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THE CANADA

EDUCATIONAL MONTHLY.

OCTOBER 1897.

AN ADDRESS OF WELCOME TO THE AMERICAN INSTITUTE OF INSTRUCTION.

DR. J. M. HARPER, QUEBEC.

IN presenting greetings from the Province of Quebec to the American Institute of Instruction my task is simple enough in itself, for as far as my commission goes I have only to extend the right hand of fellowship to you, sir, and the members of this old and world-famed educational organization, and humbly resume my place, as among those who desire to receive rather than to give advice. As a citizen of what may be called the oldest province in the Dominion of Canada, as well as in my capacity of President of one of our provincial teachers' associations, I certainly wish to bid you welcome to Quebec; may your visit here be long remembered as one bringing to you the largest measure of pleasure and profit, whatever may have been your motives in selecting the city of which we provincials are so proud, as the place of your convention this year. In such conventions as this the long continued strife of the philosophies over self-interest *versus* benevolence as the fundamental lines of the humanities, seems to have found a truce in the mutual benefit idea; and who will say that the mutual benefit idea is not as safe an ethical principle as empiricism is likely to find for us in this age of self-seeking? And hence in the greeting I extend to you there must be no one-sidedness. The give and take between us must at least have a look of fair play about it. When two men meet there can be little after friendship between them without some interchange of confidences. They must know and be known of one another. And as you have granted us the privilege of taking part in your proceedings in order that we may learn of you and your work as educators and educationists, we also, in giving you hearty welcome among us, will have to render some account of ourselves and what we are doing for ourselves along the lines of educational progress; and therefore I hope you will bear with me, when I proceed to tell you, in as concise a way as possible, what we of Quebec are educationally speaking, and what our seeming destiny is as a people desiring to be ranked among our neighbors as educated people having a confidence in our future.

When we address one another in our own educational gatherings, the spirit of reform is as often the bleating of the benighted lamb as it is among yourselves, when the spirit of

"the pull" with the cousin of incompetency as a candidate, and the counting of heads tries to hush its voice. We are sometimes even so far misguided as to use the negative that decries, and, when the door is safely shut against strangers, we not unfrequently belittle one another's enterprises to our heart's content. Of course we know that you never do anything of that kind on your side of the line, nor even the people of Ontario on their side of the line, as my friend the Hon. Dr. Ross may inform us. Indeed, as we are often told by those who, like the Bishop of Leicester, have no particular desire to reach a "better place," having the best of places already, we ought to feel ashamed of ourselves in being so restless, in being almost as unwise as were the people of Manitoba before events had matured themselves. But this is only when we are among ourselves. We do not admit strangers to these wicked *seances*. We would all feel very unhappy if anyone were to break in on these family pleasantries of ours. Like the Highlanders of Drumtochty we are all of the best of clay when our own minister has the making of us. Indeed, we would deem it the height of treason to speak disparagingly of ourselves before others; and therefore in full view of the respectable educational forces that are apt to plume themselves when focussing in such an assembly as this, I feel it to be my duty to put as good a face on our educational affairs as can be done within the lines of truth, and tell you what we desire and expect to be in our endeavors to be other than we are.

The people of Quebec, I may as well tell you, have a show of their own, an educational record of which we need not be ashamed, although, from what the newspapers have lately been saying about us, we are all pretty well convinced that it ought hardly to take rank as "the greatest show on earth," and I may also as well tell you that the school system of the Province of Quebec is one of the best systems in the world, in theory at least. And though in practice there may be about it too much of the peradventure perhaps in these latter days, it still has within it quickening elements that could be made to do the most for a community constituted as ours is. One of the first principles of responsible government is that the people must have what the people demand, and if there be anything amiss about our educational system, there has at least been no breaking away from this first principle. The people have been having what the people desired, perhaps I should say what the people have tolerated, and if there has been a policy of *laisser faire* fostered here and there, as the tribunes of the people have lately been proclaiming, the primary cause of such is not far to seek when the open daylight condition of some of our schools is taken into consideration. The people have been having what the people have tolerated, and we all know that every decade of these times, when the *via media* safeguards, mediocrity, does not always produce a prophet eager to sacrifice himself among the dry bones in the valley of go-as-you-please. At one time, it seemed as if self-sacrifice was to be our watchword, but when it came to be illustrated only in the poor teacher's experience with her "much less than a hundred dollars a year," it became too much of a one-sided anomaly to be perpetuated.

But this phrase "much less" has happily been changed to "not less than a hundred dollars a year," and in the change there is some measure of progress, if not the prospect of further improvement. Through the late dictum of the Council of Public

Instruction, that no teacher shall be employed in any of the public schools of the Province of Quebec at a salary less than one hundred dollars per annum, a result has been reached which, I am afraid, does not issue altogether from the will of the people. The people in most of our municipalities require further training before they see that the salary belongs to the position and not to any particular teacher. The bargaining habit is hard to cure. "How much will you take?" is still a query too often affixed to an advertisement for a teacher. I know you have no such thing on your side of the line, nor in Ontario, nor in any other part of the world—ah, I am not to be too sure of that. Well, at any rate we have it here in our province, and to such an extent too that teachers were till lately often brought together by Commissioners to bid for a vacancy as in an ordinary auction mart, while it is even yet no new thing to find a teacher offering to take less salary than his predecessor, and I need hardly say in your hearing or in our own, that until conduct of this nature on the part of Commissioners or candidates is scouted as the meanness that is worse than a crime, can we expect the teacher to assume his right position as a public servant in the community.

A great deal has been said and written among us, and among you too, by educationists and statesmen, and by other publicists of lower degree on the salary question, by way of emphasizing the fact that the teacher makes the school. But in too many instances the advocacy has run to seed in mere rhetoric. What I say is, let our teachers be true to themselves and to the dignity of their calling, and the salaries must increase even should the effect of a government donation fall short of the expectation. A subsidy of fifty thousand dollars to our elementary schools to be further increased by the government of to-day if the financial position allows it, and the fixing of a minimum salary, surely indicate how far alive we are in Quebec to the raising of the status of the teacher and the condition of the school as the proper functions of a progressive school system.

Arising from the neglect of first principles, and more particularly of the substantial fact that "the teacher makes the school," the importance of having trained teachers in every school, has been overlooked to a very large extent here as elsewhere. The value of a Normal School training has been underrated, and, I may say, is being underrated at the present moment to such an extent in our province, that when at last the step has been taken to give a training to all our teachers, the argument is advanced that the additional outlay on the Quebec teacher of the future is too much of a sacrifice to be demanded from the state or the candidate. Such a silly war cry against what is the practice in every field of skilled labor, makes one wish to re-write all that has been written in favor of Normal Schools from David Stowe's time to the time when the Cook County Normal School fell into the clutches of a Chicago School Commissioner. But I must not make any such combative attempt in a simple address of welcome. I think I hear some of you say: "We are not much better at home. The teachers of the United States are not all trained teachers." I know that, and the very fact ought to keep you humble at times, for can there be any one present in this assembly who, notwithstanding the late folly of a certain distinguished but misguided English head-master, would care to say that all teachers, Sunday-school teachers as well, need

not be trained teachers, or is there any one of you who is not prepared to congratulate us of Quebec that we have reached the stage of progress, whereby it has been arranged that all our teachers must undertake a period of professional training, even should this big city of Montreal have to annex Westmount in order to provide lodgings for the increase in the attendance at our Normal Schools, or some other of our ways of doing things be made more modern?

In keeping for the moment to the text that the teacher makes the school, I may refer to another phase of progress which, with the teacher trained and his respectability assured, may lead to the best results for us. I mean the question of supervision. The three elements of reform go hand in hand, if we would make the most of the teacher. With the teacher's position in society improved by an increase of salary, his professional status secured by a period of training, and his experience properly matured and accredited through the best system of supervision, we need have no hesitation in expecting the very best results under any school system whatever of a peradventure there may be about some of its other features. Up to the present the thin end of the wedge has only so far entered the surface plane of resistance, and yet our people are coming to see, through the results secured in our graded schools, that we must have in every part of our province less of what is called here inspection and more of what you on your side of the line call superintendency. At the last conference of our inspectors it was urged that instead of two inspectoral visits during the year, there should be, lieu of one of the visits, a conference held of the teachers of a municipality or a group of municipalities under the superintendency of the inspector of the district, for the purpose of elucidating the regulations of the Department and laying down plans to secure uniformity and an improved pedagogy. Some of our people have spoken of school inspection as a failure. But inspection has been no failure. Increase the number of inspectors, competent inspectors, and intensify their functions of supervision, is what I say in the light of what you have done in the United States and of what Great Britain is at last doing, and there will soon be evidence enough given to us that the Quebec school system has in it the elements of reaching out towards the highest results.

In enunciating the above reforms, I therefore feel safe in saying that with these three fundamental progress lines fairly laid down, we are hoping for better things for our elementary schools. If they had been neglected, they have been neglected while other phases of our school system have been developing. In connection with what are called our superior schools, that have been brought in line with our university work, there has been progress in many ways. Few of our communities—villages and towns—now feel satisfied with themselves until the school environment within and without, is in a fair way of being improved. With the excellent object lesson ever before them in the equipment and organization of the large and comfortable erections of Montreal and its suburbs, there has been created an ambition in the minds of the people to have the best that is going for their children. If the central authorities are sometimes afraid of being embarrassed by suggestions that might lead to improvement, if the cry of the economy man is still heard within our borders, and the prayer of the utilitarian who heaps up the obliquities and indispositions of mankind against the school door, is still as ominous of nothing as ever;

if the would-be educationist, who has never thought of enunciating for his guidance what the legitimate function of the common school is, still carries about with him his amendments to our course of study and for the moment bemoans his position as "the voice of one crying in the wilderness," there are other signs of the times that bid us be of good cheer. In our superior schools, and in some of our elementary schools too, there is a growing catalogue of class-room appliances which some of our would-be educationists are afraid may grow too large. We have laid the nucleus of a school library in the most of our superior schools which only awaits development at the hands of the authorities. Our school-houses are being improved, and their grounds laid out, and when we want "to put on style," as the saying is, in presence of visitors such as you we never fail to point out with pride to the progress of our universities with their *clientele* of colleges and kindred institutions. Have you been through McGill? Have you been through Laval? Have you been to Quebec or Lennoxville? Have you been to any of our towns to see their local colleges? When we look for ourselves at these massive combinations of stone and lime and learning, we are apt to forget for the moment the condition of the little red school-house by the wayside, as my predecessor in office lately declared with an emphasis of eloquence not to be forgotten. But as you have not seen our little red school-house by the wayside, and perhaps are pretty well satisfied with your own, we are bold enough to put our best foot forward in your presence, and with an excusable wave of the hand point to the evidences of educational progress around you in this building, and in this great and growing metropolis of ours, and taking you up to our mountain—not an exceedingly high one—we may show you with some further excuse for our pride, the growing McGill, the spreading Sulpician, and the massive Laval, as well as the hundred and one minor institutions of learning that beautify our streets; and then when your backs are turned after coming to think well of us, we will continue to pray for the little red school-house by the wayside, knowing well that to bow down and worship these grand results of our enterprise—however far they may be taken as monuments of the benevolence of our Macdonalds, and Redpaths, and Lord Mount Royals, and Molsons—will avail us nothing as a people, should we neglect to do what is right by the least and yet the most important of our educational forges for the raising of the masses.

With these scattered hints about ourselves, and with the hope of learning a great deal more about you before you leave, I again give you hearty welcome to our province. And having opened our Pandora box just a little way, I may be excused for one last word in the general. A short time ago I was invited to one of your gatherings to make an address, but was unable to go. I sent the society holding the gathering the following message, and perhaps you may not take it amiss if I hand it over to you as a morsel of homespun advice to you in your deliberations:—"Your invitation in itself is a guarantee of the universality of the brotherhood of teachers, as instituted by the educational principles that have happily now taken hold of the world. Pestalozzi and Froebel drew aside the screen that hid away for so long the eternities of the true school work. Their names are as a watchword to all of us. But let us discriminate in our hero worship. The ordinary teacher never catches much more than a mere glimpse of these same

eternities. Among the less enlightened of our teachers there is still a paganism abroad that is ever taking the sign or symbol and assuming it to be the reality, just as there is ever a proneness among others to make for change, no matter whether it involves retrogression or progress. The following word to your assembly from a Canadian, if there is room for it: The difference between the faddist and the true educationist is as wide as the gulf between the crank and the philosopher. The difference between the crank and the philosopher is, that while the former is at enmity with the world, it is the world that is at enmity with the latter. And just as striking is the contrast between the faddist and the true educationist,—the true teacher; for while the former is ever ready enough to sacrifice the true interests of his school for the sake of making a present reputation, the latter is ready too at times to jeopardize his reputation, past or present, for the sake of his school."

ON BEING HUMAN.

WOODROW WILSON.

"THE rarest sort of a book," says Mr. Bagehot, slyly, is "a book to read"; and "the knack in style is to write like a human being." It is painfully evident, upon experiment, that not many of the books which come teeming from our presses every year are meant to be read. They are meant, it may be, to be pondered; it is hoped, no doubt, they may instruct, or inform, or startle, or arouse, or reform, or provoke, or amuse us; but we read, if we have the true reader's zest and palate, not to grow more knowing, but to be less pent up and bound within a little circle—as those who take their pleasure, and not as those who laboriously seek instruction—as a means of seeing and enjoying the world of men and affairs. We wish companionship and renewal of spirit, enrichment of thought and the full adventure of the mind; and we desire fair company, and a large world in which to find them.

No one who loves the masters who may be communed with and read but must see, therefore, and resent the error of making the text of any one of them a source to draw grammar from, forcing the parts of speech to stand out stark and cold from the warm text; or a store of samples whence to draw rhetorical instances, setting up figures of speech singly and without support of any neighbor phrase, to be stared at curiously and with intent to copy or dissect! Here is grammar done without deliberation: the phrases carry their meaning simply and by a sort of limpid reflection; the thought is a living thing, not an image ingeniously contrived and wrought. Pray leave the text whole: it has no meaning piecemeal; at any rate, not that best, wholesome meaning, as of a frank and genial friend who talks, not for himself or for his phrase, but for you. It is questionable morals to dismember a living frame to seek for its obscure fountains of life!

When you say that a book was meant to be read, you mean, for one thing, of course, that it was not meant to be studied. You do not study a good story, or a haunting poem, or a battle song, or a love ballad, or any moving narrative, whether it be out of history or out of fiction,—nor any

argument, even, that moves vital in the field of action. You do not have to study these things; they reveal themselves, you do not stay to see how. They remain with you, and will not be forgotten or laid by. They cling like a personal experience, and become the mind's intimates. You devour a book meant to be read, not because you would fill yourself or have an anxious care to be nourished, but because it contains such stuff as it makes the mind hungry to look upon. Neither do you read it to kill time, but to lengthen time, rather, adding to it its natural usury by living the more abundantly while it lasts, joining another's life and thought to your own.

There are a few children in every generation, as Mr. Bagehot reminds us, who think the natural thing to do with *any* book is to read it. "There is an argument from design in the subject," as he says; "if the book was not meant for that purpose, for what purpose was it meant?" These are the young eyes to which books yield up a great treasure, almost in spite of themselves, as if they had been penetrated by some swift, enlarging power of vision which only the young know. It is these youngsters to whom books give up the long ages of history, "the wonderful series going back to the times of old patriarchs with their flocks and herds"—I am quoting Mr. Bagehot again—"the keen-eyed Greek, the stately Roman, the watching Jew, the uncouth Goth, the horrid Hun, the settled picture of the unchanging East, the restless shifting of the rapid West, the rise of the cold and classical civilization, its fall, the rough impetuous Middle Ages, the vague warm picture of ourselves and home. When did we learn these? Not yesterday nor to-day, but long ago, in the first dawn of reason, in the original flow of fancy." Books will not yield to us so richly when we are older. The argument from design fails. We return to the staid authors we read long ago, and do not find in them the vital, speaking images that used to lie there upon the page. Our own fancy is gone, and the author never had any. We are driven in upon the books *meant* to be read.

These are books written by human beings, indeed, but with no general quality belonging to the kind—with a special tone and temper, rather, a spirit out of the common, touched with a light that shines clear out of some great source of light which not every man can uncover. We call this spirit human because it moves us, quickens a like life in ourselves, makes us glow with a sort of ardor of self-discovery. It touches the springs of fancy or of action within us, and makes our own life seem more quick and vital. We do not call every book that moves us human. Some seem written with knowledge of the black art, set our base passions aflame, disclose motives at which we shudder—the more because we feel their reality and power; and we know that this is of the devil, and not the fruitage of any quality that distinguishes us as men. We are distinguished as men by the qualities that mark us different from the beasts. When we call a thing human we have a spiritual ideal in mind. It may not be an ideal of that which is perfect, but it moves at least upon an upland level where the air is sweet; it holds an image of man erect and constant, going abroad with undaunted steps, looking with frank and open gaze upon all the fortunes of his day, feeling ever and again

"the joy
Of elevated thoughts; a sense sublime
Of something far more deeply interfused,
Whose dwelling is the light of setting suns,
And the round ocean and the living air,
And the blue sky, and in the mind of man:
A motion and a spirit, that impels
All thinking things."

Say what we may of the errors and

the degrading sins of our kind, we do not willingly make what is worst in us the distinguishing trait of what is human. When we declare, with Bagehot, that the author whom we love writes like a human being, we are not sneering at him; we do not say it with a leer. It is in token of admiration, rather. He makes us *like* our human kind. There is a noble passion in what he says; a wholesome humor that echoes genial comradeships; a certain reasonableness and moderation in what is thought and said; an air of the open day, in which things are seen whole and in their right colors, rather than of the close study or the academic class-room. We do not want our poetry from grammarians, nor our tales from philologists, nor our history from theorists. Their human nature is subtly transmuted into something less broad and catholic and of the general world. Neither do we want our political economy from tradesmen nor our statesmanship from mere politicians, but from those who see more and care for more than these men see or care for.

Once—it is a thought which troubles us—once it was a simple enough matter to be a human being, but now it is deeply difficult; because life was once simple, but is now complex, confused, multifarious. Haste, anxiety, preoccupation, the need to specialize and make machines of ourselves, have transformed the once simple world, and we are apprised that it will not be without effort that we shall keep the broad human traits which have so far made the earth habitable. We have seen our modern life accumulate, hot and restless, in great cities—and we cannot say that the change is not natural: we see in it, on the contrary, the fulfilment of an inevitable law of change, which is no doubt a law of growth, and not of decay. And yet we look upon the portentous thing with a great distaste, and doubt with what altered passions we shall come out of it. The huge, rushing, aggregate life of a great city—the crushing crowds in the streets, where friends seldom meet and there are few greetings; the thunderous noise of trade and industry that speaks of nothing but gain and competition, and a consuming fever that checks the natural courses of the kindly blood; no leisure anywhere, no quiet, no restful ease, no wise repose—all this shocks us. It is inhumane. It does not seem human. How much more likely does it appear that we shall find men sane and human about a country fireside, upon the streets of quiet villages, where all are neighbors, where groups of friends gather easily, and a constant sympathy makes the very air seem native! Why should not the city seem infinitely *more* human than the hamlet? Why should not human traits the more abound where human beings teem millions strong?

Because the city curtails man of his wholeness, specializes him, quickens some powers, stunts others, gives him a sharp edge and a temper like that of steel, makes him unfit for nothing so much as to sit still. Men have indeed written like human beings in the midst of great cities, but not often when they have shared the city's characteristic life, its struggle for place and for gain. There are not many places that belong to a city's life to which you can "invite your soul." Its haste, its preoccupations, its anxieties, its rushing noise as of men driven, its ringing cries, distract you. It offers no quiet for reflection; it permits no retirement to any who share its life. It is a place of little tasks, of narrowed functions, of aggregate and not of individual strength. The great machine dominates its little parts, and its Society is as much of a machine as its business.

"This tract which the river of Time
Now flows through with us, is the plain.
Gone is the calm of its earlier shore.
Border'd by cities, and hoarse
With a thousand cries is its stream.
And we on its breast, our minds
Are confused as the cries which we hear,
Changing and shot as the sights which we see.

"And we say that repose has fled
Forever the course of the river of Time,
That cities will crowd to its edge
In a blacker, incessanter line;
That the din will be more on its banks,
Denser the trade on its stream,
Flatter the plain where it flows,
Fiercer the sun overhead,
That never will those on its breast
See an ennobling sight,
Drink of the feeling of quiet again.

"But what was before us we know not,
And we know not what shall succeed.

"Haply, the river of Time—
As it grows, as the towns on its marge
Fling their wavering lights
On a wider, statelier stream—
May acquire, if not the calm
Of its early mountainous shore,
Yet a solemn peace of its own.

"And the width of the waters, the hush
Of the grey expanse where he floats,
Freshening its current and spotted with foam
As it draws to the Ocean, may strike
Peace to the soul of the man on its breast—
As the pale waste widens around him,
As the banks fade dimmer away,
As the stars come out, and the night-wind
Brings up the stream
Murmurs and scents of the infinite sea."

We cannot easily see the large measure and abiding purpose of the novel age in which we stand young and confused. The view that shall clear our minds and quicken us to act as those who know their task and its distant consummation will come with better knowledge and completer self-possession. It shall not be a night-wind, but an air that shall blow out of the widening east and with the coming of the light, that shall bring us, with the morning, "murmurs and scents of the infinite sea." Who can doubt that man has grown more and more human with each step of that slow process which has brought him knowledge, self-restraint, the arts of intercourse, and the revelations of real joy? Man has more and more lived with his fellow men, and it is society that has humanized him—the development of society into an infinitely various school of discipline and ordered skill. He has been made more human by schooling, by growing more self-possessed—less violent, less tumultuous; holding himself in hand, and moving always with a certain poise of spirit; not forever clapping his hand to the hilt of his sword, but preferring, rather, to play with a subtler skill upon the springs of action. This is our conception of the truly human man: a man in whom there is a just balance of faculties, a catholic sympathy—no brawler, no fanatic, no Pharisee; not too credulous in hope, not too desperate in purpose; warm, but not hasty; ardent and full of definite power, but not running about to be pleased and deceived by every new thing.

It is a genial image, of men we love—an image of men warm and true of heart, direct and unhesitating in courage, generous, magnanimous, faithful, steadfast, capable of a deep devotion and self-forgetfulness. But the age changes, and with it must change our ideals of human quality. Not that we would give up what we have loved: we would add what a new life demands. In a new age men must acquire a new capacity, must be men upon a new scale and with added qualities. We shall need a new Renaissance, ushered in by a new "humanistic" movement, in which we shall add to our present minute, introspective study of ourselves, our jails, our slums, our nerve-centres, our shifts to live, almost as morbid as mediæval religion, a redis-

covery of the round world and of man's place in it, now that its face has changed. We study the world, but not yet with intent to school our hearts and tastes, broaden our natures, and know our fellow men as comrades rather than as phenomena; with purpose, rather, to build up bodies of critical doctrine and provide ourselves with theses. That, surely, is not the truly humanizing way in which to take the air of the world. Man is much more than a "rational being," and lives more by sympathies and impressions than by conclusions. It darkens his eyes and dries up the wells of his humanity to be forever in search of doctrine. We need wholesome, experiencing natures, I dare affirm, much more than we need sound reasoning.

Take life in the large view, and we are most reasonable when we seek that which is most wholesome and tonic for our natures as a whole; and we know, when we put aside pedantry, that the great middle object in life—the object that lies between religion on the one hand, and food and clothing on the other, establishing our average levels of achievement—the excellent golden mean, is, not to be learned, but to be human beings in all the wide and genial meaning of the term. Does the age hinder? Do its mazy interests distract us when we would plan our discipline, determine our duty, clarify our ideals? It is the more necessary that we should ask ourselves what it is that is demanded of us, if we would fit our qualities to meet the new tests. Let us remind ourselves that to be human is, for one thing, to speak and act with a certain note of genuineness, a quality mixed of spontaneity and intelligence. This is necessary for wholesome life in any age, but particularly amidst confused affairs and shifting standards. Genuineness is not mere simplicity, for that may lack vitality, and genuineness does not. We expect what we call genuine to have pith and strength of fibre. Genuineness is a quality which we sometimes mean to include when we speak of individuality. Individuality is lost the moment you submit to passing modes or fashions, the creations of an artificial society, and so is genuineness. No man is genuine who is forever trying to pattern his life after the lives of other people—unless indeed he be a genuine dolt. But individuality is by no means the same as genuineness; for individuality may be associated with the most extreme and even ridiculous eccentricity, while genuineness we conceive to be always wholesome, balanced, and touched with dignity. It is a quality that goes with good sense and self-respect It is a sort of robust moral sanity, mixed of elements both moral and intellectual. It is found in natures too strong to be mere trimmers and conformers, too well poised and thoughtful to fling off into intemperate protest and revolt. Laughter is genuine which has in it neither the shrill, hysterical note of mere excitement nor the hard metallic twang of the cynic's sneer—which rings in the honest voice of gracious good humor, which is innocent and unsatirical. Speech is genuine which is without silliness, affectation, or pretense. That character is genuine which seems built by nature rather than by convention, which is stuff of independence and of good courage. Nothing spurious, bastard, begotten out of true wedlock of the mind; nothing adulterated and seeming to be what it is not; nothing unreal, can ever get place among the nobility of things genuine, natural, of pure stock and unmistakable lineage. It is a prerogative of every truly human being to come out from the low estate of those who are merely gregarious and of the herd, and show his innate powers cultivated and yet

unspoiled—sound, unmixed, free from imitation; showing that individualization without extravagance which is genuineness.—*Atlantic Monthly*.

(*To be continued.*)

EDUCATION—FROM A PUBLISHER'S STANDPOINT.*

BY GILMAN H. TUCKER, SEC. AMERICAN BOOK CO.

(*Concluded.*)

IN the best style of teaching, of course the text-book is always subordinate. Books are bad masters, but good servants. They are not to be used as crutches to help those who could not otherwise walk, but are to be placed in the hands of the skilful as fine-edged tools. The wise teacher may omit, may add, may modify—in a word, may adapt the text to the wants of the hour, and thus extract and use to the greatest helpfulness. While the highest type of teacher may be a living text-book, time does not suffice, and the burden is too heavy for wholly personal work.

But with ordinary or inferior teaching—and who shall say, despite all improvements, how much of this sort of teaching still prevails throughout the breadth of this country?—the good usable text-book is the chief dependence, the indispensable tool which almost wholly shapes the final teaching result.

And notwithstanding the days of talking, explaining, and lecturing, I am old-fashioned enough to believe that the real downright study of the proper book by the pupil is a most useful adjunct in any course of mental training for the young.

There is a class of text-books on such subjects as history, political economy, civics, and sociology, in which the facts and truths concerned are open to differing and partisan views. But the publisher cannot advocate the principals of a party; his true course is to give all honest and capable writers a fair hearing. He is not responsible for the views of the author; at the same time he should discourage and, within reasonable bounds, labor to prevent the propagation of injurious extremes.

In respect to United States school histories, he is in a delicate and responsible position. That thirty years after the close of our Civil War there should, in some quarters, be a revival of intense sectional feeling, giving rise to little less than a clamor for the use of such school histories as shall most markedly favor the partisan views of either one side or the other, is nothing less than a distinct national calamity.

Charles Sumner, as intense a partisan as ever fought for complete liberty, was equally earnest for a full nationality, and advocated in the United States Senate, with all the fervor of his great eloquence, that the trophies of the Civil War should not be cherished, but should be utterly destroyed. In this he was in agreement with the great and patriotic minds of all ages, from Greece and Rome down to England, Germany, and France. No more patriotic or worthy service can be performed by the publishers than to hold the balance even and to discourage the propagation of views and doctrines by extremists that tend toward disagreement and disruption, and instead to promote a broad and liber-

* Delivered July, 1897, before the National Educational Association, Milwaukee, Wis.

al spirit of fraternity and nationality; and to this worthy end, the leaders of educational thought in this country should rally to their support and hold up their hands.

There is another threatening, narrowing influence that may well be mentioned in this connection—the tendency in some states towards limiting and localizing the production and use of schoolbooks within their own narrow borders. This is the ambition of the local politician; but the strong tendency of such a policy cannot be other than destructive to that best education which *lives* only in the sunlight of freedom. Writers of the best text-books, like the greatest teachers, are rare; they are not to be found in every village, city, or even state. And when found, no matter where—in Kansas, in Texas, in New York, Wisconsin, or Massachusetts—no part of the country should be deprived of the fruit of their labors, and no author of merit should be content with a less field of competition than the whole country. It is by such freedom, and a fair field for all comers, and by such a market, restricted by no sectional or state line, that the scale of merit is raised to the highest attainable point and the best results achieved.

For some unaccountable reason there is a widespread misapprehension in respect to the cost of schoolbooks to the school patrons, and of the total amount expended for text-books in the different states and in the country as a whole. This false idea has taken such a strong hold on certain states and communities that under the hot breath of a certain class of politicians it has been fanned into a flame of passion, until the single aim has seemed to be to get *cheap* books, irrespective of all other considerations. The gravity of this evil necessitates its mention, and calls for the dissemination of correct information on this subject.

According to a series of investigations in different states, based upon statistics and reliable information, the conclusion has been reached that the consumption of schoolbooks in the public schools from year to year amounts, in cost to the purchaser, to a sum which would be equal to ten cents for each inhabitant, or about forty cents for each enrolled pupil. This includes high-school books and all.

According to Commissioner Harris's latest report, the total expenditure in the United States for public education for the school year 1894-1895 was $178,215,556. This, of course, does not include money expended for schoolbooks, except in the few states which at that time furnished free books. It is thus seen what a very small proportion the cost of text-books bears to the sum of other educational expenditures. It is less than three per cent. of the total.

Something can not be had for nothing, and it is for you, the makers of public opinion on educational matters, to say whether the relatively small outlay for the best text-books that wide and free competition can furnish is not about the best-paying investment for its schools which the public can make. Is it not, therefore, your duty to direct the public mind back from the mere consideration of cheapness to the higher and more vital considerations of intrinsic merit and a suitable adaptability to desired educational ends?

I have assumed throughout this paper the existence of a most active competition, in this country, in text-book making and publishing. In an experience of thirty years of active connection with this business, I have seen no period of ten years in which the competition to produce the best books—and no end of them in numbers—has been greater, or the enterprise to get them into use has been

more active than in the decade just now closing. You, among the elders, are qualified to judge of the correctness of this statement. This seems a proper place for me to say also that there has never been, at any time, or in any quarter, any agreement or understanding among publishers which has in the least degree even tended to restrict any house or firm in putting such prices upon the books of its production as the demands of free competition have dictated. I say this in the interest of truth, and to clear up an existing misapprehenson, and every publisher will indorse this statement.

When you can invent a method of cornering the market of brains, you can then set up a monopoly of intellect ; and when this is done, you can establish a monopoly in school-book publishing, but not until then.

This topic leads directly to another cognate subject which is based upon the recognition of the existence of the competition described—the evils of the commercial side of publishing. That such evils exist it would be folly to deny, but that they have been very greatly exaggerated and too widely advertised is equally true. Questionable practices in the adoption of text-books require the consent of two parties ; the school side no less than the publishing side is involved, and it is equally for the interest of both that whatever evils do exist should be eliminated, or at least, to the greatest possible extent minimized. Let us meet the question squarely and fairly.

I beg you to recognize that school-book publishing, as a business, has to fit itself to the environment of to-day, which surrounds the carrying on of all other kinds of trade. It is not, in this respect, a thing apart, and cannot possibly be made so. The laws governing it have not been made by fiat or choice ; they are the laws of its development by evolution, and have to be accepted as such.

There is a widespread popular notion that schoolbooks are changed oftener than the best interests of the schools require, and that the publishers are responsible. Most states have restrictive laws, prescribing periods of adoption of from three to six years, which are in the interest of a wise conservatism. But while these laws are a useful barrier against individual cases of excessive changes, it is still true that, on an average, books remain in use two or three times as long as any of the laws prescribe, and that the life of a good book lasts from ten to twenty years. Publishers are criticised for publishing too many new books, for revising their books too often, all merely to make changes in books necessary ; they are equally criticised for continuing the publication of too many old books and forcing their continued use, and for not keeping them thoroughly revised, so blocking the way to improvements. Thus by the inconsiderate they are condemned if they do, and they are condemned if they don't ; and it is a trying position to hold the scale even. As between most extreme views, the truth lies in a middle ground.

With one almost continuous session of Congress, and the frequent and prolonged sessions of the legislatures of forty-five states, we are blessed or cursed with many laws, and with constant changes of laws. This threatens the simplicity of a republican form of government with becoming a labyrinthian complexity of laws which even judges cannot unravel and interpret. This plague of over-legislation has not omitted the schools, and especially the adoption and supply of text-books. The politician attacks this subject with a courage born of ignorance. Uniformity and cheapness are apparently the things chiefly considered, under the guise of state uniformity,

by state adoption and state contract, or by state publication. All independence and individualism in text-books are killed by this Procrustean method. The needs and preferences of different communities are disregarded, the voice of teachers and local superintendents and school boards is stifled by a centralizing and paternal policy, and dangers of political jobbery are immensely augmented. If experience has taught anything, it is that those schools are best served with suitable text-books where the competition is the freest, and especially where a fair degree of local option prevails in the selection. This is a principle that ought to have the indorsement of every organized educational body in this land, as fundamentally in the interest of good schools. The adopting unit should be the township or the county, for when it gets to be greater that this the teacher whose right it is largely to determine this question, is put on one side and his influence minimized. In this way, too, local needs can be recognized and supplied, and a proper individualism maintained, as against a system which aims to take the independence and life out of a system of schools by a plan compelling all concerned to think exactly alike.

The question of text-book supply is an all-important one—how to make it adequate, prompt, and reasonably cheap. " Free books " has been the most general recent answer, but this plan is not suited to all states. Moreover, it has only been carried so far as to lend books for the pupils' use for the time being. The full possession and ownership of the books by the pupils for use and reference at all times, in the school and at home, is the further necessary step to make the free-book plan complete. When the supply is not a public one, there should be a plan for the books to reach the children's hands as directly as may be from the publishers, at the lowest competitive prices, without adding any intermediate profit, except the necessary and reasonable cost of distribution. Local option in the selection, and direct supply at the lowest publishers' prices, are the two points which meet the requirement and cover the whole ground.

Of the volume that might be written on the relation of the publisher to the schools, I have only here and there touched a few of the most obvious points. But it is easily seen that the relation is a close one, and that the work of the publisher all along the line is absolutely identified with the work of the teacher, superintendent, and school board, and that co operation and sympathy are the necessary watchwords; excellence and improvement in education profit both. We will give you our best service in an active, high-minded, business enterprise, and you will help us by approving our endeavors, and in preparing for us better and bette books. This is the freedom and union which will best subserve the public interest.

Rockall, a desolate granite rock rising only seventy feet above the sea, between Iceland and the Hebrides, is to be made an English meteorological station. It lies 250 miles from land, the nearest point to it being the little island of St. Kilda, 150 miles away, and itself nearly a hundred miles from the main group of the Hebrides. Rockall is in the path of the cyclonic disturbances on the Atlantic, and the station there would give timely warning of storms that visit the British coast.

"A land of settled government,
A land of just and old renown,
Where Freedom broadens slowly down
From precedent to precedent.

TENNYSON.

CANADA'S DEVELOPMENT.

OUR visitors are surprised and pleased to discover in Canada the evidences of industrial progress that have, up to this moment, attracted their attention. The half, however, has not been told. This larger portion of the North American continent is so extensive, its industries so numerous, its possibilities so great, that no body of men making a sudden incursion into any one part of it can be expected to appreciate and comprehend the whole. Possibly the most marked characteristic of the country is the freedom of its institutions. Here we have, under the Sovereign whom Canadians, in common with other British subjects, delight to honor, a full degree of political liberty. We rule ourselves in accordance with the British constitutional system, and we flatter ourselves that under that system we have a Government more responsive to the popular will than the Government of any land outside of the Empire to which we belong.

Has our system of self-government been conducive to the well-being of Canada and of the Empire? The answer is surely to be found in the improved conditions of the country during the past thirty years. We commenced business in a small way, a fur-trading and lumber-selling people, with scattered agricultural settlements along the river banks. The earliest efforts of the pioneers were directed to the cause of education. We see the results of the labours of that day not only in the primary schools but in the great seats of learning. Material considerations, however, affected the Canadians of the last generation. They perceived the necessity for rapid communication, and gave us the nucleus of the railway system, covering some sixteen thousand miles, which we now have. Then commenced a period of development. The settler, no longer restricted to the waterways, was able to occupy and to cultivate "the back country," and, consequently, more room was found for producers. New forces gave birth to further steps forward. We brought all the provinces under one government; we added the vast North-West and British Columbia to our area, and we connected the Atlantic and the Pacific by rail. Now Canada, though divided into provinces for the purposes of purely local administration, is one country. The circumstance which led us in the exercise of our powers of self-government to unite politically and to reach out commercially was our faith in the capabilities of the vast country which is our. It was believed that Canada was rich in minerals, rich in timber, rich in fertile areas, rich in fisheries, rich, indeed, in all that goes to make up a powerful and prosperous State. It was felt that the utilization of our resources would be a paying enterprise, not only contributing to the wealth of the country, but affording homes for British people and fields for the profitable employment of British capital. Canada has not been disappointed. A panoramic view of the Dominion to-day reveals a measure of activity that bears testimony to the wisdom of the men of all parties who labored for a united country and a progressive policy. What is being done at the present moment? Our famous business of lumbering—prosecuted in New Brunswick, where the great deals are sawn for the British market; in Quebec and Ontario, whose northern districts are rich not only in pine, but in the spruce from which paper is made; and in British Columbia, the home

of the Douglas pine, the mightiest tree on earth, taller and thicker than any other giant of the forest—boasts an output of $125,000,000 in value annually, and a wages roll of $30,000,000. No less than 12,000,000 worth of our lumber goes to Britain, and last year $13,500,000 worth went to the United States. Our 60,000 fishermen, operating on the coasts of the Maritime provinces, on the Pacific, on the British Columbia rivers, and in the great lakes, report a catch $30,000,000 in value. The maritime fisheries for cod, mackerel, oysters, lobsters, and herring are unexcelled. Nowhere in the world is there such a spectacle as that presented by the salmon fisheries of British Columbia, where the king of fish, returning from his sea outing, appears in myriads in the river, is crowded by his companions up on to the banks, and can be caught by hand. The agricultural development has been marvellous, although it has experienced changes more or less serious while in process. We in the East were formerly to a large extent a wheat-growing people. Now, while cereals are produced in vast quantities, we are paying greater attention than hitherto to live stock, to fruits, and to vegetables. This applies to the entire Atlantic division of the country. Ontario to-day is a great dairy province. Her cheese is a favourite article on the English market because it is good and because it is honest. Her butter for the same reasons, is growing in public esteem, and, with cold storage transportation, is taking a foremost place. Of cheese Canada exports $15,000,000 worth, and of butter a growing quantity. Cattle are an important item. Here we export to the tune of seven or eight millions of dollars annually. A later agricultural development is the production of hams and bacons, in which we are bound to lead. The fruits of Ontario are of excellent quality. Nova Scotia certainly does well with apples from the Annapolis valley, the scene of the Acadian expulsion, which Longfellow has reduced to poetry beautiful, though scarcely historically correct. That province exports half a million barrels. But Ontario is in advance so far as quantity is concerned. Of the product of the six million apple trees of this province, two million barrels were exported last year. The less hardy fruits, those requiring milder climatic conditions, are produced in vast quantities in our Niagara district and in Western Ontario. Our half a million of peach trees, our three million of bearing grape vines, which help to swell up Ontario's 320,000 acres of orchard, are but the beginning of our fruit enterprise. Passing from the older provinces into Manitoba and the North-West, we reach the enormous wheat fields where is grown a hard grain that brings the highest price on the market. Nor is production in this wonderful region limited, as it was once supposed it would be, to wheat. A varied agriculture contributes to the rewards of toil, not the least important branch of which is the cattle industry, both on the farm and on the ranches. Here we have a territory of 900 0'0 square miles, capable of supporting millions of people. Of our mineral wealth we have known a great deal for years. Our first enterprise was with the coal measures of the Atlantic coast. The deposits there are vast and valuable, stretching far inland, aud far under the bed of the ocean. At the other end of the Dominion we have the coal of Vancouver Island; while in the Territories, at Lethbridge and in the mountains near the Crow's Nest pass, are deposits the full extent of which are matters of speculation. Iron of good quality is found in Nova Scotia, in Quebec, in Ontario, and in the West. There are but two great nickel mines in the

world, and we have one of them at Sudbury, in Ontario. All the minerals of value, silver, lead, copper, asbestos, are to be found in the country, but more especially gold, which is produced far east in Nova Scotia, in Central Ontario, in the Rat Portage District, all over British Columbia, on the Saskatchewan, and, as we have lately learned, on the Yukon. Our gold discoveries challenge the attention of the world. Meanwhile, quietly and unostentatiously, we are pumping up petroleum from 10,000 wells in Lambton and Bothwell, salt on the borders of Lake Huron, and natural gas in Essex and Welland.

We have within Canada valuable forests, extensive fisheries, fertile lands, and enormous mineral deposits, in fact, everything which contributes to the material wealth of the people. Of the country, the resources of which have by our large expenditures been brought within reach of industry, we are all proud. It is a contribution to the greatness of our Empire. What it needs is more men to take advantage of its wealth, and these will surelycome as its capabilities are made known.—*The Mail and Empire.*

OUR GREAT NORTH.

NATURE entrusted to the people of Ontario a marvellous fund of wealth in the forests and minerals of the great northern part of the province. Of the extent of the deposits of valuable metals we can as yet form no estimate. The development already carried on has been sufficient merely to give glimpses of what the rocks contain. We know, however, that Ontario has in abundance nearly all the important metals of commerce. The value of mineral deposits is popularly appreciated. People need only to be told that there are so many square miles of gold-bearing rocks and so many square miles of nickel or iron deposits to understand, to a certain extent at least, the significance of the fact. This is not the case with the forests. The people of Ontario are only just beginning to appreciate what a valuable possession thousands of square miles of forests may be. Many other nations are alive to this, although some have awakened too late. Germany has so wisely conserved her heritage that she draws from her forests an annual revenue of $8,000,000. Under the system in vogue there this revenue will not only not decrease, but will increase from year to year.

Although the people of Ontario are only just becoming aroused to the magnificence of Nature's provision for national revenue, they are becoming aroused in earnest. The forests should belong to the people. They do in Germany. In France no Government forests have been sold since 1870. The Federal forest law of 1865 in Switzerland prohibits the cutting of an amount of timber in excess of the total annual increase. Russia passed a somewhat similar law in 1888. India began systematic forest management about forty years ago. Even Japan is very much ahead of us in the management of her forests. She is not content with taking only the amount of the annual increase, but is systematically planting the best forest trees that can be found in any country.

Ontario will suffer no longer the criminal sacrifice of this fund of national capital. Individuals have become wealthy by the exploitation of our forests. Acquiring cheaply vast tracts of timber lands, they have striven to

amass fortunes quickly, and have ruthlessly destroyed. Ontario wants a policy of husbanding its resources, and keeping them national. Wise statesmanship at this time would keep the province wealthy forever.—*Ex.*

EDITORIAL NOTES.

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

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

THE opening of the colleges of Canada, which follows a little later than the opening of the schools, is as full of interest to those who have been able to pursue their collegiate training beyond the highest grade of our High Schools; and in the activities of the reorganizing of college classes, there are many lessons to be learned even by the general public. One question, which nearly always comes up at this season, is the fitness of the professor for his work, and while so much stress is being laid upon the necessity for efficiently trained teachers in our schools, it is no matter for surprise if the enquiry be made, in connection with the appointment of professors, into the antecedent training which has led to such appointment. That a man should be fit to teach young men merely because he has scored high in his university course, is as absurd as to suppose that a good teacher needs only a high grade of a degree to fit him for conducting a school; and the discussion has point at the present moment in view of the friction that has been created among the Montreal lawyers by the appointment of Dean Walton as head of the Law Faculty of McGill University. Of late years, there has sprung up in the minds ot the corporation of that institution a preference for professors who come from Britain, and notwithstanding the failure of one or two of the "imported gentlemen," the feeling in favor of importations has developed into a kind of passion, until at last it has led to the appointment of a Scottish lawyer to give lectures on Quebec law. This last straw, however, has galled the camel's back, and the Montreal lawyers, knowing the peculiarities of Quebec law, and the long years of toil that have to be spent in acquiring a knowledge of it, have published their protest against the action of the corporation. We do not know what will be the issue of that protest, except that it is a very unfortunate thing for the new professor. There is surely no one in Canada so narrow-minded as to say that no Canadian college shculd go in search of additions to their staff outside of Canada; but just as no one would think of going out of the country for a minister or superintendent of education, or even for a professor of education, so many will be inclined to take sides with the Montreal lawyers in making their protest againt the appointment of a Dean of the Law Faculty in McGill University, who cannot be expected, in the nature of things, to

have a thorough knowledge of the subjects he may have to lecture upon, until after a period of years.

Few names were better known among the teachers of America than Dr. Sheldon's, and his death, which took place on August 26th last, will be regretted by a host of friends and acquaintances who were always glad to see his venerable face at the educational gatherings of our fellow-teachers of the United States. The *School Journal* has promised to give us a biographical sketch of him, and has already said of him—what everybody who knew him will readily endorse—"The death of Dr. Sheldon, of the Oswego Normal School, removes from the educational field one of the pioneers of advanced ideas in education. He was a disciple of Pestalozzi, and was one of the great leaders who devoted themselves to the introduction of Pestalozzian ideas and methods in this country. He organized the first training school for teachers, in 1861, where he arranged a systematic course of objective instruction, a system afterward adopted by the various normal schools of New York state. In 1862 he became principal of the Oswego Normal School. His wonderful success in the face of persistent opposition to his methods of teaching made this institution famous and attracted to it students from all parts of the country. His great power with students, in winning their confidence and arousing their enthusiasm, is due principally to his kindness of heart, his disinterested devotion to the advancement of education, and his deep and abiding interest in young people. It was 'Father Pestalozzi' to his pupils, and it will be 'Father' Sheldon to those who have been privileged to come under his influence."

One of our contemporaries says: "It is strange that the educational journals which have a large national circulation are not used more for advertising purposes. Live superintendents and principals who take an interest in the study of education are frequently asked by parents to recommend a school for their child. Besides, there are many schools that depend wholly or in part upon teachers for their patronage, such as schools of pedagogy, training schools, schools of art, conservatories of music, technical schools, etc. The standard educational journals clearly could be used to advantage by these institutions."

Such a paragraph, with some changes in its wording, we think may wisely enough be addressed to many of our readers and subscribers. THE EDUCATIONAL MONTHLY reaches every section of the Dominion, and an advertisement inserted in it about the date of opening and terms in connection with boarding schools and other scholastic institutions, will not be likely to escape those who may be of service in bringing them to further public notice. We are prepared to insert such advertisements on the most reasonable terms.

Another name that is likely to have a place in the history of education has to be numbered in our obituary list. "In the death of Mr. Mundella, England has lost one of her ablest and most disinterested supporters of elementary and technical education," and these words do not come from England but all the way from India. "His interest in these subjects," as the *Educational Review* of India says, "both while in office and out of office, has been remarkable. It was but a few weeks ago that he attended the International Technical Congress, and now all too unexpectedly comes the news of his death. Mr. Mundella's name will be permanently

connected with the history of Elementary Education in England by his famous Act of 1880, which made school attendance compulsory throughout England. Mr. Foster's Act of 1870 had done much to popularize Elementary Education, but there was still by 1880 a most undesirable disproportion between the number of children in actual attendance and the total number of children of school-going age. In the same Act, Mr. Mundella introduced an educational standard as a condition of half-time employment. This standard is the necessary condition of employment of children between the ages of ten and thirteen, irrespective of attendances made. Scarcely less important were the improvements introduced into the code by Mr. Mundella in 1882. A regular course of object lessons on natural phenomena and of common life was made a condition of the receipt of a Government grant by infant schools. The kindergarten system was likewise made compulsory, with the result that more efficient infant schools than those now existing in England are scarcely to be found anywhere. Mr. Mundella was fully aware of the evils resulting from the "payment by result system. By his "graduated" and "merit" grants he attempted to avoid the drawbacks of that system. The tone, method and equipment were to form henceforth an important element in the estimate of the Inspector, upon which estimate depended the merit grant. It is impossible to enumerate here all the reforms in Elementary Education which must ever be associated with Mr. Mundella's name."

The teachers of the Province of Quebec are beginning to look forward to their next convention, which is to be held in October next in the city of Montreal. The programme has not yet been issued, but we have been told that it will include many prominent names and many excellent papers. In view of the possible changes in the way of the working of the system in Quebec, announcements may be made that will show how the urgency to improve the educational system in the rural districts is to be met. The Chamber of Agriculture in Iberville has lately been asking that the schools be provided with competent teachers who should be paid liberally, and other French-speaking districts will no doubt be taking similar action. As we have said, the old province is bound to have her educational rights.

One of our own educationists has just passed away by the death of Inspector Smirle, of Carleton county, Ontario, which occurred in the Royal Victoria Hospital in Montreal on the 19th of September last. The *Witness*, in referring to the event, says: "After a life of earnest, faithful endeavor, Mr. Archibald Smirle, aged fifty-five, and for thirteen years school inspector of the county of Carleton, has just passed away. Mr. Smirle was of a retiring, modest, nervous temperament, although of a firm and determined will, The knowledge that his life must be brief, and death perhaps sudden, prevented him from entering further into the work on which his mind was bent, and which might otherwise have benefited more fully by his character and power—the education of the people. Restricted in his work, he made it his best, and led Carleton county into a first place in Ontario in the true education of children. Mr. Smirle leaves two daughters, who will have the sincere sympathy of many friends in Carleton and elsewhere."

The new High School for pupils o both sexes has been opened in St.

John, with Dr. H. S. Bridges as principal and a staff of eight teachers. Mr. Hay, formerly headmaster of the Girls' High School, has decided to devote his time for the present to newspaper work, while Mr. W. H. Parlee has been appointed principal of the Victoria School, vacated by Mr. Hay. This will unify the system to a large extent, and we are told that Dr. Bridges will be able to accomplish the additional duties imposed upon him without affecting the efficiency of the new institution. The new High School, as an accomplished fact at last, will no doubt be a pride to the St. John people.

THE TORONTO FAIR.

It is frequently said that the Toronto Exhibition of one year is but a repetition of that of the previous year. It is, nevertheless, a wonderful sight and more than a redressing of what has been seen before. The Fair is the great farm festival. We have here for a few days a representation of the work of man, whether that be in the field, the machine shop, or the studio. And every year shows some improvement on the previous year. And if there were no improvement to see, the show would be well worth seeing: there are so many things appealing to the eye, ear, and intelligence of the observant and quick-witted visitor. It is a question if the people themselves are not the great feature of the show. Animate objects are more than inanimate machinery, no matter how skilfully the latter may be directed, and intelligent beings are of greater interest than dumb brutes, be the latter ever so perfect. And the people this year were a greater show than ever. There is an appearance of thrift, of hope, and of happiness never seen in past seasons. Dollar Wheat, Six-Dollar Pork, and Five-Dollar Cattle show themselves in the smiling faces at this year's exhibition. We have not space to enter into particulars, but only to say, what was acknowledged by all competent to pass judgment, that never before was there in Ontario, such a show of cattle, peaches, grains of all kind. Those who are in a position to judge, say that it is a rare thing to see anywhere such an exhibit of the industry of man as the Province of Ontario makes every year in Toronto. It is an inspiration to see it; teachers should see and tell abroad what a country Canada is.

"What is the general attitude towards Canada?" "As a rule, they simply ignore us, as they do the rest of the world. We need not wonder at this. Their own country is so great, the problems they have to face are so pressing, their own possibilities are so boundless, and such demands are made on their energy, that they really have not time to consider the affairs of what seems to them a narrow strip of land under the rule, as they believe, of 'a nine months' winter.' Ignorance of Canada is really more general in the United States than it is in Great Britain; but that should not distress us. We can be good neighbors without gossiping about each other. Each of us has work enough to do without being troubled over the short-comings of the other. If we keep our own streeets and skirts clean we shall do well. One thing is very clear to me. The majority of the English-speaking race must find its home within the boundaries of the great Republic, and it would therefore be madness for us not to do everything in our power to cultivate friendship with them and to allay irritation and acrimony. I am sorry to find a tone of irritation towards the Americans growing up in the minds of Canadians generally, such as never existed before. Of

course it may be said that there are causes for this. But when a people has done the great things that they have done, at such enormous sacrifices of blood and treasure, we who have as yet done comparatively little, and who to this day are wholly dedependent on the mother country for protection whenever we trade, or travel, or preach abroad, are not warranted in sneering at them. They deserve, rather, our admiration and our sympathy. When we share Imperial responsibility we shall be less likely to say or do anything to provoke quarrels. The strong man is usually calm, whereas poor, weak creatures, unless greatly sustained by divine grace, are apt to be fussy and provoking. It is the same with newspapers as with men. A little cur snarls and barks ten times as much as a Newfoundland or a St. Bernard."

The above extract is taken from *The Westminster* of 18th Sept., and occurs in a report of an interview with the Rev. Principal Grant of Queen's College, Kingston. From the reported interview it appears that the Rev. Principal spent most of his summer vacation in New York City. The part which we wish to direct attention to at present, is the following: "One thing is very clear to me. The majority of the English-speaking race must find its home within the boundaries of the great Republic." We have noticed a statement similar to this one in reported speeches of Dr. Grant's before, but these speeches had been delivered outside of Canada. We are certain that many in Canada would be pleased to know the data on which the respected Principal of Queen's University founds his assertion about the future habitat of the English-speaking race: this is true in a special sense of the teachers in Canada.

CURRENT EVENTS AND COMMENTS.

THE serious illness of Dr. Peterson is a matter of regret to every one who knows how much he has been lately doing by way of introducing and supporting educational reforms within and without the city of Montreal. Dr. Peterson has already shown himself to be animated by an honesty and directness of purpose that needs no make-believe art to enhance it. If he is in favor of any project, be it the organizing of a new college or the selecting of a new text-book, his associates know very soon why he is in favor of either. McGill, under his influence, has now discarded the old idea which has hung round its neck for so many years like a millstone, that numbers prove success; and we trust he will soon return to Canada fully restored in health to watch the developing of the new McGill.

There is not a little of the spirit of rivalry exhibited now and again between the "board-schools" and the "boarding-schools" of Great Britain, and a good deal of interest has been excited in the English academical world by the fact that a board-school boy has just carried off the blue ribbon of the mathematical world at Cambridge University. This is Mr. W. H. Austin, who was born June 3, 1875, and has gained his senior wranglership at the age of twenty-two. He was educated first at the Jenkins street board-school in Birmingham, then at the Camp Hill Grammar School, then at Mason College, Birmingham, and finally at Trinity College, Cambridge, where he obtained his scholarship in November, 1893, and went into residence in October, 1894, so that within considerably less than three years of the beginning of

his college life he has attained its highest prize. Some enthusiasts proposed that Mr. Austin should be exhibited in the jubilee procession as a living proof of the excellence of board-school training, but the suggestion does not appear to have been adopted.

The following may be read with interest by many of our teacher-readers, though it is not likely to be immortalized among the curiosities of school literature. It was lately addressed by an extremely respectful parent (would that they were all so!) to a school board, and reads as follows :—

"Gentlemen of honor, trusting you will graciously pardon the liberties taken by me in asking a favor which is as stated. I have five children in the Crondall school my daughter being Married with a family as requested me to appeal to you she says she would like the oldest girl ada Claridge to be discharged from the school to assist her in family matters I now beg the pleasure of leaving the matter for your honorable considerations looking up unto you as my very superiors and also christian gentleman and adding that you will in return as mighty defendres of rightneous graciously grant my request I remain gentlemen of honor your Excellencies' Obedient and faithful servant."

Bathing grounds for the pupils are beginning to be looked upon as necessary attachments to our larger institutions. In Brookline, for instance, in the reports of the sub-committees of the Education Society considerable attention is given to the subject of utilizing the new bathing establishment as a part of the educational system of Brookline. The sub-committee believes that in addition to the direct hygienic mission the bathing establishment will furnish ideal conditions for a swimming school. Swimming, which is an art of educational as well as of practical value, will be taught each pupil. Facilities for swimming as an exercise will be provided for a number of months if not for the entire year. The sub-committee recommends that for a portion of the year competent instruction be provided both boys and girls, the expense to be met from the appropriation for schools.

When Mr. Du Maurier was lucky enough to pass his examination (much to his own astonishment), he wrote to his father :—

Care mihi princeps, sum per, mirabile dictu,
Proxima sed rasura, fuit, ni fallor, aratri.

And, as was very necessary, appended a translation, which ran, according to the *Cambridge Review* :—

Dear Governor, 'tis no less strange than true
That, by a lucky nuke, I'm through, I'm through,
And yet it was, unless I'm much mistaken,
A close shave of a plough—just saved my bacon.

Mr. R. U. McPherson, chairman of the Toronto Public School Board, received some time ago from Sir Donald A. Smith a letter enclosing a letter from the Colonial Office acknowledging the address sent to the Queen by the school board on the occasion of the Diamond Jubilee. The letter from the Colonial Office is as follows :—

"Downing Street, July 24, 1897.

"Sir,—With reference to your letter of the 3rd instant, I am directed by Mr. Secretary Chamberlain to inform you that he has now laid before the Queen the address from the members of the Toronto Public School Board. Mr. Chamberlain will be glad if you will inform Mr. McPherson, chairman

of the Board, that Her Majesty received the address with a gracious expression of her appreciation of the loyalty which inspired it, and that he has received Her Majesty's command to convey her cordial thanks to the members of the Board for their message of dutiful congratulations and good wishes.

"I am, Sir, your most obedient servant,

"JOHN BRAMSTEN.

"The High Commissioner of Canada."

The following is an English idea concerning Canadian affairs, and we all know what incongruity there is often to be found between the two :

"We may express here our thanks to the Hon. George Ross, Minister of Education for the Province of Ontario, for a lucid and well-ordered account of the school system of which he is the head. Probably in no part of the British Empire is the organization so complete, covering, as it does, the whole educational field, from the Kindergarten to the University. As the book will come into the hands of many of our readers, we need not communicate its contents in detail. We confine ourselves to saying that it is full of matter relevant to the great controversies of the day. Some of us, for example, believe that in England we have not merely to settle an issue between centralization and decentralization ; but that we require a careful examination of the extent to which, and the respects in which, it is proper for the State to delegate its functions to local bodies. Ontario supplies us with an instance of central control. All text-books are prescribed by the Education Department, and the teacher who uses an unauthorized book is liable to a fine of ten dollars. Yet nothing can cramp, and indeed torture a teacher more than restricting him to a book which he does not approve, or as to which he feels that, however good it may be for others, it is bad for him."

There is now no province in the Dominion of Canada where the teacher may have use of a text-book of his own selection, unless it be British Columbia. In the province of Quebec the text-book committee seems to aim at being the great *sine qua non* influence in all educational movements from the election of a member of the Protestant Committee to the classification of booksellers and publishers into two great divisions, those who should be patronized and those who should not be. And yet, notwithstanding all their indirect methods, the list of text-books they have given to the world is little short of a new "tree of the knowledge of good and evil," if we may judge from the published programme,

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"Boys will be boys," is a true saying, and never more true than when they are at play. A city editor has been having a double game of "hy-spy" with them, and this is what he says :

"It's a gruesome place to choose for a play-ground, but boys appear to have a preference for the graveyard in New street to the public roadway, for the upkeep of which their parents pay rates. The other night as I passed they were playing hide-and-seek among the tomb-stones, and one sat in tailor fashion on the six-inch edge of a high monument, desecrating memory and outraging sentiment as he yelled out something between a war chant and a music-hall ditty. After all, when one comes to consider the matter, there is not so much to find fault with. A boy cannot be sentimental, and his rule is to discover the best place for amusement and at once proceed thither for the purpose. It

is natural that he should prefer the cool grass for the hot, hard stones of the roadway, and though he disturbs the echoes in God's Acre, he does no material damage."

The meetings of the British Science Association at Toronto and the British Medical Association at Montreal have brought many distinguished men within our coasts during the summer months, and we have witnessed the academic honoring of some of them by our universities. In the festivities at Montreal the presence of Sir Donald Smith, now Lord Mount Royal, has been a tribute to the commercial development of the land, rather than to its learning and science, and there is a lesson surely to be learned when one sees Lord Mount Royal veritably copying Lord Lister as a doctor of laws. Every one in Canada who has had knowledge of Sir Donald Smith is sure to welcome him as one deservedly honored. The general feeling seems to be that one who has labored so successfully in Canada, and has expended of his means so munificently for Montreal, is well worthy having his name now so intimately associated with the hill which enabled Jacques Cartier to mark the site of the future metropolis so definitely in his descriptive notes.

The question of tax exemptions is always a very pertinent one in the city of Montreal, and as our educational institutions are all interested in the question, it may be of importance to them to note the plain speaking of one of the aldermen of that city:

"The fact is that the gentlemen of the Seminary and the ladies of the Grey Nuns hold immense tracts of land both in the west and east ends. Personally, I think it is far from just that business men and others should be made to pay taxes while these ladies and gentlemen gather large racts of land together on which they do not pay a cent of taxation. Think of all the land these gentlemen and ladies own on Cote des Nieges hill, St. Catherine street, and in fact all over the city, and which does not yield a cent of revenue. Religious institutions, I say, should pay taxes on the property they own just as I do. If it could be said that these gentlemen of the Seminary and ladies of the Grey Nuns owned land for purely charitable purposes, I would be the last man to propose that they should be taxed; but there is not a man here who does not know that they are most actively engaged in business pursuits. Very well, then; if they are business concerns, there should be no discrimination in their favor, and they should be made to pay taxes on their possessions. I can prophecy that if we taxed all the vacant land they held (till it becomes valuable by improvements which others have to pay for) they would soon turn it into building lots, and then this city would have a chance to get some taxes from it. I am not making these remarks from any religious standpoint. I am a business man, and look upon these matters in a business light. I might add further, that many of these institutions which own so much land, are not operated by Canadians, but by persons who have come from abroad and who have grown rich here. We need money; let all property and land in the city yield a revenue."

Governor Black, in speaking lately on the subject of "The State and Education," spoke in part as follows:

"I sometimes doubt whether the obligation of the state to the scholar is as great as it used to be. In the earlier days of the Republic, the statesman, the politician and the scholar were the same. What any man possessed of education or enlightenment was devoted freely to his

country. His individual attainments were his country's gain and at his country's service. It seems sometimes as though the scholar's path is narrowing as he advances. If that be true, it is not a promise, but a danger. As the world enlarges the scholar should broaden with the rest. He should grow to the size of a statesman, and not shrink to the crippled stature of a critic. I wish every scholar in the country would enter politics. If he did there would be no danger of harm to him, while the gain to his country would be lasting and substantial. There are abuses to be corrected, but nothing will correct them but work, and work can never be effective unless the efforts of many are combined. All those struggling for the same destination should be willing to reach it, even by different roads, and each should remember that losing sight of another who has proceeded by a different path is no proof that that other has turned back. Nothing should ever be based upon impulse if conviction can be attained. The same forces aided by toleration will win a thousand times, and the next thousand times governed by distrust will fail. If you are stronger than others, more can rightfully be demanded of you, and above all other things remember this, that confidence is better than distrust, better as a weapon for you, better to encourage others who bear and realize responsibility."

EDUCATIONAL REFORM IN ROME.

A.U.C. 550.

PERHAPS no educational movement has had a greater effect on the history of the world than the silent revolution which took place after the second Punic War in the teaching of Roman children. It was a change not only in the subject-matter of instruction, and in the objects immediately aimed at, but it was also and essentially the introduction of a new ideal. "Poeticæ artis honos non erat," says Cato of the ancient Romans, and this was the key-note of that method of education which moulded the masters of the world. To them the uses of leisure were unknown. "I hate men that are inactive and of a philosophic mind," says some one in a play of Pacuvius.

The methods in which the utilitarian principle was carried out are, perhaps, less obvious than the principle itself, and the nature of the facts observed is of such interest as well to repay investigation. The immediate object of the Roman parent was to make his child a likeness of himself (an object, it may be observed, thoroughly in accord with the laws of human nature). The pattern was at hand; the life-framework was ready; to mould the child's plastic nature into the form required was a comparatively simple matter, and no great thought was, apparently, spent upon it. But, at the outset, let us observe one thing—that extraordinary product of modern civilization, the boarding-school, seems never to have appeared on the educational horizon of the Romans. They did not dream—one can well believe that they could with difficulty have formed the conception—of such a thing. And, for one reason among others, because they kept clear the distinction between imparting instruction to a child and educating him for life. School for them meant reading, writing, and arithmetic; but the bringing up of a child was a very different matter; and it would be difficult to decide which would have seemed to them the most extraordinary proceeding—to hand over the solemn responsibilities of parenthood to young men who had

but just completed their own education, and who had little or no experience of life; or artificially to herd together in one mass persons of the same age and sex, carefully cutting them off from the educational influences provided by nature in a world composed of men, women, and children.

In the Roman system, life was not made for children, but children for life. A place was marked out for them and they must fill it; idiosyncrasies were ignored or suppressed. They were got into line early. In domestic, social and religious affairs their lives were from the first directed in reference to their parents and kinsfolk, and they were not treated as having a standing of their own; they were τέκνα rather than παῖδες. They assisted in the family worship, being the recognized attendants of the priest-father. They dined with their parents, but in a subordinate position, at the foot of the dining-couch or on a bench by themselves, being, moreover, expected to wait on their elders. They accompanied their father when he was invited to dine with a friend; but, at both sacrifice and feast, they were present not in their own right, but as attendants on, or as subordinate to, their parents; they lived, as far as their age permitted, the life of their elders. To the Roman father, a son was rather an undeveloped man than a boy with qualities as such. The pursuits of the child were, in the main, those of the parent, the difference between them being one of degree. The son went forth in the morning with his father to plough, sow, and reap; the daughters gathered round their mother in the atrium, learning of her to spin, weave, and direct the household affairs. The model educator trained his son in "thrift, endurance, and industry;" the pattern education was a laborious ploughing and sowing of the stony Sabine soil. What the parent was, that must the child become; and this principle of conformity to a fixed type received the highest sanction from the special nature of religious worship in the home. For so great to them was parenthood, and so reverend the past, on which parenthood must always take its stand, that the divine power, in its relation to the family, was represented by the original ancestor. It is not easy to realize what an educative force must have been the worship of the Lar by the children of every Roman family; while the importance of following example rather than inward impulse was still further urged by the symbolized presence of other ancestors, whose images surrounded the atrium in which the family life was carried on, as well as by the constant renewal of the memory of the dead in funeral feasts and ceremonies, in which those who had passed away were still supposed to share. For when a Roman died, the place that had been his knew him still. He was not even then allowed to slip out of the family circle, but had his share, as of old, in its joys and griefs.

The influences by which the Roman child's nature was to be formed according to the pattern laid down, were as many as the many sides of life; for it was to life itself that his education was mainly entrusted. He learnt by practice rather than by precept. He was not, for instance, taught religious dogma, nor had "children's services" arranged for him. He took part—a necessary part—in the thing itself; his services were required by the priest at the altar, and in the worship of the Lares at home, and his religion was learnt in the performance of religious duties.

The principle of shaping education by the realities of life was also carried out in regard to such theoretical instruction as the Roman children in those early days received. Certain

things were necessary in order to fulfil the duties of a citizen and of the head of a household, namely, to know the laws and to be able to read, write and count. These things therefore must be taught. Sometimes the father taught them, sometimes an educated slave, who, perhaps, had other pupils besides his master's children; sometimes they went to school, the school being probably kept by a freedman, who assembled the children, boys and girls together, in a kind of booth or arbor attached to the house. The school times and holidays, it may be observed, were arranged with a view to practical convenience, the vacation lasting for four months in the summer, and the school work continuing without interruption, except on some public holidays, such as the Saturnalia and New Year's Day, throughout the remainder of the year. In truth, the working of a child's mind did not commend itself to the Romans as a subject of study, and the idea of arranging times of work and of recreation with the view of assisting its development would indeed have been a novel one. Their business was to provide him with the tools necessary for his work in life; his mind must take care of itself.

All parents did not share the feeling of Cato's father, who objected to seeing his son under the authority of a slave, and liable to be called names or to have his ears pulled by him when he was slow in learning, and not only preferred himself to train him to ride, to swim, and to fight, but also undertook the tedious task of teaching him to read, with his own hand writing out for his use in large letters narratives from history, that the boy might be provided from the outset with information likely to be useful to him in life about the deeds of his ancestors. Not a few, indeed, of the most highly educated Romans, including both Cicero and Atticus, seem to have been taught, at least in their early years, by their fathers, and, on the other hand, schools continued to flourish from the legendary epoch down to the latest times; but the "educated slave" offered in all periods a ready and popular means of tuition, a system, it may be observed, of which the traces are discernible in far other climes and times, not having entirely died out with the generation of Charlotte Brontë.

The education which was required in the Roman slave-teacher was, however—at least, before the study of Greek was introduced—not of a nigh quality; though that the task was none the less laborious, for that may be gathered from scattered statements as to the means by which the infantile mind was induced to devote its unwilling energies to "learning letters, joining syllables, conning nouns, and forming sentences"; cakes and sweets being offered when the shrill little voice lisping the sounds came out with the right words—nay, flowers, trinkets, toys being pressed into the service, when, it is naïvely added, threats and the rod did not avail. One would think that a child of moderate astuteness might have scored a good many sweets and toys. Subject-matter for the reading-lessons was, at any rate in early times, somewhat scarce; portions of the writings of the poets were taken down at the teacher's dictation, afterwards to be got by heart; and the Twelve Tables of the law were a standing dish, of which, indeed, many Roman children must have had in after life the same kind of recollection that Byron had of Horace. The writing-lessons were probably more easy to enforce, the little one's hand being guided by the teacher, as it traced with the stilus letters ready cut in a wooden tablet, a further stage of advancement being to write on the waxed tablet from a copy. But the most difficult branch of elementary

education, in which, indeed, we hear of specialist teachers for the elder boys, was counting; the processes of addition, subtraction, division, and multiplication being carried on, with much labor, in the concrete, with the aid of the fingers, or of the counting-board and pebbles: so that, for instance, if it were required to find the product of 17 and 9, pebbles to the number of 17 would have to be placed 9 times over on the board, and the whole number then counted; a step in advance being afterwards made by the introduction of boards with lines to denote the fives, tens, fifties, hundreds, five-hundreds, and thousands, so that 3 pebbles placed in the line of the fives would represent 15, and so on. Moreover, the cumbrous system of numerical signs must in itself have presented many difficulties to the young learner.

This instruction, narrow enough in its scope, was, however, almost universally acquired; and that it was as early as it was widely given may be gathered from such traditions as that of Romulus and Remus learning to read at Gabii—of the waylaying of Virginia as she passed through the forum to her school—of the ill-famed deed of him of Falerii—as well as of more realistic presentations of school life, such as that which incidentally occurs in the interesting picture of the peaceful and industrious town of Tusculum, in the time of Camillus, where the "workmen were each intent on his own business, the schools buzzing with the voices of learners, and the ways thronged with people, among whom women and children mingled, going hither and thither as the affairs of each one took him."

But over this simple and practical method of education a change was to pass: the utilitarian principle, which made it suffice to know the laws, to count, to read, and to write, was to be silently and completely transformed by the spirit of another nation with another ideal. In the third century B.C., the inevitable result of contact with a superior but alien civilization had begun. The ideals of Greece had dawned on the narrow horizon of the Roman educator, and imperceptibly the new influence undermined his whole system. It first took the form of a necessity for learning the Greek tongue. In families that aimed at the higher culture, a Greek tutor, generally a slave or freedman of Greek extraction, appears on the scene; he taught his pupils to read Homer and other Greek poets; soon schools were opened for instruction in Greek language and literature, to meet the increasing popular demand, and the *grammaticus*, or teacher of Greek, threw into the shade the old *litterator* or teacher of reading.

Meanwhile Roman education was rapidly, if unconsciously, shifting its goal: its hitherto undiverted course towards a practical mastery of life was checked: it had caught sight of the golden apples dropped on the race-course by a mischievous goddess: it had conceived the idea of beauty as a thing for its own sake worthy of pursuit, and the homely prize of utility seemed no longer a fit object of endeavor. With this change of thought was mingled that curious desire to be some one else, which appears from time to time in the history of mankind, creating the oddest situations. It now became necessary to adopt not only Greek ideas, but Greek names for things, Greek customs, and actually the Greek language. From earliest infancy boys must have Greek nurses, pedagogues, and teachers, nay education itself must be to a great extent carried on in Greek. The charm that lies in imitation had seized on the minds of the conquerors of the world, and as time worked out its slow revenges, the well-bred Roman was a Roman no more. But the

higher education, as it developed in Rome, is not my subject. Suffice it to point out that the training by which the Romans who made Rome were formed, and that which produced the inhabitants of the imperial city, were not two parts of the same thing in different stages of development, but were two essentially and totally different things; that they answer to two principles, of which the one makes the individual pupil subservient to the general ends of education, the other places before itself as the end of education the development of the individual pupil. The former is of this earth, and aims at making the best of known conditions; the latter cannot tell whence it comes—no, nor whither it is going.—S E. HALL.

INTELLECTUAL WASTE.

JOHN DAVIDSON, M.A., HIGH SCHOOL, STRANRAER, SCOTLAND.

THAT the increasing complexity of our educational system is contributing to smoother working is at least doubtful. That the product which the educational mill is intended to turn out is being actually realized is also doubtful. And yet, what with palatial buildings, large and well-trained staffs, school boards, county superintendents, inspectors, educational codes, *et hoc genus omne*, the superficial observer may be pardoned for thinking that a finished product—a truly educated boy or girl—ought to be forthcoming. Amongst thinking people, however, outside the charmed circle of pedagogy, there is a feeling of dissatisfaction—a more or less intelligible consciousness that all is not right with the education of our public school children.

The *Times* voices this dissatisfaction, and reflects the opinion of not an unimportant section of people, when it declares that "the average schoolboy has to forget most of what he has learned, or to relearn it in new forms and relations." This is a serious charge. We have heard it before. It is the opinion of the man in the street expressed epigrammatically. And the indictment is serious just because it is that of the man in the street. Who better than he knows what it is to live, and what is education but a training for living? But the testimony of the man in the street does not stand alone. Examine the reports of superintendents and you will find more than one wail over the profitless energy and the wasted time of our public school children. One inspector virtually says that in many cases the results of a study of history and geography are almost *nil*; another, that a former year's work in these subjects, and especially in history, disappears, whilst no training seems to have been got through the temporary acquisition. Similar though less severe complaints are made in regard to other branches of instruction. Although it would be illogical from one or two particular subjects to make any generalization in regard to each and every subject taught in school, yet such a criticism, coming from those who, on the whole, are well fitted to sympathetically appraise the value of the work in school, cannot fail to make even the most optimistic teacher pause, and ask whether, after all, the man in the street is not partly right.

In wholesale condemnation there is always an element of exaggeration. Without, therefore, going the whole way with our critic, the *Times*, every honest teacher will admit that intellectual waste is going on apace in our schools, Not that there is no progress of a kind, but that such progress is made at a considerable sacrifice. To tell truth, who knows better than the teacher of the existence of the useless grind and its resultant waste?

Does it not lie with him, then, to stay this waste? Not altogether; he is part of a system. But more, one and all of us are so intent on the false show of the examination result that neither the prayers of the central figure in the show nor of his champions are heard. Is it sufficient that that delicate instrument—a child's mind—should contribute to the senseless glorification of a school or the pacification of the almighty tax-payer? What matters it, then, should the instrument be wasted or even destroyed in the process? The end justifies the means, forsooth!

The pessimistic teacher looks upon the mental waste which he sees all around him as the inevitable result of the system under which he works. But no true teacher can be a pessimist in anything but theory. His life work demands that he should work and hope for the best even whilst oppressed with a sense of the worst. Still, intellectual pessimism is of service; it is the best antidote to the fatal optimism that is so apt to be fostered by the dazzle of the latter day examination result. It compels us to give heed to the vicious points in our method of educating, and the practical result, so far as the teacher is concerned, is an endeavor on his part to rise superior to the system that enthralls him.

Of intellectual waste, as of any other kind of waste, there are two kinds, productive and unproductive. The acquisition of former knowledge that has now disappeared from the mental consciousness has certainly proved unproductive, if the mind received no training in the acquisition. This is waste with nothing to show for it. But there is the unavoidable waste involved in the disappearance of formerly acquired knowledge whose acquisition resulted in a certain development of the mental powers. Here there is a loss and gain, the latter often far transcending the former. In a utilitarian age, when every bit of knowledge is apt to be judged from a one-sided utilitarian point of view, this latter kind of waste is often confounded with the former. It is the unproductive waste which concerns us.

The testimony of inspectors will doubtless be corroborated by that of the observant teacher, that the study of some subjects entails a greater amount of waste than that of others. Such subjects as history and geography have acquired bad prominence in this respect. Important as history is, from the point of view of future citizenship, to the average pupil of the elementary school, yet inspector and teacher alike seem to view the subject with despair. As *deus ex machina*, it is either expelled the curriculum of the elementary school, or (perhaps by way of a conscience-salve) relegated to the oft nondescript position of a reading lesson. The question is thus suggested: Are there certain subjects of school instruction of such a nature that to attempt to teach them only results in waste unproductive? Or is the waste wholly or partly the outcome of wrong method in teaching those subjects? The case of history would seem to favor the former alternative. But what does the now historical cry of the inherent difficulty of the subject amount to? It will be granted that in general any subject of study is difficult or easy, according to the way in which it is approached. A glance through the ordinary historical text-book shows the method by which the pupil is introduced to a knowledge of history. It is questionable if there is at present in the educational market a single historical manual that deviates from the orthodox plan of treating the subject "from the beginning." In general, the pupil is led through a series of facts whose sole connection

is often merely chronological. He leaps from one isolated foothold of fact to another, finding neither rest nor satisfaction in any. And even in the case of those text-books that aim at giving a connected account of the life of the people in its various aspects, the same method of going forward is followed.

To the average child the study of history, as indeed that of any other subject, after this fashion, is uninteresting. His mind refuses to go forward willingly in this will-o'-the-wisp chase after effects. Even if you lead him along a line of the most perfect synthesis, his mind, unless analytically employed at each step of the synthesis, does not follow with a full interest. You have robbed him of the motive for effort—the desire to find the cause of an effect, not the effect of a cause. He is not so much concerned with what this will do as with what caused this, not so much with *how* as with *what*, not so much with *synthesis* as with *analysis*.

Never was a truer educational dictum proclaimed than the Herbartian maxim that the substitution of any other motive for effort other than interest in the subject injures the character of the child. And what is this but another way of saying that there is no real education where interest in the subject is not the motive of the mental effort? To secure this Herbartian interest the learner must be led along that analytical path which the pupil himself unconsciously points out at the birth of thought. It is, alas, too true that the little would-be analyst can be brought to submit quietly, and blindly, to the bondage of the synthetical leading string, lured on, it may be, by the poor hope that he will ultimately reach some light. Childhood is the period of faith. Yes, but a more rational faith than oft attends the child in later school life.

That psychology is not yet dead that makes much of the child memory and little of the child intelligence. It is psychology of the study, not a psychology of the class-room. It is partly owing to it, that the child of our lower standards is cursed with an *olla podrida* of meaningless facts. And yet in reality he is an embryo discoverer, unconsciously working analytically, and demanding analytical explanations of things.—*Educational News, Scotland.*

THE OLD DISTRICT SCHOOL TRIED BY FACTS.

IN these days of over-teaching it might not be amiss to recall some of the virtues of the old system. The defects of the old system have been harped upon so much, that it would be quite an easy matter to persuade ourselves that it had no virtues; and that the modern improved school has no defects. One glance at national facts, however, will dissipate all this assumption. The greatest generation of Americans that has appeared so far, in the history of the country, the generation that carried the country through the civil war, and gave us that finely disciplined, magnificent volunteer army, the able generals to conduct it, and the wise statesmen to provide for it, was the product largely of the old-time public school. In the stern discipline of the old district school, where the autocratic schoolmaster was the unlimited monarch of all he surveyed, was laid the foundation of that valuable military discipline that ultimately rescued our nation from the throes of dissolution.

The old school had its defects—defects which have been remedied; but it had also its virtues, for which, in my way of thinking, the new school has furnished but scant compensation. The new school makes better

scholars; but does it make better men? Those who come from the schools to-day are better equipped with the details of learning; but are they better able to think, and to do? On these questions there may be room for more than one opinion. We know what the old school did; and we may hope that the results of the new school will be even more gratifying; but we will do well to bear in remembrance the principles and methods which secured for us a manhood strength which, when tried in the severest balance in our history, was not found wanting.

The typical school of a half-century ago was the district school; as the people at the time were principally country people. Rural thought and rural manners were then the controlling forces of the nation; and country bred men were, and indeed are still, our great leaders of thought and action. Hence the district school, fifty years ago, lay very close to the national life-springs; and exercised a preponderating influence in determinating our national type. The country school then, rather than the city school of fifty years ago, was the school that gave us the men that have illumined the page of our recent history. We may, therefore, infer that the old country school, with its rude benches, its wood stove, its austere teachers, and its iron discipline, was not without its virtues. It has often been made the butt of ridicule. Does it not deserve better treatment?

Fifty years ago I shared the instruction of such a school—a school from which went forth a bishop of the church—a distinguished journalist—a skilled machinist—an officer in the army—a chaplain in the army—a noted revivalist—and several women who are doing noble work in the world; and as I look back upon my childhood days, and contrast the form of schooling with that my children are now receiving, I am not filled with unmingled regrets on my own account. My children are receiving much in school that I did not get; but I am confident they are missing, in their training, some things of great value which I received.

Prominent among the virtues of the old district school, was that of developing within the child self-reliance and the mastery of his own faculties. He was not helped beforehand—not, indeed, until his own efforts had been exhausted—and then, not more than enough. Boys were given work to do, and if it were not done, the teacher, or "master," demanded the reason why; and not infrequently enforced his demand with a stinging "hickory." True, the curriculum was very narrow, but the poor boy had to plod through it alone, spurred on by the master's rod; and by the time he climbed "Parnassus' heights," he was no "ninny," as he has shown.

A second great virtue taught in the district school, was true, plain democracy. There were no higher classes; no lower classes; no cultivated children; no rude children;—all were boys and girls—"scholars." Dress received never a word or a thought. We came there to learn to read, write, and cipher; not to learn manners and fashions. Our Bennetts, Pikes, Roses and Davies were more to us than collars, cuffs and shoe-brushes. We were taught a broad honest pronunciation of the words, and an open and full presentation of our thoughts, without any fears of grammatical rules, or dictionary accents.

The third valuable thing taught in the old school was the appreciation of good English—not by a senseless, precocious analysis of works far above our heads: but by reading and committing to memory classic compositions. Our old Readers abounded in

fine selections which were read and re-read, committed and recited, with never a note or word of comment whatever. We were allowed to meet the author alone, and hear his voice without let or hindrance from officious editor or teacher. The old schoolmaster knew where to stop.

I need not comment upon that careful and painful penmanship that prevailed. Our old teachers "set" our copies, and their penmanship was awe-inspiring to contemplate. On this study I always thought they were over nice, as they would rap my fingers with their rod to make me straighten them out and keep my pen pointing to my shoulder.

The old master has long since passed away; the old school-house has been replaced by the modern school building with its rooms and grades, all of which are much, very much, better than the old in many respects; but in cultivating self-reliant manhood, in inculcating true democracy, in inspiring a genuine love for good English and originality of thought and freedom of expression, I know nothing in the new American educative system that more thoroughly takes the place of the old country school.

THEOPHILUS GOULD STEWART.
Fort Missoula, Mont.

—*The School Journal.*

THE TEACHER'S WORK.

THE demands of the educational system of to-day upon the energies of the teacher are tremendous. There is no other labor at the same time so exhausting, ill-paid, and unsatisfactory to the doers of it as that which is done in our schoolrooms. The work of the Ontario Public school teacher is, in fact, never done. He cannot compass it all. As prescribed for him by the programme of the Education Department, it is an impossibility. He cannot perform well the half of what there is required of him. But ill or well, the ground has to be covered—he must leave nothing out. In their respective classes boys and girls must be taken over the full sweep of the authorized course of study. There stand at the end of the term the examinations—promotions, entrance and leaving—and unless the teacher wants to lose his situation and his reputation he must make shift to pass a respectable number out of each class. To do this he must largely discard sound methods of teaching. To take the pupils thoroughly over the work required for the examination is out of the question. There is too much of it. The subjects are too numerous; in most of them the range of study is too extensive, and the questions set by the examiners are frequently beyond the understanding of the candidates. Take the scope of the work for the entrance examination in the one subject of British history. The examiner may select his questions from all periods of that history, from the time of Julius Cæsar's landing in Britain down to the Diamond Jubilee. To stand the test of such searching, ingeniously constructed questions as will be asked, a pupil should be well grounded in not only the broad facts, but also in much of the detail of the textbook. He must not only have a full and exact knowledge of the history of Great Britain, but he must know also a good deal about constitutional usage. In fact, some of the questions asked belong rather to political science than to history. It is vain for a teacher to try to put his pupils in possession of such a stock of historical knowledge as will assure them success at the examination. If he teaches faithfully, with the object of really making his class acquainted with the subject, they will all be plucked. At that rate he

would not get over a third of the work required to be done. Since genuine teaching will not serve his purpose he has to resort to cramming. To force the whole subject into the brains of his pupils he must be a regular steam engine of energy. He must wear himself and his pupils out in order to get a sufficient number of the facts pumped in and impressed long enough to be of use on examination day. When the examination is over the mass of the facts passes out of the head of the average pupil so crammed like the air out of a punctured tire. So it is in regard to many of the other subjects in which the pupil is supposed to be instructed. There are too many of them, and there is too much of them. Under the Ontario system teachers and pupils have to work like slaves, and yet they accomplish but little. The main work of education—the development of the reasoning powers—has had to be neglected for want of time. The memory has been abused, and the store of matter with which it was loaded is soon thrown off. We want a more compact and practical course of study at our Public schools. —*Ex.*

SCHOOL WORK.

1. A man has $3,000 in a bank, he draws out $^{3}/_{10}$ of it and then $^{1}/_{5}$ of the remainder, and afterwards deposits $^{1}/_{4}$ of what he has drawn out; how much has he then left in the bank? Ans. $2,010.

2. A regiment was reduced to 480 men after engaging in two battles, in the first of which it lost 1 man in every 27 and in the second $^{5}/_{13}$ of the remainder. How many men were there at first? Ans. 810.

3. A man bequeathes $^{1}/_{4}$ of his property to his wife, $^{5}/_{6}$ of the remainder to his son, and $^{4}/_{5}$ of what then remained to his daughter, and the balance, $700, to a hospital; find the amount each person received. Ans., wife, $7,000; son, $7,500; daughter, $2,800.

4. A man divided a farm among three sons. To the first he gave 24 acres; to the second $^{4}/_{9}$ of the whole, and to the third $^{3}/_{7}$ of the whole. How many acres did the farm contain? Ans. 189.

5. A farmer sold $^{5}/_{12}$ of his grain and then $^{1}/_{7}$ of the remainder, and next [illegible]$/_{11}$ of what then remained, and had left 20 bushels; how many bushels had he at first? Ans. 88.

6. A man divided his money among his five sons. He gave $^{1}/_{2}$ to the eldest, $^{1}/_{4}$ of what was left to the second, $^{1}/_{6}$ of what was then left to the third, $^{1}/_{5}$ of what was then left to the fourth, and the remainder, which was $160, to the fifth. How much money was divided? Ans. $640.

7. A farm is divided among three persons; the first gets 60 acres, the second $^{3}/_{5}$ of the whole, and the third $^{1}/_{3}$ as much as the other two together. How many acres did the farm contain? Ans. 4[illegible]0.

8. A man having $240 spends a part of it, and afterwards receives $6^{1}/_{4}$ times as much as he spent; he then had $555. How much did he spend? Ans. $60.

9. I have $100 and spend a certain part of it; afterwards I get back $3^{1}/_{5}$ times as much as I spend; I then have $298. How much do I spend? Ans. $90.

10. On $^{2}/_{5}$ of my field I planted corn; on $^{1}/_{3}$ of the remainder I sowed wheat; on $^{5}/_{6}$ of the remainder I planted potatoes; the rest, consisting

of $\frac{1}{2}$ an acre, was planted in beans. How large was my field? Ans. $7\frac{1}{2}$ acres.

11. If, when wheat sells at 80 cents per bushel, a 4 lb. loaf of bread sells at 12 cents, what should be the price of a 3 lb. loaf when wheat has advanced 40 cents a bushel? Ans. $13\frac{1}{2}$ cents.

12. A person sold A $\frac{4}{5}$ of his land, B $\frac{1}{3}$ of the remainder, C $\frac{1}{4}$ of what then remained, and received $400 for what he had left at $20 an acre; find the number of acres at first. Ans. 200.

13 Find the amount of each of the following bills:

(a) $8\frac{1}{2}$ lbs. raisins, at $6\frac{1}{2}$ cts.; $9\frac{3}{4}$ lbs. currants, at $8\frac{1}{2}$ cts., $16\frac{2}{3}$ lbs. figs, at $7\frac{1}{2}$ cts., $24\frac{1}{4}$ lbs. candies, at $5\frac{7}{8}$ cts.; $58\frac{1}{8}$ lbs. nuts, at $5\frac{1}{2}$ cts. Ans. $\$7.25\frac{9}{32}$.

(b) $20\frac{5}{8}$ lbs. suet, at $13\frac{3}{4}$ cts.; $16\frac{1}{4}$ lbs. bacon, at $12\frac{1}{2}$ cts.; $9\frac{2}{5}$ lbs. lard, at $8\frac{1}{3}$ cts.; $26\frac{3}{4}$ lbs. beef, at $7\frac{1}{2}$ cts.; $17\frac{1}{2}$ lbs. pork, at $11\frac{2}{5}$ cts. Ans. $\$9.65\frac{17}{96}$.

CORRESPONDENCE.

TRADUCING CANADA.

To the Editor of the Mail and Empire:

SIR,—In a recent issue of your paper you quote a long letter which appeared in Modern Society (a well-known London weekly), written by an Englishman, containing what you call "slanders that are not worth contradicting." Dickens once got into great trouble with the Americans because he spoke frankly of their failings—"traduced" them, as you would say—and showed them up with that keen power of ridicule which, as the French say, "kills." What was the result? Many of them took their medicine like men, and now the faults which he criticised are greatly minimized. A man, or a people, so silly as to resent criticism, or so conceited as to think such criticism beneath notice, is beyond redemption. There is a legal maxim that "the greater the truth, the greater the libel," and it may be from a knowledge of the truth of much of what appears in that letter in Modern Society that you denominate it a "slander."

I will take the points of that letter seriatim. (1) The writer says "the way all business is carried on requires a total reformation," and he then speaks of "the cheating and trickery that exists broadcast." Now, I will ask any business man to probe his own conscience, and say whether there is not at least some modicum of truth in this. Mispresentation is not considered reprehensible—if it is successful. Inferior stuff is too often palmed off as good, and the "bargains" about which people are so crazy are too often nothing but cheats. Will anyone but a fool think that, as we often see in the windows, "50 cents, worth $1," is the truth? If it is not the truth, what is it? It is a deception, and we know that "the essence of a lie is the intention to deceive." What did one of our judges say recently in an election trial about the want of truthfulness which appeared to prevade the witnesses; and if men lie as witnesses when on oath, what are they likely to do in private when not on oath? It is impossible to believe one quarter of the statements one hears. People apply euphemisms to such statements,

but when sifted and faced frankly, they are simply lies. Is even the public business of the country carried on in a manner which is beyond reproach? Have not charges of dishonesty been made again even members of the Government—of both parties—which have never been disproved? Such charges, if made against a man occupying such a position in England, would bring him at once to the bar of public opinion; and if proved, would cause his extrusion once and for ever from the public service, and almost from public life. I said, advisedly, that there does not exist in this country the same keen sense of honor and honesty and truthfulness among our leading politicians as exists in the Old Country. As for the rank and file of politicians in this country, they are mostly busy-bodies who have thrust themselves into that position because better men will not take the trouble to do so. Independent men will not enter public life merely to become the puppets of place-hunting wire-pullers.

(2) Farming is worse than in England. Farming certainly is not as profitable as it was. In fact, farming is, in very many cases, carried on, if not at a loss, at any rate with a very small margin of profit. Go to the banks, the money lenders, and the loan societies, and you will find out that mortgages are the rule.

(3) Canadian mistresses don't know how to treat a servant, because so many have themselves risen from that post. It very often does happen that the family of the domestic may have been, and may still to a certain extent be, on something not far from the same level as that of her mistress; and as the mistress may think it necessary to assert herself, a certain amount of jarring will result. That many mistresses do treat their domestics badly is certain, but then this same class of mistresses are uncourteous even to assistants in the stores and, indeed, to all whom they think their inferiors in wealth. On the other hand, many servants are a trial even to the best mistresses. Carelessness, indifference, laziness, uppishness are frequently the characteristic of the Canadian handmaid. It is an old saying that "bad mistresses make bad servants"; and bad servants too often try the temper of the best mistress.

(4) The promiscuous mixture of boys and girls in the public schools is a bad thing. Anyone capable of using his eyes can observe how it makes the girls rough, and that it teaches them a great many things of which they would better be ignorant. As for the "system" of education, while it may be perfect on paper, it is distinctly unsatisfactory in practice. It has several drawbacks, among them being these two: It is of so superficial a nature that the mind of the pupil is not trained, but simply loaded with fact; and the teachers are very frequently unfit for the work. The writer of that letter says: "The teachers themselves speak ungrammatically." I don't make such a sweeping assertion, but I do say emphatically that "many" of the teachers do so; and they not only speak ungrammatically, but they write and compose badly. As for the so-called higher education, the result is simply the spoiling of many decent farmers, farm laborers, and mechanics, and the deluging of the already overcrowded professions, whose standards are being thus year by year lowered As was said only a short time ago in one of your own leading articles:—

"The higher branches of the school course, instead of being bent towards practical ends, seem to the pupil to belong to another world than the work-a-day one he has been brought up in, and make him feel some con-

tempt for the 'base mechanic arts.' One outcome of it is the drift of the young people from the country into the city, the swelling of the ranks of the professions and of the genteel employments. As a consequence, the greatest natural industry of the country suffers. Farming, instead of being taken up by the bright, better-educated, and progressive youth of the province, is left for the most part to those who have had poorer chances at school. To get the education which makes professional men of boys who should have been farmers, lands are mortgaged, and the owners of them have to struggle along under the burden of debt, while in the over-crowded professions the young fellows cannot earn enough ro repay the cost of their education."

(5) Canadian parents have no control over their children. This is the simple truth. It is not quite so bad as in the United States, but it is bad enough. There is nothing that strikes a new comer more than this, and things have come to such a pass that a man I once knew who taught his children to obey was looked upon as unkind and almost cruel.

The abuse levelled at Dickens for telling the truth to the Americans suggests that, in telling the truth to the Canadians, I had better simply sign myself, Yours, etc.,

A CANADIAN WHO HAS LIVED IN ENGLAND.

Toronto. Feb. 15th.

DEAR MR. EDITOR,—Your periodical, I am afraid, while it is being well received by our teachers generally, has offended some of the members of the text-book committee who have been saying that they know all about me and have only to hold up their little finger to get me into hot water with my employers. Now, Mr. Editor, how is it that any one knows all about me unless you have divulged the secret, and I am sure you would never think of doing such a thing. I am rather inclined to think that in trying to scare me they have only been showing how troubled they are themselves in being brought face to face with the public. They are public servants, and it was unwise of them to think of doing anything that cannot bear the light of day shed upon it. And no matter what they think, the public are now going to have it made known to them what is being done both as regards the authorizing of text-books and the framing of resolutions which have nearly always in them something to repress the personality of the teacher or the pupil. A text-book in this province is not a text-book at all unless our self-elected censor either likes the book or the person who has compiled it. The selection is never without this element of personal like or dislike, and hence it comes about that our text-book list has become a jumble of good and evil. Do you think, Mr. Editor, if you were to write a text-book, even as good a one as Euclid wrote three thousand years ago, that you would have the faintest chance of having it authorized for use in our Montreal schools, after allowing me to write to you as I have been doing. Why, sir, it would be condemned in certain quarters before it had reached the bookbinder's. Its reprobation would be an accomplished fact before either the Protestant Committee or the Montreal Board had ever set their eyes upon it. And suppose, Mr. Editor, you happened to have a book on our authorized list, what do you think would happen? Why, my dear sir, your book would be superseded in the shortest time possible, and nobody, outside of a certain circle, would know anything about the change until it had been irrevocably accomplished unless as at the last meeting of the Montreal Com-

missioners some simple-minded enquirer is told that all preliminary arrangements had been seen to. And what these preliminary arrangements were I will again give you a month to surmise before entering into further explanations.

Yours most respectfully,

A Montreal Teacher.

CONTEMPORARY LITERATURE.

An account will be found in the September issue of the *Cosmopolitan* of the house-keeping of that magazine since it removed to its idyllic home in Irvington-on-the-Hudson. It is a genuine pleasure to learn that the experiment has been fully justified. This ought to encourage other crowded city establishments to go forth and possess the country. President Andrews contributes an article on "Modern College Education." The Cosmopolitan University will probably experience some difficulty from the circumstance that President Andrews has decided to continue his occupation of Brown University. Julien Gordon has the first part of a continued historical story in the September number; "Mrs. Clyde" is the name that she has given to it.

The Quiver publishes in its October number a most interesting account by General Booth of the Salvation Army. Any one who has exercised such a vast influence in the world cannot fail to know much that is worth telling. The name of the article is "Work in Which I am Interested," and it is illustrated by characteristic photographs of Army officers in different parts of the world. "Sayings of Our Lord," by Dean Farrar, is an account of the recent discovery in Egypt.

Every magazine has its peculiar characteristics which, if inherent, become more confirmed with time. In *Scribner's Magazine* it is becoming evident that there is a strong desire to arrive at a more sympathetic understanding with the people who have monopolized the honorable adjective "working." In the series of such endeavors that Scribner's have presented to their readers none will attract more attention nor give more satisfaction than Prof. Wyckoff's Experiment in Reality, entitled "The Workers." Along with information that is new and pleasing, he tells his audience things that they would rather not believe, but which they will decide must some day be changed if they do not of themselves pass away. "The Way of an Election," by Octave Thanet, is a story that will appeal to the same class of readers.

MacMillan's Magazine for September contains a short story by Mrs. Steel, the author of "On the Face of the Waters." The name of the story is "In the Guardianship of God," and it is characterized by the same thoughtful insight into the character of the native Indians that was so evident in the lady's successful novel. Mrs. Fraser's charming story, "A Chapter of Accidents," is brought to a satisfactory conclusion in this number. Among the articles which will be read with interest might be mentioned "Hats and Hat Worship" and "The Craze of the Colored Print."

The profits to the *Ladies' Home Journal* from General Harrison's series of articles has been so satisfactory that Mr. Bok has generously released his forthcoming book from any royalty to the original publisher

of the papers. It is to be issued by Scribner's early in the autumn. *The Home Journal* itself continues to receive the support that the enterprise of its editor so richly deserves. The last issue contained a set of waltzes by a well-known composer.

Bunyan's Pilgrim's Progress, edited by John Morrison, and Goldsmith's Vicar, of Wakefield, edited by Michael MacMillan, have both recently been issued by Macmillan & Co., London, and may be had from the Copp, Clark Company of Toronto. The text of the Pilgrim's Progress has been changed into more modern English.

"The Outlines of Physics," by Edward L. Nichol. The Macmillan Company, New York. The subject is here treated so as to make it an equivalent for the mathematics required for entrance to a college course. To do this a laboratory method has been employed, with experiments as far as possible of a quantative nature.

Other books received from Macmillan & Co., London, through their Toronto agents, the Copp, Clark Co. "Algebra for Beginners," new edition, by I. Todhunter, revised by S. L. Loney.

"The Study of French," by A. F. Eugene and H. E. Duriaux.

"Lessons in Elementary Practical Physics," by C. L. Barnes.

"Virgil, Georgic IV," edited by T. E. Page, and books 5 and 6 of "Murche's Domestic Science Readers."

"The Contemporary Science Series," edited by Havelock Ellis. "Bacteria and Their Products," by German Sims Woodhead, M.D. 3s.6d. London: Walter Scott.--This book may be read with great advantage by students in natural science, medicine, and allied courses of study, but at the same time it is eminently adapted for general libraries. It is a valuable summary of the present state of knowledge on this subject, and public attention being directed more and more every day to Bacteriology, such a work will necessarily be much in demand. Two introductory chapters are followed by a most interesting third chapter on the "History of Bacteriology," which dates back more than two hundred years at least. The remaining three hundred pages of the book (exclusive of an appendix and index) deal with the general subject—a chapter or more being given to each of the better known specific diseases. The author, Dr. Woodhead, of Edinburgh, was formerly Research Scholar of the Honorable Grocers' Company, and is now Director of the Laboratories of the Royal College of Physicians and Surgeons in London.

An account of a recent address on the "Professional Education of Teachers," delivered at Oxford by the Rev. G. C. Bell, Master of Marlborough, will be found in the *Publisher's Circular* for August 14th. He emphasizes actual experiments in teaching during the course of preparation.

"A First Book in Writing English," by E. H. Lewis, Ph.D. The Macmillan Company, New York. This is a text book intended for the first two years of a secondary course, special attention being given to the difficulties of that period. The third chapter. A Review of Punctuation should be noted by teachers of composition.

From Ginn & Company, Boston: "Elements of Chemistry," by Rufus P. Williams; "A Practical Physiology," by Albert F. Blaisdell; "Outlines of the History of Classical Philology," by A. Gudeman.