'em hay;  
An' he opens the shed—an' we all 'ist laugh  
When he drives out our little old wobble-l-  
calf;  
An' nen—ef our hired girl says he cat—  
He milks the cow fer 'Lizabuth Ann.  
Ain't he a awful good Raggedy Man?  
Raggedy! Raggedy! Raggedy Man!

W'y the Raggedy Man—he's ist so good,  
He milks the kindlin' and chops the wood;  
An' nen he spades in our garden too,  
An' does most things 'at boys can't do.  
He climbed clean up ic our big tree  
An' shooked a apple down fer me—  
An' nother'n, too, fer 'Lizabuth Ann—  
An' nother'n, too, fer the Raggedy Man!  
Ain't he a awful good Raggedy Man?  
Raggedy! Raggedy! Raggedy Man!

—*Littell's Living Age.*

(To be continued.)

## HISTORY IN THE SCHOOL.

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*(Concluded.)*

HAVING defined our aim how are we to proceed? The great principle, "Adapt to the mental growth of the pupil," must govern all we attempt in this as in other subjects. But in obedience to this principle can we not find some general rule of procedure which shall govern all school history from infancy to the eighteenth year—the age which marks the termination of secondary instruction. I think we can, if we consider for a moment the form in which history necessarily presents itself to us.

History externally viewed is a series of related events in time connected with certain communities of persons and localities, the even tenor of events being occasionally disturbed by outbursts of passion and emotion. That is to say, it presents itself to us as an epic made up of dramatic situations with interludes of lyrical raptures—all connected with persons and the aims or ideas which they represent. Or perhaps we should say it is a prosaic epic every now and then passing into drama and accompanied by a lyrical chorus. History cannot be *reasoned* history to a boy; even at the age of seventeen it is only partially so, but it can always be an epic, a drama and a song. The general principle of procedure in education is thus revealed. We must teach history to the young as an epic, a drama and a song. A certain number of dates connected with great crises of national history, or with great characters, must of course, be known for the sake of time sequence; and certain prosaic facts must enter as connecting links of the epic

as the pupils increase in years. But the younger our pupils are the more must the epic and dramatic and lyric idea of history be kept in view, and the more indifferent must we remain to casual explanations. Thus the history of the school will be full of humanity and so be a humane study; thus will it connect itself with literature, thus will it stir ethical emotion—thus, in short, will it be true history; and when history, in the larger philosophic conception of it, comes within the range of the cultured adult mind, this epic view of it will contribute to a *true* reasoned comprehension.

Thus it is that history shows itself to be, above all other studies, a humane study, and to be rich in all those elements which go to the ethical culture of the young. All subjects when properly taught contribute, it is true, to this ethical culture, for even science can be humanized; but language (in its larger significance) and history contribute most of all, and these two play into each other's hands. Together they constitute the humanistic in education and furnish the best instruments for the moral and religious growth of mind.

When I say that an event or group of events must be enriched with all the elements of humanity, I mean this, for example: Let the period be the Scots' wars of independence.<sup>1</sup> Round Wallace and Bruce this story chiefly gathers. The boy must have conveyed to him a conception of the *conditions* physical, social and political of the period in so far as these

<sup>1</sup> The reader will excuse my taking Scotland for my illustration.

are intelligible at the age which he has reached. The story should be *told* to him: and only thereafter read to him. He should then read it himself. This is the epic; the dramatic and the lyrical enters by reading to him, or with him, all the national poetry and song that has gathered round this period. He then, as in every other subject, is invited to *express himself* in the construction of a narrative of the period.

So in the history of England the period of the Spanish Armada, for example, is to be treated in like manner. The boy must strike his roots deep into the national soil or he will never come to much. It matters nothing that the poetry you give contains much that is legendary. A national legend is a far truer element in the inner history of a people than a bald fact.

So much for the method of school history in general. As for the rest, method is the arrangement of instruction in accordance with the principle of mind-growth and the rules which flow from it.<sup>2</sup>

A few words, however, by way of illustration may be added, although they may now be regarded by the intelligent reader as almost superfluous. With these I do not encumber this short paper.

As to method in its *more detailed* applications, we are met at the threshold by this principle, viz, new knowledge must rest on knowledge already acquired if it is to be a living and intelligible growth. In other words we must begin from a child's own mind-centre if we wish to extend his area of knowledge effectively.

Consequently if he is to learn intelligently about past men and events he must have some knowledge of existing men and events. He must have seen enough and talked enough

and read enough about things present to his own experience before he can have the imaginative material at his service for comprehending the past and remote. This he gradually acquires from the general course of instruction in the school, and from the reading of simple fables, stories and narratives in his text-books and the school library. His arithmetic, meanwhile, is teaching him to stretch his conception of time, and his geography to localize his own and other countries and to become alive to the fact that he belongs to a distinct nationality. The only historical imaginative material which I would *directly* give before the age of ten complete is the learning by heart of national ballads.

At ten complete I may begin history, and I ask guidance of my principles of method. I am confronted with "Turn everything to use"—that is to say, what intellectual or moral purpose have I in view in teaching history at all? The end must determine the way. I have already spoken of the end; but I may say further:

Geography I teach with a view to extensiveness of mind, arithmetic and geometry with a view to intensiveness of faculty, history with a view to lengthening the brief span of man's life into the past and so explaining the present. I wish the boy as he grows into a youth to be so taught that the national life and character in so far as it is worthy of admiration, and achievements of his fathers shall form part of himself, enter into his judgments on present affairs, and stimulate him to maintain and advance society by the memory of what has been done in the past. It was as citizens of a particular nation, and by a high sense of the duties of citizenship, that our ancestors accomplished all that has made the present desirable as an advance on

<sup>2</sup> See Institutes of Education.

the past. My object, then, is to lead the boy to consider himself as a continuation of the past, as handing on, during his lifetime of activity, a tradition of life and character, while aiming to make things better than he found them by keeping before him the highest ideal of the duties of a citizen recognizing the need of self-sacrifice.

If this is not our aim, what is? Why do I not give him the chronology and annals of Peru instead of England and Scotland and the United States?

Thus the general method of teaching history to the young already indicated is confirmed when we begin to apply a principle of all method: "Turn to use." What use? Having settled this, we see that the early teaching of the story of our nation must have, as far as the materials admit, the characteristics of a national liad.

In applying a second principle of method we have found that even this epic teaching cannot profitably begin till the boy is in his eleventh year or ten complete.

Let us further consider the different stages in history instruction in accordance with the governing principle that all teachings must be adapted to the mind-growth and the mind-material already possessed.

#### FROM TENTH TO TWELFTH YEAR.

It is a story to be told, and the wandering minstrel of old is our model teacher. The childhood of history is the history for children. Text-books are out of place—at least till the story has been narrated by the teacher, just as these old minstrels used to sing the deeds of heroes at the courts of princes. The teacher's mind must be very full, and he must cultivate dramatic and graphic narration. Preserve the human interest of the narrative and point the morals as you go without *impressing* them.

Narrations should always be given in the presence of a map, and geographical references constantly made.

#### FROM TWELFTH TO FIFTEENTH YEAR.

Even at this period history cannot be made interesting in any other way than that which I have explained; and if it is not made interesting, it is quite useless in the school. History can be of moral and intellectual value to a boy only in so far as it gathers round persons and dramatic incidents, thereby enriching his moral nature and furnishing food for his imagination. In the thirteenth year a text-book may be put into the pupil's hands *for the first time*.

I do not think that children should be questioned much in history, except with a view to the *language* of the book they may have been reading, after they have been allowed a text-book. The ends of examination in *narrative*, except where words demand explanation, are always best attained by requiring the pupils to reproduce in their own words, orally or on slate or paper, what they have read in their books or heard from their teacher.

A text-book may be allowed when a boy is twelve complete, but it should not be an epitome of history, but a historical reading book. Chronological connections will be furnished by the teacher orally and written on the blackboard, and the poets will be largely utilized, and if not read by the boys, then read *to* them. Portraits of great men and pictures of great historical scenes or monuments should be shown. Lantern slides might be effectively used.

The two first stages of history teaching are thus, as will be seen, *analytical, epic, pictorial*—not rational.

#### FROM FIFTEENTH TO EIGHTEENTH YEAR.

During this period of secondary instruction the pupil may begin his

history over again as a reasoned or rational history in some such book as Green's "Short History of England." In the course of these years he will be much exercised in writing historical narratives. Every advantage will continue to be taken of the general literature of the country, the master reading prose and poetical pieces to the pupils, substituting such readings for the ordinary lesson. When speaking of the Wars of the Roses, stop and read Shakespeare's dramas. When reading of the time of Charles I., stop and read Browning's "Strafford," etc. Historical novels, if good, should be in the school library and freely given out. In the last year of his course the pupil should read along with the master (not as lessons in the technical sense) a book on the "Making of England." The occasional acting of great historical events would do much to give life and meaning to the past.

Before the boys leave school a course of *conversational* lectures should be given on the history of the world, with constant reference to a large wall map. Pictorial illustrations of distant countries and of their great works of art should be available in every school.

In classical schools the boys will have meanwhile read the histories of Greece and Rome. These histories should be short and full, that is to say full in their treatment of a few things, and always free from details not essential to the comprehending of the general course of the story of these nations. Such books as Smith's school histories are models of what a school history ought not to be. (Read Smith's England, p. 29 for example.)

The conversational lectures to which I have alluded will connect the civilization of the ancient with the modern world.

You will see from the above that I look on history as contributing in a very direct way to the ethical pur-

pose of the school, and as also constituting an essential part of the humanistic and literary training.

But this is not all. In the secondary stage, and to some extent even in the primary stage, history must be made to teach Citizenship, and as much of the Constitution as may be thought necessary to the equipment of a citizen politician.

The civil relations and the forms of our constitutional polity, including local or municipal organization, should be taught in all secondary schools. The duty of subjects to the state ought to be impressed. But it is quite useless to do this in a formal and text-book way, until the seven-teenth year at earliest. Prior to this all that can be taught with effect must arise out of the history teaching from day to day, and be in close association with it and given orally. Such teachings, if incidental and associated with persons and events, take effect; if formal and detached they are wholly ineffectual for their purpose. Their great value is not the knowledge they give, but their effect in deepening that sense of national continuity and the duty of the citizen which history itself is designed to foster.

I have said that a "text-book" of citizenship is not necessary during the school period.

For the masses who do not go to secondary schools, the more formal instruction must be given in evening continuation schools, but not disjoined from general historical reading. If formal and technical, I repeat, it loses its effect. Even the adult mind learns best from the concrete. There is only one interest that is universal, and that is Life.

I would next direct attention to the Economic teaching that may be given in connection with history and which is best so given.

As in instruction in civil relations, there is to be here no text-book if the

subject is to be effectively taught. As all effective instruction in civil relations hangs on the history teaching, so all effective school instruction in economics hangs on other subjects, viz., history, the sense-realistic object lesson and geography.

If these are properly understood and adequately taught, they bring about gradually a knowledge of the whole foundation of economics. Production as determined by climatic conditions, industrial production, industrial interchange of products, the nature of commerce, labor, and the organization of labor have all been inevitably taught. What is still wanted, and this only in the secondary period of education, is a fuller explanation of the relation of tools and machinery to production, and to material civilization, and an explanation of capital in its relation to wages and industrial enterprises generally. An explanation of money may also be given. But beyond these things you cannot go without rousing public antagonism. It is not necessary to go further; you have given a solid foundation for future reading and for sound judgment on affairs.

The moral relations of economics—

the necessity of *honest* labor, of justice, integrity, truthfulness, and mutual confidence to the existence even for a single week of industrial relations—all arise in connection with historical study and fortify the moral instruction which it gives.

I would connect, as will be seen, the study both of civil relations and of economics with the history of the school. Geographical knowledge is also confirmed and extended in connection with the historical lessons, while the prose and poetical readings illustrative of history are component parts of the literary education. It has been often urged against educational reformers, and with some truth, that they desire to teach too much during the school period. But the moment we begin to get a glimpse of method and of the organization and inter-relation of studies, we see that much may be taught with ease and simplicity if only the teacher himself is properly equipped and understands the scope and purpose of his vocation. We may seem to demand much of the teacher; but not more than the future will demand of him, if he is to be educator as well as instructor.—*School Review.*

### GOOD DISCIPLINE.

WE have recently been told that "the good disciplinarian is only too often a person without any sympathy with children." In this modern age we are told many things, some hard of belief, by the thousand and one educational prophets of our time. But in the matter of discipline there does indeed appear to be cherished a superstition which has already survived too long, and which needs to be rooted out. The superstition survives in the ideas which the young teachers bring to the class-room, and

in the phrase "thorough disciplinarian" so familiar in testimonials.

The first and foremost fact impressed upon the tiro is that he must at all costs keep order; and it is, of course, true that no work can be done without order. The boys themselves are quick to see this. The mischief lies in the false idea as to what order implies. An experienced teacher has been known to say to a young friend going into a class-room for the first time: "Never mind what you teach them; only keep them quiet and it

will be all right." A younger master, exasperated after a long morning's struggle, has been known to say to his form: "I don't care whether you do any work or not; but I will have order." Another man, with his scanty stock of patience expended, made use of almost identical words, and added that there should be absolute quiet for ten minutes before the lesson continued. To obey such an order was clearly impossible, and fresh explosions on both sides followed. There is no need to exaggerate or to take an isolated case as typical. It seems difficult to deny that a false notion of what is meant by discipline widely prevails, and is a source of much trouble to the untrained beginner.

Discipline cannot be dissociated from work, and orders, to be obeyed, must be reasonable. It is a common theory, and one which, though not quite true, is sufficiently accurate for our purpose, that boys are sent to school in order to work. Here is the basis of the teacher's discipline. A certain amount of work imposed by the authorities or by examinations has to be got through in a given time. Without order and method this is impossible. And it may be repeated that the class is no whit behind the teacher in recognizing this truth. Consequently, if Jones *major* will persist in talking, or giggling, or asking irrelevant questions, he is not to be punished for disobeying orders or for offending against the dignity of the cap and gown. He only needs to be made to feel that he is interrupting and delaying the work, or that he is becoming bored when a closer attention to the lesson would give him an interest in what he is doing. This may sound like vague advice, but such a course is easier than the alternative of setting Jones a punishment for talking—easier, that is, in the long run. For, if you give him

a hundred lines on Monday, he will inevitably be tortured on Tuesday with curiosity to find out how far he may go before you give him five hundred. When the work is made the first thing, and when the boys feel that the master is really wishful to teach them, and does not presume upon his authority, then the difficulty is almost over. For the enthusiastic worker, even if he be a "poor disciplinarian," succeeds in gaining the respect of his form. The new master often goes into his room on the first day thinking it is going to be a tussle between him and the boys, and he is armed at all points. He forgets, or perhaps he has never been told, that on the first day there will be no revolt. The boys "lie low" till they have taken his measure. This is his opportunity. He has plenty of time to show them that he is sympathetic, has some sense of humour, means to work, and will not too greatly stand upon his dignity. If he does that, the boys at once lose their desire to "try it on with old X."; the victory is won, and things go as smoothly as they ever do in form room life.

Sympathy is the first and main desideratum. For children it is a trying ordeal to sit still and be talked to for four or five hours a day. There are even adults who would revolt under such circumstances. But once arouse a fair interest in getting through the work, and, with short interludes for "standing at ease," the time passes quickly. Sympathy means the ability to look at the lesson from the point of view of the class. Consequently, there is a danger of over-emphasizing the need of work. When Mr. X. comes in for his hour's construe-lesson, feeling that he must get through so many pages before the bell rings, he is so absorbed in this idea that he quite misses the humorous point that makes Jones *minor*

laugh. Instead of permitting, nay encouraging, the laugh, he pulls up short, and mentally accuses the boy of a desire to interrupt the work and play the fool. The truth is that there is nothing healthier than a good laugh. After it you may rely on keen attention for at least ten minutes.

The power of keeping order, then, implies the lively sympathy with the class, and an understanding of the important fact that boys want to get on, and delight in exercising their minds. The man who is known as a thorough disciplinarian often fails altogether here. As he stalks into his room, every boy subsides into a state of frigid immobility, mental as well as physical. There was a man of this character at a certain school. At his approach two hundred boys, big and little, became so many statues. He was feared; his work was done; his orders were obeyed. But, in the subject for which he was responsible, no boy was ever known to rise above mediocrity. Fear paralyzes: the "pin dropping silence" denotes mental stagnation. Boys are reasonable creatures. They understand the value of order and method. Discipline in the class-room is a means to an end. No one would make the

same regulations for a single pupil as he would for a form of thirty boys. The class readily grasp the idea that in order to enjoy the lesson it must be done in an orderly fashion. There is no moral virtue in the blind obedience that carries out an order because it is an order. Obedience should spring from confidence that the giver of the order would not make any unreasonable demand. Disobedience is often a healthier sign than obedience, just because many a master is ignorant of, or indifferent to, what is reasonable. For instance, nothing could be more unreasonable than for an irritated master, who has worked his class into a state of nervous tension, to tell them to sit absolutely quiet. Dickens, with his wonderful insight into child-mind, puts an interesting saying into the mouth of the poor schoolmaster in "The Old Curiosity Shop." When the boys are dismissed for an extra half-holiday in the June sunshine, with the caution to avoid noise for the sake of a sick school-fellow, they break into a joyous shout as soon as they are outside the building. "It's very natural, thank Heaven!" said the poor schoolmaster; "I'm very glad they didn't mind me!"

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### PRINCETON CELEBRATION.\*

#### THE COLLEGE IN NATION'S SERVICE.

**H**ERE, then, if you will but look, you have the law of conservatism disclosed; it is a law of progress. But not all change is progress, not all growth is the manifestation of life. Let one part of the body be in haste to outgrow the rest and you have malignant disease, the threat of death. The growth that is a manifestation of life is equitable, draws its springs

gently out of the old fountains of strength, builds upon old tissue, covets the old airs that have blown upon it time out of mind in the past. Colleges ought surely to be the best nurseries of such life, the best schools of the progress which conserves. Unschooled men have only their habits to remind them of the past, only their desires and their distinctive judgments of what is to guide them into the future; the college should

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\* Prof. Woodrow Wilson, Princeton Celebration.

serve the state as its organ of recollection, its seat of vital memory. It should give the countrymen who know the probabilities of failure and success, who can separate the tendencies which are permanent from the tendencies which are of the moment merely, who can distinguish promises from threats, knowing the life men have lived, the hopes they have tested, and the principles they have proved.

This college gave the country at least a handful of such men, in its infancy, and its President for leader. The blood of John Knox ran in Witherspoon's veins. The great drift and movement of English liberty, from Magna Charta down, was in all his teachings; his pupils knew as well as Burke did that to argue the Americans out of their liberties would be to falsify their pedigree. "In order to prove that the Americans have no right to their liberties," Burke cried, "we are every day endeavoring to subvert the maxims which preserve the whole spirit of our own"; the very antiquarians of the law stood ready with their proof that the colonies could not be taxed by Parliament. This revolution, at any rate, was a keeping of faith with the past. To stand for it was to be like Hampden; a champion of law, though he withstood the king. It was to emulate the example of the very men who had founded the Government, then for a little while grown so tyrannous and forgetful of its great traditions. This was the compulsion of life, not of passion, and college halls were a better school of revolution than colonial assemblies, provided, of course, they were guided by such a spirit as Witherspoon's.

Nothing is easier than to falsify the past; lifeless instruction will do it. If you rob it of vitality, stiffen it with pedantry, sophisticate it with argument, chill it with unsympathetic

comment, you render it as dead as any academic exercise. The safest way in all ordinary seasons is to let it speak for itself; resort to its records, listen to its poets and to its masters in the humbler art of prose. Your real and proper object, after all, is not to expound, but to realize it, consort with it, and make your spirit kin with it, so that you may never shake the sense of obligation off. In short, I believe that the catholic study of the world's literature as a record of spirit is the right preparation for leadership in the world's affairs, if you undertake it like a man and not like a pedant.

Age is marked in the case of every people just as it is marked in the case of every work of art, into which enters the example of the masters, the taste of long generations of men, the thought that has matured, the achievement that has come with assurance. The child's crude drawing shares the primitive youth of the first hieroglyphics; but a little reading, a few lessons from some modern master, a little time in the old world's galleries set the lad forward a thousand years and more, make his drawing as old as art itself.

The art of thinking is as old, and it is the university's function to impart it in all its length; the stiff and difficult stuffs of fact and experience, of prejudice and affection, in which the hard art is to work its will and the long and tedious combinations of cause and effect out of which it is to build up its results. How else will you avoid a ceaseless round of error? The world's memory must be kept alive, or we shall never see an end of its old mistakes. We are in danger to lose our identity and become infantile in every generation. That is the real menace under which we cower everywhere in this age of change. The old world trembles to see its proletariat in the saddle; we

stand dismayed to find ourselves growing no older, always as young as the information of our most numerous voters. The danger does not lie in the fact that the masses whom we have enfranchised seek to work any iniquity upon us, for their aim, take it in the large, is to make a righteous polity. The peril lies in this, that the past is discredited among them, because they played no choosing part in it. It was their enemy, they say, and they will not learn of it. They wish to break with it for ever; its lessons are tainted to their taste.

In America, especially, we run perpetually this risk of newness. Righteously enough, it is in part a consequence of boasting. To enhance our credit for originality we boasted for long that our institutions were one and all our own inventions, and the pleasing error was so got into the common air by persistent discharges of oratory, that every man's atmosphere became surcharged with it, and it seems now quite too late to dislodge it. Three thousand miles of sea, moreover, roll between us and the elder past of the world. We are isolated here. We cannot see other nations in detail, and looked at in the large they do not seem like ourselves. Our problems, we say, are our own, and we will take our own way of solving them. Nothing seems audacious among us, for our case seems to us to stand singular and without parallel. We run in a free field, without recollection of failure, without heed of example.

It is plain that it is the duty of an institution of learning set in the midst of a free population and amid signs of social change, not merely to implant a sense of duty, but to illuminate duty by every lesson that can be drawn out of the past. It is not a dogmatic process. I know of no book in which the lessons of the past are set down. I do not know of any man whom the

world could trust to write such a book. But it somehow comes about that the man who has travelled in the realms of thought brings lessons home with him which make him grave and wise beyond his fellows, and thoughtful with the thoughtfulness of a true man of the world.

This, it seems to me, is the real, the prevalent argument for holding every man we can to the intimate study of the ancient classics. All literature that has lasted has this claim upon us—that it is not dead; but we cannot be quite so sure of any as we are of the ancient literature that still lives, because none has lived so long. It holds a sort of leadership in the aristocracy of natural selection.

Read it, moreover, and you shall find another proof of vitality in it, more significant still. You shall recognize its thoughts, and even its fancies, as your long-time familiars—shall recognize them as the thoughts that have begotten a vast deal of your own literature. It is the general air of the world a man gets when he reads the classics, the thinking which depends upon no time, but only upon human nature, which seems full of the voices of the human spirit, quick with the power which moves ever upon the face of affairs. "What Plato has thought he may think; what a saint has felt he may feel; what at any time has befallen any man he can understand."

I believe, of course, that there is another way of preparing young men to be wise. I need not tell you that I believe in the full, explicit instruction in history and in politics, in the experiences of peoples and the fortunes of governments, in the whole story of what men have attempted and what they have accomplished through all the changes both of form and purpose in their organization of their common life. Many minds will receive and heed this systematic in-

struction which have no ears for the voice that is in the printed page of literature.

It used to be taken for granted—did it not?—that colleges would be found always on the conservative side of politics (except on the question of free trade), but in this latter day a great deal has taken place which goes far towards discrediting the presumption. The college in our day lives very near indeed to the affairs of the world. It is a place of the latest experiments; its laboratories are brisk with the spirit of discovery; its lecture-rooms resound with the discussion of new theories of life and novel programmes of reform. There is no radical like your learned radical, bred in the schools; and thoughts of revolution have in our time been harbored in universities as naturally as they were once nourished among the encyclopædists. It is the scientific spirit of the age that has wrought the change. I stand with my hat off at very mention of the great men who have made our age an age of knowledge. No man more heartily admires, more gladly welcomes, more approvingly reckons, the gain and the enlightenment that have come to the world through the extraordinary advances in physical science which this age has witnessed. He would be a barbarian and a lover of darkness who should grudge that great study any part of its triumph. But I am a student of society and should deem myself unworthy of the comradeship of great men of science should I not speak the plain truth with regard to what I see happening under my own eyes. I have no laboratory but the world of books and men in which I live; but I am much mistaken if the scientific spirit of the age is not doing us a great disservice, working in us a certain great degeneracy. Science has bred in us a spirit of experiment and a contempt for the past. It has

made us credulous of quick improvement, hopeful of discovering panaceas, confident of success in every new thing.

Let me say, this is not the fault of the scientist; he has done his work with an intelligence and success which cannot be too much admired. It is the work of the noxious, intoxicating gas which has somehow got into the lungs of the rest of us from out the crevices of his workshop—a gas, it would seem, which forms only in the outer air, and where men do not know the right use of their lungs. I should tremble to see social reform led by men who had breathed it; I should fear nothing better than utter destruction from a revolution conceived and led in the scientific spirit.

Do you wonder, then, that I ask for the old drill, the old memory of times gone by, the old schooling in precedent and tradition, the old keeping of faith with the past as a preparation for leadership in days of social change? We have not given science too big a place in our education; but we have made a perilous mistake in giving it too great a preponderance in method and every other branch of study. We must make the humanities human again, must recall what manner of men we are, must turn back once more to the region of practical ideas.

Of course, when all is said, it is not learning but the spirit of service that will give a college place in the public annals of the nation. It is indispensable, it seems to me, if it is to do its right service, that the air of affairs should be admitted to all its classrooms. I do not mean the air of party politics, but the air of the world's transactions, the consciousness of the solidarity of the race, the sense of the duty of man towards man, of the presence of men in every problem, of the significance of truth for guidance as well as for knowledge,

of the potency of ideas, of the promise and the hope that shine in the face of all knowledge. There is laid upon us the compulsion of the national life. We dare not keep aloof and closet ourselves while a nation comes to its maturity. The days of glad expansion are gone, our life grows tense and difficult; our resources for the future lie in careful thought, providence, and a wise economy; and the school must be of the nation. I have had sight of the perfect place of learning in my thought; a free place, and a various, where no man could be and not know with how great a destiny knowledge had come into the world—itsself a little world; but not perplexed, living with a singleness of aim not known without; the home of sagacious men, hard-headed, and with a will to know, debaters of the world's questions every day and used to the rough ways of democracy; and yet a place removed, calm Science seated there, recluse, ascetic, like a nun, not knowing that the world passes, not caring if the truth but come in answer to her prayer; and Literature, walking within her open doors in quiet chambers with men of olden time, storied walls about her and calm voices infinitely sweet; here "magic casements opening on the foam of perilous seas in fairy lands forlorn," to which you may withdraw and use your youth for pleasure: there windows open straight upon the street where many stand and talk intent upon the world of men and business. A place where ideals are kept in heart in an air they can breathe, but no fools' paradise. A place where to hear the truth about the past and hold debate upon the affairs of the present, with knowledge and without passion; like the world in having all men's life at heart, a place for men and all that concerns them; but unlike the world in its self-possession, its thorough way of

talk, its care to know more than the moment brings to light; slow to take excitement, its air pure and wholesome with a breath of faith; every eye within it bright in the clear day and quick to look towards heaven for the confirmation of its hope. Who shall show us the way to this place?—*Prof. Woodrow Wilson.*

The address by Mr. Cleveland, President of the United States, followed. He was received with unbounded enthusiasm. He said:

MR. PRESIDENT AND LADIES AND GENTLEMEN:

As those in different occupations and with different training each see most plainly in the same landscape view those features which are the most nearly related to their several habitual environments; so, in our contemplation of an event or an occasion, each individual especially observes and appreciates, in the light his mode of thought supplies, such of its features and incidents as are most in harmony with his mental situation.

To-day, while all of us warmly share the general enthusiasm and felicitation which pervade this assemblage, I am sure its various suggestions and meanings assume a prominence in our respective fields of mental vision, dependent upon their relation to our experience and condition. Those charged with the management and direction of the educational advantages of this noble institution most plainly see, with well-earned satisfaction, proofs of its growth and usefulness and its enhanced opportunities for doing good. The graduate of Princeton sees first the evidence of a greater glory and prestige that have come to his Alma Mater and the added honor thence reflected upon himself, while those still within her student halls see most prominently the promise of an in-

creased dignity which awaits their graduation from Princeton University.

But there are others here, not of the family of Princeton, who see, with an interest not to be outdone, the signs of her triumphs on the fields of higher education, and the part she has taken during her long and glorious career in the elevation and betterment of a great people.

Among these I take an humble place; and as I yield to the influences of this occasion, I cannot resist the train of thought which especially reminds me of the promise of national safety and the guarantee of the permanence of our free institutions which may and ought to radiate from the universities and colleges scattered throughout our land.

Obviously a government resting upon the will and universal suffrage of the people has no anchorage except in the people's intelligence. While the advantages of a collegiate education are by no means necessary to good citizenship, yet the college graduate, found everywhere, cannot smother his opportunities to teach his fellow-countrymen and influence them for good, nor hide his talents in a napkin, without recreancy to a trust.

In a nation like ours, charged with the care of numerous and widely varied interests, a spirit of conservatism and toleration is absolutely essential. A collegiate training, the study of principles unvexed by distracting and misleading influences, and a correct apprehension of the theories upon which our republic is established, ought to constitute the college graduate a constant monitor, warning against popular rashness and excess.

The character of our institutions and our national self-interest require that a feeling of sincere brotherhood and a disposition to unite in mutual endeavor should pervade our people. Our scheme of government in its be-

ginning was based upon this sentiment, and its interruption has never failed and can never fail to grievously menace our national health. Who can better caution against passion and bitterness than those who know by thought and study their baneful consequences and who are themselves within the noble brotherhood of higher education?

There are natural laws and economic truths which command implicit obedience, and which should unalterably fix the bounds of wholesome popular discussion and the limits of political strife. The knowledge gained in our universities and colleges would be sadly deficient if its beneficiaries were unable to recognize and point out to their fellow-citizens these truths and natural laws, and to teach the mischievous futility of their non-observance or attempted violation.

The activity of our people and their restless desire to gather to themselves especial benefits and advantages lead to the growth of an unconfessed tendency to regard their government as the giver of private gifts, and to look upon the agencies for its administration as the distributors of official places and preferment. Those who in university or college have had an opportunity to study the mission of our institutions, and who in the light of history have learned the danger to a people of their neglect of the patriotic care they owe the national life intrusted to their keeping, should be well fitted to constantly admonish their fellow-citizens that the usefulness and beneficence of their plan of government can only be preserved through their unselfish and loving support and their contented willingness to accept in full return the peace, protection, and opportunity which it impartially bestows.

Not more surely do the rules of honesty and good faith fix the standard of individual character in a com-

munity than do these same rules determine the character and standing of a nation in the world of civilization. Neither the glitter of its power, nor the tinsel of its commercial prosperity, nor the gaudy show of its people's wealth can conceal the cankering rust of national dishonesty, and cover the meanness of national bad faith. A constant stream of thoughtful, educated men should come from our universities and colleges preaching national honor and integrity, and teaching that a belief in the necessity of national obedience to the laws of God is not born of superstition.

I do not forget the practical necessity of political parties, nor do I deny their desirability. I recognize wholesome differences of opinion touching legitimate governmental policies, and would by no means control or limit the utmost freedom in their discussion. I have only attempted to suggest the important patriotic service which our institutions of higher education and their graduates are fitted to render to our people, in the enforcement of those immutable truths and fundamental principles which are related to our national condition, but should never be dragged into the field of political strife nor impressed into the service of partisan contention.

When the excitement of party warfare presses dangerously near our national safeguards, I would have the intelligent conservatism of our universities and colleges warn the contestants in impressive tones against the perils of a breach impossible to repair.

When the attempt is made to delude the people into the belief that their suffrages can change the operation of natural laws, I would have our universities and colleges proclaim that those laws are inexorable and far removed from political control.

When selfish interest seeks undue

private benefits through governmental aid, and public places are claimed as rewards of party service, I would have our universities and colleges persuade the people to a relinquishment of the demand for party spoils and exhort them to a disinterested and patriotic love of their government for its own sake, and because in its true adjustment and unperverted operation it secures to every citizen his just share of the safety and prosperity it holds in store for all.

When a design is apparent to lure the people from their honest thoughts and to blind their eyes to the sad plight of national dishonor and bad faith, I would have Princeton University, panoplied in her patriotic traditions and glorious memories, and joined by all the other universities and colleges of our land, cry out against the infliction of this treacherous and fatal wound.

I would have the influence of these institutions on the side of religion and morality. I would have those they send out among the people not ashamed to acknowledge God, and to proclaim His interposition in the affairs of men, enjoining such obedience to His laws as makes manifest the path of national perpetuity and prosperity.

I hasten to concede the good already accomplished by our educated men in purifying and steadying political sentiment; but I hope I may be allowed to intimate my belief that their work in these directions would be easier and more useful if it were less spasmodic and occasional. The disposition of our people is such that while they may be inclined to distrust those who only on rare occasions come among them from an exclusiveness savoring of assumed superiority, they readily listen to those who exhibit a real fellowship and a friendly and habitual interest in all that concerns the common welfare. Such a

condition of intimacy would, I believe, not only improve the general political atmosphere, but would vastly increase the influence of our universities and colleges in their efforts to prevent popular delusions or correct them before they reach an acute and dangerous stage.

I am certain, therefore, that a more constant and active participation in political affairs on the part of our men of education would be of the greatest possible value to our country.

It is exceedingly unfortunate that politics should be regarded in any quarter as an unclean thing, to be avoided by those claiming to be educated or respectable. It would be strange indeed if anything related to the administration of our government or the welfare of our nation should be essentially degrading. I believe it is not a superstitious sentiment that leads to the conviction that God has watched over our national life from its beginning. Who will say that the things worthy of God's regard and fostering care are unworthy of the touch of the wisest and best of men?

I would have those sent out by our

universities and colleges, not only the counsellors of their fellow-countrymen, but the tribunes of the people—fully appreciating every condition that presses upon their daily life, sympathetic in every untoward situation, quick and earnest in every effort to advance their happiness and welfare, and prompt and sturdy in the defence of all their rights.

I have but imperfectly expressed the thoughts to which I have not been able to deny utterance on an occasion so full of glad significance, and so pervaded by the atmosphere of patriotic aspiration. Born of these surroundings, the hope cannot be vain that the time is at hand when all our countrymen will more deeply appreciate the blessings of American citizenship, when their disinterested love of their government will be quickened, when fanaticism and passion shall be banished from the field of politics, and when all our people, discarding every difference of condition or opportunity, will be seen under the banner of American brotherhood, marching steadily and unflinchingly on towards the bright heights of our national destiny.—*New York Evening Post.*

### CORRESPONDENCE.

*To the Editor of THE CANADA EDUCATIONAL MONTHLY :*

SIR,—Very much of the illiteracy of matriculants, so greatly complained of on both sides of the line, is due to the plans employed in teaching reading in primary schools. The letters should be taught and "spell and pronounce" should be insisted on from the beginning.

The characters used as letters are : a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z, oo, au and aw, ou and ow, oi and oy, .ch, ck, gh,

ph, qu, sh, tch, th and wh. The names which should be given to these characters are :—a, be, ke (and se), de, e, ef, ge (and je), he, i, ja, ka, el, em, en, o, pe, koo, ar, es, te, u, v, wou, eks, yi, ze, oo, au, ou, oi, che, ek, af, fe, kwe, she the (and the sharp) and hwe.

If this plan be adopted the result will be better reading, better spelling, and a great saving of time. The difference in time will in many cases be three or more years. Teachers try it.

EXPERIENCE.

December 12, 1896.

## EDITORIAL NOTES.

THE year has come and gone, and we send to all our teachers the heartiest of greetings as they enter upon the prospect of another year of honest work in a cause which is now confessed by all to be the most important of all professional work. The improvement of the teacher's position is a theme which every teacher is interested in, and the best means of bringing about this improvement is one which is very much in the teacher's own hands. The teacher makes his own environment; and the beginning of a new year, the season when the best of good resolutions are being made on every hand, is surely not an inopportune time to plead with our teachers to co-operate in bearing one another's burdens, and in making that environment the very best of environments. It has always been the duty of the *EDUCATIONAL MONTHLY* to foster this spirit of co-operation, and in bidding our readers A Happy New Year, we give them an assurance that it is no intention of ours to relax any effort in that direction. Our prospectus indicates the programme we have arranged for the coming year, and it is to be hoped that our readers will assist us to the utmost of their power in extending the usefulness of our periodical.

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The reference made in our last issue to the "still small voice" that comes from a remote corner of the Dominion urging an improved professional relationship among teachers is well worth the consideration of every teacher in the land. The ills that flesh is heir to are hardly less frequently expatiated upon than the ills which seem to be the lot of the teacher. And yet when some of the teachers' ills are traced to their origin

the teachers themselves are hardly able to free their skirts altogether from blame. For example, in the matter of salaries the teachers' small and precarious emoluments are often traced to the lack of funds in the public chest, or to the poverty of the country districts, whereas it may be too often traced to the unprofessional conduct of the teachers themselves towards one another. In a word, if teachers were only to become true to themselves, they would command not only a higher respect but a higher salary from those who require their services. An instance will illustrate this readily enough. A teacher was once pleading with a school commissioner to support an application he was about to make to the board for an increase of salary.

"Your salary is just what you asked for when you made application for the position you hold, is it not?" asked the commissioner.

"Yes," answered the teacher, "that is true, but I find I cannot live on it. Besides, the teacher that was here last received more money for just the work I am doing."

"Then why did you offer to take the position at a less salary than your predecessor?"

"Because I wanted the place, and being told that there was a very large number of applicants, I asked for a very low salary, thinking that if I gave satisfaction, the board could be induced to give me the amount paid to my predecessor."

"In other words, you expected the board to break their bargain with you. That is a new kind of a way in carrying out a business contract. The fact is, sir, you should never have offered to take the position at a less salary than your predecessor's. You have made your bed and so must lie

in it. In my opinion the salary should be given to the position and not to the teacher. But will you tell me who have encouraged the districts to ask candidates to state in their applications the amount of salary required, but the teachers themselves. If I were a teacher I would refrain from applying for a position when such a humiliating request is made in any advertisement, and if all teachers would do the same, the huckstering spirit among trustees and commissioners would soon disappear."

#### TEACHERS' SALARIES.

WHILE the teachers of Ontario have not yet been reduced to that condition of impecunious serfdom that the letters of Mr. St. Pierre, in the *Montreal Herald*, prove to be so common in Quebec, it is evident that the tendency is steadily downward. An important factor in producing this regrettable result is the crowding of the profession. The excess of the supply of teachers over the demand for their services has resulted, as of necessity it must result, in the reduction of the remuneration to a point at which, if averaged, it would probably not exceed that of the day laborer. Teachers who discuss the matter point to another cause of the decline of salaries that is even more potent than the law of supply and demand, that is, the increasing disposition of School Boards to award a contract for teaching to the lowest tenderer, leaving the question of comparative merit out of consideration. "State salary expected" is a phrase bitterly resented by the teachers of the Province, but which under present conditions they see no hope of having withdrawn from advertisements for teachers.

A young fellow who recently passed his final examinations at the Normal asserts that a large proportion of his classmates, after spending years in

study and becoming in a measure cultured and wideawake educationists, are compelled under the tendering system to offer their services to School Boards for from \$300 to \$400 a year. They know that after the few available prizes are picked up there must be a scramble for the state-salary-expected places, and that the lower their bid the better their chance. As many of them finish their course of study in debt to friends at home, a condition not at all to the liking of a self-respecting young man or woman, they are prepared to make a bargain-day price for their labor that defies competition.

The tendering system seems to have a firm grip of School Trustees and it will not be readily abandoned. We find on looking over our issue of the 14th that of eleven advertisements for teachers eight distinctly require applicants to state salary expected, one leaves this to be inferred, while only two announce the salaries to be paid. These are meagre enough in all conscience, \$900 for a mathematical master who must be an honor graduate, and \$225 for a Model School assistant. We are left to imagine what will be the salary of the eight teachers who are to be selected, partly, let us hope, because of their abilities, but chiefly it is to be feared because they succeed in underbidding their competitors. A more reasonable and humane method of appointment, we submit, would be to fix upon a salary that would afford a decent living and be in some measure equivalent to the duties to be performed, and select the best teacher offering at the salary. Very many of the School Trustees throughout the Province only require to have their attention directed to the demoralizing effect of the tendering system to agree to its abandonment.—*Globe*.

We quote the above extract from a late issue of *The Daily Globe*. Many

teachers in Ontario will vouch for the accuracy of its statements. Nothing is more certain than that a poorly paid teaching staff in our schools—all classes of schools—will inflict a very serious loss on Ontario.

In such circumstances the intelligent, well-trained and capable teacher will seek other spheres of labor where his abilities will be more adequately appreciated. The schools require the services of the ablest—in every sense of the word—the ablest men and women in the country. Men and women of the highest ability, carefully prepared for teaching, non-professionally and professionally, men and women of experience in our schools, for such teachers the country cannot pay too high a salary. But for teachers not so equipped in every respect as above, the country will be compelled to pay in the loss sustained by the children of our Province. As always, so now, we plead for generous treatment of our teachers in the matter of salary and also in every other helpful way. It will pay Ontario a hundred-fold.

**P**RINCIPAL PETERSON, of McGill University, does not intend that the Classical Department of the Arts Faculty shall fail to mark a progress commensurate with the strides that have been taken by the other Faculties. Through his recommendation, Professor Frank Carter, M.A., has been appointed classical professor, and Mr. S. B. Slack, M.A., classical lecturer. Among the late appointments in this institution may be noted those of Professor S. H. Caffer, M.A., to the chair of architecture; Dr. J. B. Porter, to the chair of mining and metallurgy; Mr. H. W. Urmev, assistant professor of civil engineering; and Mr. Armstrong, assistant professor of drawing. We will be glad in future to receive notices of new appointments

that are being made from time to time in all our institutions of learning; colleges, collegiate institutes, high schools and academies.

Chief Superintendent Dr. Inch, in his address before the teachers of Northumberland last month, emphasized the importance of self-culture, especially of those who are cut off from communication with other teachers. In order to be a success in his profession the teacher must be a student all his life. He ought to be a lover of good books, and let no day pass without devoting a certain time to study, so that he may keep up with the intellectual march of progress. He should be methodical in his studies, and have a certain plan to follow, and in this way derive more benefit from his reading.—*Ed. News.*

Does the efficiency of the school enhance the value of the property in its neighborhood? The school commissioner of Georgia has proved that it does, and at the present moment he is vigorously pursuing his campaign for educational progress. He will ask the Legislature to levy a school-tax in each county. He estimates that a tax of one-quarter per cent. would furnish sufficient funds to carry on good schools in all the rural counties for nine months in the year, and build good school-houses as well. In several counties where such a tax has been voluntarily tried, the schools have improved very rapidly, and the market price of land in counties where the schools are good has risen considerably.

The installation of the Rev. Dr. Macrae, late pastor of St. Stephen's Church, St. John, as Principal of Morrin College, Quebec, took place on Thursday evening, Oct. 29th. The cordial welcome extended to Dr. Macrae, and his eloquent and scholarly address in reply, are indications

that Quebec has secured one who will be an ornament, not only to his academic halls, but also to the cultured society of that historic city.

Dr. J. M. Harper, Inspector of Superior Schools, has sent in his award in the competition among the colleges, academies and model schools of the Province of Quebec for the best kept grounds and outer environment. The regulation inaugurating this competition is to the effect that three prizes be offered for competition among the Superior Schools of the Province for the school premises most neatly maintained; a first prize of one hundred dollars, a second of fifty dollars, and a third of twenty-five dollars; adjudication to be made by the Inspector of Superior Schools, and the amount of the prize, when awarded, to be paid to the commissioners under whose control the successful school is maintained; no school obtaining a prize to be allowed to compete again for five years, and then only on condition that the school premises have been properly maintained in the interval. This year the competition takes place for the first time, and the award gave Stansted College the first prize; the Gault Institute, of Valleyfield, the second prize; and Freligsburg Model School the third prize. This is an excellent means of inaugurating village improvements.

Can any good educational advice come to us from Japan? Here is a reference to the report of its Minister of Education made by a correspondent of the *School Journal* of England:

In the old days archery, horsemanship, fencing, and throwing the spear occupied the leisure of the people; when the Empire was restored and methods of warfare were revolutionized, the practice of these arts fell into disuse, and military drill became the

only substitute for the freer exercises which had preceded it. Regulations have now been issued with the object of promoting the health of the young. In gymnastics every part of the muscular system, including hands and feet, must be brought into play; mere routine is to be avoided, and drill is to be accompanied by military songs. The garments worn should not, as a rule, have tight sleeves, so that the movements of the arms may not be cramped. So far from being rewarded for keeping quiet when out of school, pupils should be encouraged to activity in the open air. Tasks which involve memorizing or the taking of notes impose an undue strain, and should not be given except in case of special necessity. Rewards and punishments by changing the seats of the children or awarding marks tend to unhealthy excitement of the brain, and therefore should not be employed. Boys in elementary schools must be forbidden "to smoke or to keep tobacco pipes." We quote the last of the rules *verbatim*: "Luxury and ease naturally tend to imbecility; in cities and towns, pupils are sometimes to ride in *jinrikisha* or other conveyances in going to and returning from schools; and, though such practice is beyond reach of school discipline, directors and teachers should be very attentive to this matter, and induce the pupils to walk as much as possible." What would the boys in our London day schools say to this conjunction of omnibus, ease and imbecility?

The people of New Zealand are objecting to the policeman as a competent official to take truants in charge. The Minister of Education of that colony has issued a circular stating that in future he will not allow any policeman to be appointed as truant officer; but that instructions have been issued to the police to render all possible assistance to school committees in inducing parents to com-

ply with the provisions of the Attendance Act. Thus constables may not now be truant officers, but must help those who are. Unless the help is confined to moral influence, the grievance still remains. And policemen are not trained to exercise moral influence.

Cape Colony is not seeking reprisal against President Kruger in a novel way. They have lately been doing him a service of which the newspapers have taken no cognisance, but a service, nevertheless, for which he should show due gratitude. They have been endeavoring to supply him with an University, or at least with a share in one. The Amended University of the Cape of Good Hope Incorporation Act contains a provision empowering the Governor to appoint additional members to the Council from the Colony of Natal, the Orange Free State, and the Transvaal Republic, should the Governments of any or all of them undertake to make a sufficient annual contribution towards the funds of the University. The Colony of Natal has already given evidence of a desire for union; and the hope is expressed that the two independent States will avail themselves of this offer, so that the University may become a beneficent institution for the whole of South Africa. It would, indeed, be a healthy sign if the Boers came in as "friendlies" to this educational camp.

The French movement for assisting the young through the years of adolescence is having a sort of reflex action in Germany. Thus a society has been established at Berlin to further the welfare of orphans, that is to say, children who have lost father or mother or both parents, when the school years are over. Advice is to be given them, so that they may choose a calling suited to their power; material aid will be afforded during apprenticeship, if the need for it

exists; and every effort will be made to supply by counsel and moral influence the want of the natural guardians. Legal and medical advisers will give their services to the association, which has been established on a voluntary basis; that is, it receives neither support nor express sanction from the State. The project was initiated by Herr Lehrer Pagel, and the first outline of the scheme was published, fitly enough, on Pestalozzi's birthday. It is pleasant to hear that other towns are following the example of Berlin.

The "Babble of the Books" in Chicago between Superintendent Lane and his colleagues is likely to have a quieter ending than the "Babble of the Books" between the Educational Book Company of Toronto and the two leading members of the text-book committee of one section of the Council of Public Instruction of Quebec. The following is what the *Montreal Daily Star* says about it:

"Action is about being taken by Mr. William P. Gundy, of the Educational Book Company, Toronto, against Rev. Mr. Rexford and Prof. A. W. Kneeland, of this city, who, it is alleged, as members of the Text Book Committee of the Protestant Committee of the Council of Public Instruction, sought by unfair means to exclude a series of books published by him, and which for some years had been the authorized series in the Protestant common schools."

The Province of Quebec, we hear, has taken a step in the right direction. In our report of the late Montreal Convention, there was pointed out the three reforms which the educationalists of Quebec were demanding in connection with elementary education, and one of these must have astonished some of our readers, involving as it did the advocacy in favor of having trained teachers provided for all the schools of that Province. This, as the first necessity of

any progressive system of public instruction, has happily been secured for the Protestant schools of Quebec. The Committee of which Dr. Harper was convener, has seen its labors end in success, and we have no doubt that in the near future, the provision will be extended to all sections of the

Province. Hereafter all teachers under the supervision of the Protestant Committee of the Council of Public Instruction will have to take a course at the McGill Normal School before being eligible to take a position in any of the schools under the same supervision.

## SCHOOL WORK.

### EDUCATION DEPARTMENT.

ANNUAL EXAMINATIONS, 1896.

### SCIENCE.

Editor.—J. B. TURNER, B.A.

THE HIGH SCHOOL AND UNIVERSITY EXAMINATIONS.

FORM IV.

### CHEMISTRY.

1. "Hydrogen is an inflammable gas; . . . it does not support ordinary combustion."

Explain clearly what these statements mean, and describe an experiment so conditioned as to show oxygen as the *inflammable gas*, and hydrogen the *supporter of combustion*.

2. (a) Describe any two practical methods of preparing carbon monoxide.

(b) Give an account of the properties of this substance.

(c) Calculate the weight of carbon monoxide required to fill a right cylindrical vessel 0.5 metre high, and 0.25 metre diameter, the temperature being 25°C. and the pressure 600 mm. mercury.

3. (a) Define Specific Heat.

(b) State the so-called law of Dulong and Petit.

(c) 200 grammes ice at  $-40^{\circ}$  C. is added to 400 grammes water at  $95^{\circ}$  C. When equilibrium of temperature is attained 200 grammes of zinc at  $100^{\circ}$  C. is added and a final equilibrium of temperature is reached at  $32.5^{\circ}$  C. Assuming that no loss of heat by radiation or otherwise takes place, calculate the specific heat of zinc from the data given.

NOTE—The specific heat of ice is 0.5.

4. Describe what occurs under the following conditions, giving equations when possible:—

(a) Finely divided iron, contained in an iron tube, is strongly heated, and a current of steam is passed over it.

(b) Chloride of sodium is treated with strong sulphuric acid, and the gaseous products are passed through a hot porcelain tube containing lumps of manganese dioxide. Finally, the gaseous products from this reaction are passed into a cold and dilute solution of potash.

(c) A piece of paper saturated with turpentine ( $C_{10}H_{16}$ ) is dipped into a jar of gaseous chlorine.

5. State Avogadro's Law, and give as complete an account as you can of the facts which justify it.

6. Describe fully the reasons for believing that in the case of the hydrogen molecule ( $H_n$ ),  $n$  is even.

7. With what other elements are Barium, Phosphorus and Bromine re-

spectively grouped? Give a short account of the properties which justify such grouping.

8. Ascertain what acid and what base are present in the salt given you.

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FORM IV.

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PHYSICS.

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1. A falling body passes two points 10 feet apart in  $\frac{1}{2}$  second; it subsequently passes two other points 10 feet apart in  $\frac{1}{3}$  second. Find the difference between the first and the last of these four points. ( $g=32$ ).

2. (a) Explain *coefficient of friction*, and give a method of finding it.

(b) The base of an inclined plane is 4 feet and the height is 3 feet; a force of 8 pounds acting parallel to the plane will just prevent a 20-lb. weight from sliding down. Find the coefficient of friction between the weight and the plane.

3. How would you show that the height of the mercury in a barometer depends on the pressure of the air?

4. A spherical balloon, 10 metres in diameter, is filled with coal gas (specific gravity, relative to air, .496) at a pressure of 76 cms. of mercury. What is the weight of the balloon and its appendages if it will just not float in air?

5 Show that for strongest current it is best to arrange the cells of a battery so that the internal and external resistances are equal.

6. (a) Explain, with diagram, the relation between the polarity of an electro-magnet and the direction of the current.

(b) You want to use the current from a dynamo, which delivers electricity at 110 volts, to excite an electro-magnet; how would you construct your electro-magnet that there may be no unnecessary loss of energy. Give full reasons.

7. (a) Give a method of finding the velocity of sound in air. How does the velocity depend on the temperature?

(b) If the velocity in air at zero is 331 metres per second, what will it be at  $20^{\circ}\text{C}$ ?

8. (a) State the laws for transverse vibrations of strings.

(b) A vibrating string gives a note  $f$  when stretched by a weight of 16 lbs. What weight must be used to get the note  $a$  in the same octave? What weight for  $c$  of the octave next above?

9. (a) Give a simple optical method of measuring the angle of a prism.

(b) Give a practicable method for finding the index of refraction of either water or glass.

10. How would you proceed to find the radius of curvature of a concave mirror, not using a distant source of light? Prove formula used, and describe a suitable experimental arrangement.

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FORM III.

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PHYSICS.

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1. Describe a two-fluid cell; explain how you would set it up; and show the utility of the two fluids. Also, give the chief uses of the cell you describe, with reasons therefor.

2. Explain the action of the electric bell; give a clear diagram and trace the current through the entire circuit.

3. Describe a simple galvanometer. In what different ways can you increase its sensibility? Give full reasons.

4. Explain, with diagram, the dynamo, giving as full details as possible of the armature.

5. What is an *interval*? Three tuning-forks have frequencies 512, 640, 768 respectively. Compare the intervals between the first and the

second with that between the second and third.

6. Explain the harmonic scale, the diatonic scale and the equally-tempered scale; and give reasons for the wide use of the last.

7. Describe how the air in an open organ tube vibrates, and give a method of investigating it.

8. What is meant by saying that the index of refraction from air to water is  $4/3$ ?

Explain, with diagram, total reflexion.

9. An object is placed between two plane mirrors which are at right angles. Draw rays to show how the eye sees the different images.

10. A standard candle and a 4-candle power gas flame are placed 6 feet apart; where must a screen be placed on the line joining the candle and the gas flame so that it may be equally illuminated by each of them?

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### FORM II.

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### PHYSICS.

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NOTE — Experiments must be adapted for performance in an ordinary school.

1. A body moves from rest under a constant acceleration. Give an experimental method of investigating the distances passed over in each of the first three seconds of its motion; also find the average speed during each of these seconds; and describe, as clearly as you can, the manner in which the motion takes place.

2. (a) State, as fully as you can, the various forms of energy, giving illustrations in each case.

(b) A piece of lead on an anvil is given a vigorous blow. What transformations of energy take place here?

3. (a) A few drops of water are sprinkled on a plate of glass, which is then held in a horizontal plane with

the wet side downwards. What inferences can you draw from this simple experiment?

(b) Give simple experiments to illustrate *ductility, plasticity, tenacity*.

4. (a) Give three distinct experiments which illustrate the phenomena of *surface tension*.

(b) How would you determine the amount of the buoyant force which a liquid exerts on a body?

5 (a) How would you find the specific gravity of a piece of cork, using a lead sinker? Give a numerical example.

(b) Explain the method of finding the specific gravity by balancing columns of liquids.

6. (a) Give three experiments which show that a solid body expands when heated.

(b) A bar of iron is riveted to a bar of brass and then held in a strong flame. Describe what happens and deduce any conclusions.

7. Describe fully an experiment to determine at what temperature water has the greatest density.

8. (a) Give an experiment to show that the boiling point of water depends on its pressure.

(b) How would you find the specific heat of some shot?

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### TECHNICAL EDUCATION.

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In view of the agitation that is now in progress with regard to technical instruction in our public schools the following extract from a recent number of the *Scientific American Supplement* is of especial interest:

A very interesting feature of primary education in Russia, says *Nature*, is the establishment and rapid development of small farms, orchards and kitchen gardens in connection with many primary schools, especially in the villages. The land for such model gardens, or farms on a small

scale, was mostly obtained through free grants from the village communes, and, occasionally, from the neighboring landlords; while the expenses are covered by very small money grants from the county and district councils (*zemstvos*). To take one province in South Russia, namely, Ekaterinoslav, we see from the biennial report just issued, that not only has almost every school an orchard and kitchen garden for the use of the schoolmaster, but that nearly one-half of the schools in the province (227 out of 504) are already in possession of small model kitchen gardens, orchards, tree plantations, or farms, at which gardening, silviculture and sericulture are regularly taught. The teaching is mostly given by the schoolmasters, who themselves receive instruction in these branches at courses voluntarily attended in the summer, or occasionally by some practical specialist in the neighborhood. The Province of Ekaterinoslav being mostly treeless, special attention is given to tree plantations, and next to silkworm culture. The aggregate area of the 227 school farms or gardens, attains 283 acres, and they contained in 1895, 111,000 fruit trees and 238,300 planted forest trees, nearly 14,000 of the former and 42,000 of the latter having been distributed free among the pupils during the same year. The money grants for these 227 gardens was very small, *i.e.*, a little over three hundred pounds (£314). Besides, over a thousand beehives are kept, partly by the schoolmasters and partly by the children; and some schools had vineyards in connection with them. This movement has widely spread over different provinces of Central Russia, where the culture of cereals dominates at the school farms; while in Caucasia attention is especially given to the silkworm culture and the culture of the vine.

## CLASSICAL DEPARTMENT.

PRINCIPAL STRANG, GODERICH.

## QUESTIONS BASED ON CÆSAR, BOOK II., CHAPTERS 20 28.

## I.

Translate chap. 22 into good idiomatic English.

1. Construction of *natura, legionibus, opus, eventus*.

2. *ut ante demonstravimus*. What word is more commonly used than *ante* in this connection?

3. *impediretur, esset*. Account for the mood in each case.

4. Point out if you can the difference in the force of *et, que, and atque* as used in the first three lines.

5. *Hostibus resisterent*. Mention at least six other verbs that you have met with in Cæsar governing a dative instead of an accusative.

## II.

Translate into good English the first sentence of Chap. 25. making at least six English sentences of it.

1. *urgeri, confertos, occisis, detracto*. Conjugate each verb.

2. *Signis collatis*. Mention any other military phrases in which *signa* is used, and give the meaning of each.

3. Construction of *impedimento, viro, nonnullos, uni*.

4. *quo — possent*. Why *quo* rather than *ut*?

5. Point out some of the special qualifications Cæsar displayed as a commander in the battle as described in the passage.

## III.

Translate idiomatically:

1. *Superioribus proeliis exercitui quid fieri oporteret non minus comode ipsi sibi praescribere quam ab aliis doceri poterant*.

2. Quaeque prima signa quisque conspexit ad haec constitit, ne in quaerendis suis pugnandi tempus dimitteret.

3. Tantam virtutem praestiterunt ut cum primi cecidissent proximi jacentibus insisterent, atque ex eorum corporibus pugnarent.

4. Quae facilia ex difficillimis animi magnitudo redegerat.

5. Qui cum quo in loco res esset quantoque periculo castra versaretur cognovissent, nihii ad celeritatem sibi reliqui fecerunt.

## IV.

1. Give abl. sing. and gen. pl. of *quae audax manus, id grave vulnus*.

2. Write down all the active forms of *progredior*.

3. Write the pres. inf. pass. of *conspexit, collatis, fecerunt, redacto, jussit, subeuntes*.

4. Write all the participles of *orior, cognovisset*.

5. Give the Latin for 5, 15, 50, 500, 5000, 5th, 5 times, 5 at a time.

6. Give the nom. genit. and gend. of *scutis, ripis, collis, calonis, lateris, salutis*.

7. Compare *novus, vetus, facilius, magis, inferiore*.

8. Give simpler words from which the following are derived: *funditores, iniquus, agmen, redintegro, tumulto*.

9. Write two Latin sentences rendering "and not" correctly by *neque* and *neve* respectively.

10. Write two Latin sentences rendering "that nothing" correctly by *ne quid* and *ut nihil* respectively.

## V.

Translate into idiomatic Latin, after Cæsar:

1. When the enemy were not more than a stone's throw from the camp our men, throwing open all the gates, sallied forth and soon put them to flight.

2. It was a very great advantage to

our men that the officers who were in charge of the legions had been trained in the former war, and were thoroughly skilled in this mode of fighting.

3. These, seeing there wasn't time to seek their own ranks, and not knowing what ought to be done, were very easily thrown into confusion.

4. Hearing these shouts in their rear, and believing that reinforcements had arrived from the neighboring winter quarters, the enemy threw down their arms and fled.

5. He hesitated to cross this valley, for fear the Gauls might attack his army on the open flanks while on the march.

6. Don't waste time in seeking your comrades, but fall in by the first standard that you see.

7. Finding that they could not escape, and that their only hope of safety lay in valor, they faced about and renewed the fight.

8. This victory made such a change in the feelings of the neighboring tribes that several of them sent ambassadors to Cæsar to beg for peace.

9. Having heard that they had a great reputation for valor, he wished before joining battle to find out the size of their force.

10. We had not time to draw our swords. They were eager to fight. Matters were in a critical condition. Their arrival inspired hope in our men. He is not aware of their dangerous position. They besought him to spare them.

## ENGLISH DEPARTMENT.

## FOR PRIMARY.

## I.

And, as the finder of some unknown realm,

*Mounting* a summit *whence* he thinks *to see*

On either side of him the imprisoning sea,

Beholds, above the clouds that overwhelm

The valley-land, peak after snowy peak

*Stretch* out of sight, each *like* a silver *helm*

*Beneath* its plume of smoke, *sublime* and bleak,

And *what* he thought an island finds to be

A continent to him first *oped*,—so we Can from our height of Freedom look along

A boundless future, *ours* if we be strong.

1. Write out in full each of the subordinate clauses, except the one beginning with *that*; classify them and give their relation.

2. Parse the italicised words.

3. Justify the form *be* in the last line.

## II.

1. Write out in full the subordinate clauses in the following: classify them and give their relation.

(a) Go where you will you may be sure that you will find some specimens.

(b) What's the reason that you did not paint this one the same color as the other one?

(c) Had we known that we would have behaved better than usual.

2. Classify the infinitive phrases in the following sentence and give their relation.

It is easy to see that we shall not be able to reach the hall in time to hear him explain to the class how to perform the experiment.

3. Give the relation of the italicized words in the following:

She is just my *age*. No *wonder* that you are tired. He left off *visiting* them. Another *day* and I shall be free. The *rascal*, to think of his doing that! He looked the very *picture* of misery.

4. Show in the case of verbs, pronouns, and adjectives that the tend-

ency of modern English is to drop inflections.

5. Discuss which is the correct form. It is I that am (is) to blame for that result.

6. Explain clearly what is meant by speaking of the *composite* character of the English language.

7. What reasons can you give for thinking that the English language will not undergo nearly so much change during the next six centuries as it did during the last six?

8. Give (a) adjectives corresponding to *clergy*, *parish*, *giant*, *monk*, *bishop*, *epistle*, *apostle*.

(b) doublets of *pity*, *balm*, *diamond*, *sever*, *survey*, *abridge*, *blame*.

9. Mention (a) common errors in the pronunciation of the following words: *covetous*, *grievous*, *insidious*, *presumptuous*, *unctuous*.

(b) Common errors in the use of the following words: *affect*, *apt*, *inside*, *dry*, *alternative*.

## FOR PUBLIC SCHOOL LEAVING.

"Bright was the summer's noon when quickening steps

Followed each other till a dreary moor

Was crossed, a bare ridge *clomb*, upon whose top

*Standing alone*, as from a rampart's edge,

I overlooked the bed of Windermere,

*Like a vast river, stretching* in the sun."

1. Parse the italicised words.

2. Write out in full the clauses to which *ridge* and *edge* belong respectively; classify each and give its relation.

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

(a) I hold it true, whate'er befall;  
'Tis better to have loved and lost

Than never to have loved at all.

(b) Man 'tis true,  
Smit with the beauty of so fair  
a scene,  
Might well suppose the artificer  
divine  
Meant it eternal, had he not  
himself  
Pronounced it transient, glori-  
ous as it is,  
And still designing a more  
glorious fair,  
Doomed it as insufficient for his  
praise.

## 4. Exemplify :

(a) *down, off, over* used (1) as prepositions, (2) as adverbs.

(b) *close, even, well* used (1) as adjectives, (2) as adverbs.

(c) *a'll, lust, much* used (1) as nouns, (2) as adverbs.

5. (a) Form adjectives from *clerk, grief, system, occasion, explain, clay*.

(b) Form nouns from *accurate, reside, prove, real, art, provoke*.

(c) Form verbs from *verse, large, habit, write, civil, bright*.

6. Which of the following is correct ?

(a) I am afraid it will have a bad affect (effect).

(b) He took the prescription (perscription) to a druggist.

(c) I had just as leave (lief) do it as not.

(d) A little boy fell off (into) the dock.

(e) He turned deathly (deadly) pale when he heard it.

7. Correct any grammatical errors you see in the following sentences, giving your reasons.

(a) We will have to be very careful who we admit as members.

(b) There don't seem to be any likelihood of him passing the next examination.

(c) We are anxious to know whom it could have been that has written it.

(d) Neither he nor his father were members of the Society.

## FOR ENTRANCE.

## I.

Analyze the following simple sentences :

1. On the coasts of our Maritime Provinces, there are evidences of changes *somewhat* like *those* of the lakes.

2. On the other hand the Chignecto ship railway excavations have disclosed peat beds *buried* in the sand many *feet* below the present tide level.

3. Of course the diverting of a considerable amount of water by the Chicago drainage canal would have its effect on all the lakes and rivers *below*.

4. *Thus* up the margin of the lake *Between* the precipice and brake, O'er stock and rock their race they take,

5 Then through the dell his horn resounds,  
*From* vain pursuit to call the hounds.

## II.

Write out in full the subordinate clauses in the following sentences and tell the kind and relation of each :

1. It should be remembered that these changes *that* we have spoken of took place *long* before this continent was discovered.

2. When his attention was called to *what* had been written on the blackboard he was angrier than *ever*.

3. Now it happened that the poet, though he dwelt so far away, had heard of Ernest, and had meditated *much* on his character, until he deemed nothing so *desirable* as to meet him.

4. Thy churlish courtesy for those *Reserve* who fear to be thy foes.  
As *safe* to me the *mountain* way  
At midnight as in blaze of day.

5. Nor breathed he *full till far behind*  
The pass was left, for then they  
wind  
Along a wide and level green  
Where neither tree nor tuft was  
seen

## III.

1. Parse the italicised words in the foregoing sentences.
2. Write out the 3rd sing. of each tense of the indic. act. of *was seen*.
3. Write out all the participles of the verb *take*, telling which are active and which passive.

4. Write the superlative of *little*, *much*, *far*, *happy*, *big*, and the plural of *money*, *volcano*, *thief*, *turf*, *fisherman*, *German*.

5. Name at least four uses of the nominative case, and give in sentences an example of each.

6. Write two sentences illustrating the correct use of "You and me," and "You and I."

7. What is the difference in meaning between "It *will* be finished before night," and "It *shall* be finished before night"?

## CONTEMPORARY LITERATURE.

"The First Greek Book," by Prof. J. W. White, of Harvard. Ginn & Co., Boston. A text-book prepared to meet the need of junior classes who require a shorter course than the one covered by the same author's "Beginner's Greek Book."

"The Golden Readers, Standard I." Moffatt & Paige, London. This reader consists of short and simple fairy tales and other stories for the young.

"Isaiah in the Cambridge Bible Series, Chapters 1-39," edited by Dr. Skinner. There is no need to add any words of praise to what has already been said as to this most noteworthy undertaking of the Cambridge University Press.

"The Beginners of a Nation," by Edward Eggleston. D. Appleton & Company, New York. This history of a certain aspect of the United States, by a well and favorably known literary man, has been brought out in a fitting and remarkably attractive manner by Appletons. In a dedication of the book to the Hon. James Bryce, M.P., the author speaks of the settlement of the United

States in a way which cannot but give pleasure to all British subjects.

From Allyn and Bacon, Boston, have been received two Latin text-books, both of which promise to be of substantial help in the class room. "Virgil's *Æneid*," Books 1-6, 8 and 9, edited by Principal Comstock, and Bennett's "Latin Composition for Secondary Schools," edited by Prof. Bennett, of Cornell.

In W. C. Heath's well-known Modern Language Series, we have received Goethe's "*Iphigenie auf Tauris*," edited by Prof. Lewis A. Rhoades, of the University of Illinois, and Scribe and Legouvé's "*Bataille De Dames*," edited by Prof. Wells, of the University of the South.

"Short Stories of Our Shy Neighbors," by Mrs. M. A. B. Kelly. American Book Company, New York. The author has achieved a charming success in bringing out the various characteristics of the creatures who are given to man for his use and care. Children are sure to be interested in what she tells them.

We have also received from the American Book Company, "The

First Year in German," by I. Keller, and "The Mastery of Books," by the Librarian of Brown University, H. L. Koopman, a book which would be of the greatest use to any boy or girl who has an inclination towards reading. Such advice and guidance cannot be too urgently pressed upon them.

From Macmillan & Company, through their Toronto agents The Copp, Clark Company, we have received the Fourth Book of "Murché's Domestic Science Readers," "French Plays for Schools," by Mrs. J. G. Frazer, "Physiography for Beginners," by A. T. Simmons, B.Sc., also Mrs. J. G. Frazer's "Scenes of Familiar Life in Colloquial French."

Selections from "Chaucer's Canterbury Tales," edited by Dr. Carson, Cornell, and the second book of "Palgrave's Golden Treasury of Songs and Lyrics," edited by Principal Bell, of Government College, Lahore. These have also been received from the New York house of the Macmillan Company through the Copp, Clark Company. The notes and information given in each are particularly full, and make the editions of special value for the school-room.

"The Gases of the Atmosphere," by Prof. Ramsay, of University College, London. The Macmillan Co., London; The Copp, Clark Co., Toronto. This admirable popular treatise has been to a large extent occasioned by the discovery of the new element Argon. All those who take an intelligent interest in science will experience pleasure in reading the present account by Prof. Ramsay.

In the English Men of Action Series, published and distributed by the same firms, we have received the lives of Nelson and Wolfe, the former by John Knox Laughton and the latter by A. G. Bradley. Both are admirably written and possess that quality of interest which engages at

once the reader's attention. Too much cannot be said of the wholesome encouragement which the reading of such books relating to what is highest and best in the history of our empire gives to young students.

In the Foreign Statesmen Series, by the same firms, have been recently issued "Philip Augustus," by W. H. Hutton, and "Richelieu," by Richard Lodge. The names of these eminent men of letters are sufficient to guarantee the quality of the books. The series is an admirable extension of the work already done in the Men of Letters and Men of Action.

"Kate Carnegie," by Ian MacLaren. Fleming Revell and Company, Toronto. The peculiar genius of the author has again attained felicitous expression in a charming book, which may rather be called a series of character studies than a novel. Although the "Bonnie Brier Bush" cannot be repeated there are scenes and characters in "Kate Carnegie," which one would be reluctant to forego,—such as Carmichael's relations to and conversations with the purest and most humble of Scottish clerics, the Rabbi. A word must be added on behalf of the Clerk of Presbytery and his resolution, too inspired to be forgotten or foregone.

(1) "A Primer of Spoken English," (2) "A Primer of Phonetics," by Henry Sweet, M.A., Oxford. At the Clarendon Press. These text-books on the study of Phonetics are of great value as contributions to the practical study of spoken English. Both are new and revised editions.

"Paragraph Writing." By Prof. Scott, of Michigan University, and Prof. Denney, of Ohio University. Boston: Allyn and Bacon. This book will be found of service by teachers of English, especially in their classes for Rhetoric and Composition. The plan of the book is good and well carried out.

Quackenbos's "Practical Rhetoric." New York: The American Book Co. This book will take its place among the best recent text-books in English Literature. It is interesting and fresh, full of good examples and satisfactory both in regard to the work of the author and of the publisher. There is a good index.

*Monograph on Education.*—"How to Teach Reading," by G. Stanley Hall, Ph D. Boston: D. C. Heath & Co. What children should read and how to teach them to read it are the two main topics of this masterly essay, which was issued some time since in a neat pamphlet by Messrs. D. C. Heath & Co. Many valuable hints to teachers are found here, and the whole essay will be found suggestive and helpful.

Sincere congratulations are owing to *Scribner's Magazine* on the beauty and success of their Christmas number. Kenneth Graham, who has done much for the world this year in "The Golden Age," contributes a delightful embodiment of the circus entitled "The Magic Ring." We cannot refrain from mentioning Miss Repplier's "Little Pharisees in Fiction," nor "A Law-Latin Love Story," by F. J. Stimson.

The *Century Magazine* has caught the best and truest Christmas spirit in Thomas A. Janvier's "The Christmas Calends of Provence," and not far away may be found "In Bethlehem of Judea," by Richard Watson Gilder, who, we hope, has safely recovered from the assault of being mentioned as the handsomest man in America. "Breaking His Own Will" is a most successful humorous story by Elizabeth Eggleston Seelye, with good illustrations by Maud Cowles.

*Littell's Living Age* for December contains an article by Goldwin Smith on George the Third which originally appeared in the *Cornhill Magazine*.

Macmillan's English Classics.—"Poems of England," by H. B.

George and Arthur Sedgwick. This will rank with the best text-books of English poetry. Sixteen different authors are represented, and the time of writing extends over three centuries, from Drayton to Tennyson; but each speaks with the same patriotic fire. The authors and publishers are to be congratulated on this excellent number of the English classics. We heartily recommend it to our readers.

"Hegel's Philosophy of Right," translated by S.W. Dyde, M.A., D.Sc., Professor of Mental Philosophy, Queen's University. London: Geo. Bell & Sons; Toronto: The Copp, Clark Co. There is nothing more natural or gratifying than that one who wins distinction should seek to share it with those whom he feels have given him of their best to make him what he is. In a recent issue of the *Critic*, Bliss Carman, in a more or less humorous account of himself, mentions gratefully that Geo. R. Parkin was at one time his teacher, and that he still considers him the greatest teacher he has ever met. The inscription of the present book is to Dr. Watson, who gave to the author his "first lessons, not in Hegel only, but in philosophy." Of such ties and remembrances the best part of life is made. We take pleasure in noticing such a satisfactory translation of a great book as this of Prof. Dyde's.

In the December number of the *Atlantic* will be found an able review of "Sir George Tressady." Opinion is shifting slowly concerning the latest of Mrs. Ward's books. "The American Voice" is the subject of one of the contributors to the club. Whoever the writer is, he kindly finds the Canadian voice sweeter, but in spite of that the Canadian voice needs more care than we give it.

There is a terrible cat story in the December *Bookman* from the French, which would suit anyone in want of a nightmare after Christmas.